Mr H Out of School Club

Promoting Positive Behaviour Policy
September 24

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Policy statement

At Mr H Out of School Club we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The Club actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by families in the Club.

Within the Club we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's

natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- We aim to promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour.
- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children

- Our approach will always be talking things through, encouraging self-control & responsibility and restoring friendships. We will always involve parents and seek to work together for the benefit of the child.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to the stage of development
- Have a named person who has overall responsibility for behaviour management.

Procedures

We have named person who has overall responsibility for our Club for supporting personal, social and emotional development, including issues concerning behaviour.

The named person for managing behaviour is Helen Trigg and she will be responsible for:

- Advising and supporting other staff on behaviour issues
- Along with each room leader, keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the Club
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our Club rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not

acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

Staff Training

- We familiarise new practitioners and volunteers with the Club's behaviour policy and it's guidelines for behaviour.
- We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- Check that all staff have relevant in service training on positive behaviour. We keep a record of staff attendance at this training.

Partnership with Parents:

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at Club. With a good level of communication we can provide consistency for the children and this will help alleviate frustrations and misunderstandings that can lead to behaviours that are unacceptable or unknown.

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by Club and home will be agreed and reviewed to monitor outcomes.

Expectations of behaviour:

At Small World Club we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

1. **Respect**: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the Club environment including equipment and property.
2. **Understanding and compassion**: to help children to understand other people's views and experiences and to be caring and tolerant towards others
3. **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
4. **Fairness and equality**: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All practitioners will demonstrate this behaviour in their actions also.

5. **Kindness**: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
6. **Support and the use of positive reinforcement**: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self- esteem.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Strategies to encourage positive behaviour

We help children look after themselves by:

7. Praising them: focusing on the positive things they do
8. Helping them to recognise their feelings and express themselves in an acceptable way
9. Encouraging those to ask for help from peers as well as adults
10. Encouraging their attempts and identifying with a view to planning for their interests
11. Building their independence through self-help skills
12. Encouraging them to see the good in others
13. Encouraging them to learn from each other

We help children to care about others by:

14. Using conflict resolution and keeping calm
15. Modelling appropriate behaviour
16. Working on and reinforcing the understanding of feelings, e.g. in circle time
17. Naming and making feelings clear including the consequences of their actions: reflecting back to children
18. Being aware of the power of language, i.e. not being confrontational or negative
19. Boosting self-esteem
20. Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

21. Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
22. Encouraging children to wait their turn
23. Talking one at a time: listening to each other without interrupting when someone is already speaking
24. Giving children clear messages and setting an example

We ask children to look after equipment by:

25. Encouraging children to use equipment appropriately
26. Teaching them about health and safety
27. Encouraging them to help mend broken toys and equipment
28. Playing games, e.g. in circle time and considering, “How do we look after this?”
29. Washing the bikes, toys etc.

30. Reminding them to tell us about breakages
31. Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

32. Making it as attractive as possible
33. Cleaning tables
34. Tidying up together
35. Displaying children's work
36. Picking up rubbish
37. Providing labelled storage
38. Looking after indoor and outdoor plants
39. Explaining proper care and use of areas (painting area, home corner, sand pit etc)
40. Noticing, acknowledging and praising 'careful handling' and modelling it
41. Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

Strategies with children who engage in inconsiderate behaviour

- We require all, staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsistent ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children form the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (What happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Club

manager and are recorded in the child's personal file. The child's parents is/are informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years old

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause-such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety.'
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concept of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

(Please Gun Play Policy for more information)

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'.

For children under five, hurtful behaviour is momentary, spontaneous and often without consideration of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometime overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it?' you didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him? Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings. 'when you hit Adam, It hurt him and he didn't' like that and it made him cry.'
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs- this may be in the home and it may also be in the Club;
- Their parent, or carer in the Club, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.

Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The Club uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

1. Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
2. Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session
3. If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
4. Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
5. In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of
autism where a child doesn't have the communication skills, the Club manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed practitioners will intervene appropriately, in a clear, calm and positive manner, to support

children to reconcile conflict. This will be done in an age appropriate approach.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Consequences

If inappropriate behaviour continues, the practitioners will emphasise that it is the behaviour that is in the behaviour they disapprove of not the child whilst encouraging the children to comfort and make amends for their behaviour, e.g. asked to get a tissue, give it a rub better or offer a comforting cuddle if they have hurt another person.

At no time during disciplining a child would practitioners use physical punishment, e.g. smacking, shaking or slapping. Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult… to prevent serious damage to property, or in what would be reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

We have a range of strategies that we will use to discourage inappropriate behaviour depending on the child's age.

Initial intervention approach

We will use an initial problem solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons, then a focused intervention approach should then be applied.

This approach allows the key-person and the Behaviour co-ordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

The Club will follow the ABC method which uses key observations to identify

- an event or activity (antecedent) that occurred immediately before a particular behaviour,
- what behaviour was observed and recorded at the time of the incident, and
- what the consequences were following the behaviour.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Strategies we use:

Babies 0-2 Years

1. Stop sign method, using a clear hand signal.
2. Praise positive behaviour
3. Distraction from the situation with another toy/activity.

Toddlers 2-3 years

- Stop sign method, using a clear hand signal.
- Distraction from the situation with another toy/activity.
- Positive praise for good behaviour
- Age appropriate language to be used.
- Using golden rules booklet with visual aids to encourage good behaviour.
- Giving choices.

Pre-school 3-5 years

- Stop sign method, using a clear hand signal.
- Calm down time using a bottle or shaker.
- Reward charts to encourage appropriate behaviour.
- Golden rules books for both indoor and outdoor boundaries.
- Appropriate language is used at all times.
- Giving choices.

Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

We also have visual aids across the Club to help aid understanding and reduce anxiety for children.

Small World Club will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches.

Step 1

- We will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 2

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Communication:

Children: For younger children, they are exploring their feelings and testing out boundaries and whilst you still need to discourage inappropriate behaviour their understanding is limited. For 3 & 4 yr olds, the practitioners will work with the children to write down expectations for behaviour and this will be agreed with the children by creating a golden rules book and will be discussed with children on a regular basis.

Practitioners: As part of the induction procedure, all practitioners will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Practitioners will make every effort to act as good role models

to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the Club will join with us in partnership. Practitioners will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour. Practitioners will attempt to focus directly on positive features of the child's behaviour. Practitioners use positive techniques including re-direction of children, early intervention to prevent disagreements that children cannot handle. Anticipation of and the

elimination of potential problems e.g. equipment and time tabling will help to discourage unacceptable behaviour.

Parents/Carers: Our overview of behaviour policy is included as part of our 'Parents Information Book' which is given out at enrolment. A full copy of the policy can be found in the Club office and policy folder in the reception area. If a child is demonstrating a pattern of inappropriate behaviour then the parents/carers will be informed on the day and if this is persistent the parents may be invited in on a regular basis to discuss your child's behaviour and agree a course of action.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually occurs in children five years and over but if it does occur in our Club, we will deal with it in the following way:

- We will show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted by Mr H Out of School Club

On	1st October 2024
Date to be reviewed	October 2024
Signed on behalf of the provider	
Name and role of signatory	Nicola Readman (Club Manager)

Mr H – Out of School Club

Incident Form

Date

Who was involved in the incident? (Please circle) Child Adult Member of staff

Name

Date of birth

Date of incident

Time of incident

Place incident occurred

Explain fully the events leading up to the incident and the incident

Witnessed by

Is there anything we could do to prevent this happening again?

Staff signature

Manager signature

Parents' comments

Parent signature & print name

Top tips for helping your child develop emotional literacy

- **Accept your child's emotions and their emotional responses.** Don't immediately judge, criticise or negate how your child is feeling. Name the emotion for them and say things like: 'Oh, that sounds really frustrating,' or, 'How lovely, I can tell how excited you are.'
- **Label their emotions with them.** Doing so helps children feel understood. For example, say, 'You sound upset,' or, 'You look worried.'
- **Encourage your child to talk about their feelings.** Create an environment where it's safe to talk openly about feelings and emotions free from judgement, criticism or finger-pointing. Say things like: 'You sound really fed up. Shall we have a chat?' and, 'How did that make you feel?'
- **Help them to recognise the signs about how others may be feeling.** In stories, books or TV programmes, ask open-ended questions to help your child step into the shoes of a character or person. Say, 'How do you think that made him feel?' or, 'How would you feel if that happened to you?'
- **Teach them how to calm down and press their imaginary 'pause button'.** Encourage them to take three deep breaths and say a simple mantra of, 'I can feel calm inside.' After that, encourage them to go and do something they find calming and relaxing.
- **Teach children alternative ways of expressing their frustrations.** Ask your child an open-ended, empowering question to help them feel that they have choices. For example, say, 'How could you explain how you feel using your words rather than hitting?' or 'Can you think of a different way to let him know how angry you are?'
- **Recognise what motivates them to perform at their best.** Encourage your child rather than praise them: focus on celebrating the behaviour and effort, not just the result. Say things like, 'I've noticed that when things get difficult you just keep trying – that's fantastic'.
- **Model how to remain calm and in control when you are tired, angry or fed up.** Say, 'I've had a tough day at work – can we talk about this later when I've had a chance to relax?'

Seize every opportunity

Whether it's to model, teach and empower your child towards becoming emotionally literate, you will watch them blossom into happy, confident, resilient adults who are tolerant of race, gender and disability, and who will have positive mental health, well-being and quality of life. What better gift can you give them?