



## **Behaviour Support Policy (Supporting Children's Needs)** **Promoting Self Regulation.**

Little Hearts Pre-School believes that children flourish best when they know they are free to play and learn in safety, without fear of being hurt or unfairly restricted by anyone else. We believe and understand that children who experience nurturing and stable caregiving, go on to develop greater resilience and the ability to self-regulate uncomfortable and overwhelming emotions.

It is of utmost importance for us to provide an environment in which children learn to respect themselves, other people and their environment. We recognise children, and their needs, as individuals.

Our strong ethos promotes children's well-being and resilience, we believe that *"Nursery days should be one of the most rewarding and joyful days of your child's life and within our stimulating and secure environment we will provide a wonderful experience not only academically but most importantly culturally and spiritually."*

Working in unison with the children we set 'Expectations & Boundaries' to keep us all safe and maintain a positive environment.

- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We expect all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Whilst being sensitive and understanding that children will face conflicts for many different reasons.
  - We fully induct our new staff, volunteers or students on our expectations on how to support children's behaviour.
  - At Little Hearts we treat every child as an individual and understand that there is no one way to help children through challenging times. There is **not** a one glove fits all approach.
  - We believe that when children display what is seen to be negative behaviour, often it is because a need is not being met so, our first point of call when supporting children's behaviour is to observe, track triggers and set an action plan on how we can enable the child's environment and care to nurture their needs.

*Dr Stuart Shanker's five steps of Self Regulation* are very useful in helping us as practitioners to move towards a 'connect before correct' approach to supporting positive behaviour by inviting us to pause and think about the child's needs in that moment:



So everyone who works with our children will adopt these strategies.

**1. Reframe the Behaviour** i.e child is constantly knocking over other children's constructions or destroys other children's art work. She may want to join other children's play, and she may not know how to ask. She may be frustrated because she does not know how to play with the materials or complete her art project

**2. Recognise Stressors**

**3. Reduce Stressors**

**4. Reflect**

**5. Respond**

- We always provide reflection/quiet time, so children have an area where they feel safe to be by themselves if they want to be. This is our tent at the back of the room, inside is a cosy 'dog bed', a blanket and designated tent toys intended to stimulate the senses when a child can feel dysregulated. E.g. A book about emotions, a glitter jar, essential smells, headphones
- We practise breathing exercises on a regular basis.

We **never** use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not shout or raise our voices in a threatening way to respond to children's behaviour. Such behaviours will result in immediate dismissal.

- If any member of staff has to apply physical intervention to prevent a child hurting themselves or others, a full report will be filled to explain the circumstances and intervention used.

• We do not use techniques intended to single out and humiliate individual children including behaviour chart schemes. Our ultimate aim in co-regulating emotional responses are to:

1. reduce stress levels
2. help the child return to a state of calm
3. model/provide self-regulation strategies for them to use in the future.

• Should there be any cases of racial or other abuse, we will call a meeting with the parents/ carers and make sure that they are aware that this type of behaviour is unacceptable and work together to tackle the issue.

• We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their key person. We work with parents to address difficult or challenging times that children may be experiencing.

- At Little Hearts we do not believe in giving rewards or sanctions for specific targeted behaviour may it be positive or negative. We want our children to learn



the value of positive actions and understand the consequences that different actions can have. We believe in building up self-pride and self-esteem.

### **Tackling Bullying**

Bullying is seen as behaviour by an individual or a group, usually repeated over time, that **intentionally** hurts another individual/s. If this is the case we will;

- Intervene to stop any child harming other children, an incident form will be filled and given to the parents of whose child was 'bullying' so they are aware of what is unfolding. We will hold a meeting to investigate if there are any internal factors which may be making the child/children act in such a way.
- We give reassurance and support to the children who have been bullied.
- We will explain what the consequences are of bullying are.
- We make sure that children who bully receive support during the day, this may mean 1:1 support, activities to develop PSED and if necessary referral to external agencies to help get to the bottom of such behaviour • We do not label children who bully
- If children have been bullied, we share what has happened with their parents; we reassure them that we are doing everything within our means to rectify the situation.
- We may receive disclosures of possible bullying behaviour, where parents tell us of disclosures their children have made to them. These will be taken into account and dealt with right away. We will always make sure that we are supporting everyone involved.

We will always have a designated Behaviour Support Co-Ordinator whose role is to support children, staff and parents, please refer to our staff member board to see who our designated person is.