

BEHAVIOUR POLICY

Including anti-bullying strategy and procedure



POLICY STATEMENT

BEST Preschool believes that children flourish best when their personal, social, and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views, feelings, needs, and rights of others, as well as the impact their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

We strongly believe in giving children the free space to develop their creativity, fostering a lifelong love of learning, which in turn lays the foundation for a healthy adult life.

In our school, we aim to create an **environment** that encourages cooperation, sociability, reverence, and respect for life, sport, and nature, fostering a warm, home-like atmosphere and providing opportunities for children to learn through imitation, rhythm, **repetition, and child-led creative play.**

For this, we support children to:

- Develop a sense of caring and respect for one another.
- Build caring and cooperative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement.

AIMS

This policy aims to:

- Give teachers guidelines to support children's positive behaviour in school.
- Provide a consistent approach to behaviour management, including bullying.
- Summarise the roles and responsibilities of different people in the school community concerning behaviour management.
- Apply positive strategies which create a caring environment in which young children can grow both as individuals and in the wider context of social integration and assimilation at all levels.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on the advice of the Ministry of Education (ME) on:

1. **Law No. 198/2023 on pre-university education** ([Legea nr. 198/2023 a învățământului preuniversitar](#)).
2. **Methodological rules for enforcing the law against psychological violence (bullying)** (Normele metodologice de aplicare a legii împotriva violenței psihologice bullying [ORDINUL nr. 4.343 din 27 mai 2020](#)).

ROLES AND RESPONSIBILITIES

All practitioners within BEST Preschool are responsible for supporting personal, social, and emotional development, including addressing immediately issues concerning behaviour.

We work together to:

- ✓ keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- ✓ access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social, and emotional development; and
- ✓ check that all staff have relevant in-service training on promoting positive behaviour and/or are made aware of our policy during the induction process.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

We require all staff, volunteers and learners to provide a positive model of behaviour by treating children, parents, and one another with friendliness, care, and courtesy.

We support new staff and volunteers to get familiarised with this **Behaviour Policy** and its strategic guidelines for achieving positive behaviour.

We expect all members of our setting - children, parents, staff, volunteers, and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring behavioural issues, using our observation records to help us understand the cause and to decide jointly how to respond appropriately.

The Head of Preschool is responsible for:

- ✓ monitoring how staff implement this policy.
- ✓ involve the Educational Coordinator to support teachers in finding the appropriate age-related behaviour management system in the classrooms.
- ✓ work with the teachers to review this policy annually or when it is necessary.

The BEST Preschool Staff are responsible for:

- ✓ creating a positive home-like atmosphere in which children can learn through imitation, free play, rhythm, and repetition.
- ✓ implementing this Behaviour Policy consistently.
- ✓ modelling positive behaviour.
- ✓ providing a personalised approach to the specific behavioural needs of children.

- ✓ reporting incidents to the Educational Coordinator/Designated Safeguarding Lead.

Parents must be in close partnership with the preschool to allow each child to fully engage with the education we offer. Corporal punishment by parents is a safeguarding issue; therefore, our school strongly discourages parents from using corporal punishment on their children for misbehaviour occurring in school.

Our school expects parents to support by:

- ✓ discussing any behavioural concerns with the class teacher or the child's key worker promptly.
- ✓ informing us of any changes in home circumstances that may affect the child's behaviour.
- ✓ providing a safe, healthy lifestyle for the child as reasonably as possible: a healthy diet, controlled movement spaces, enough sleep, responsible supervision and controlled access to technology and media.
- ✓ considering the appropriateness of toys and clothing available. Electronic games, weapons, cartoons and superhero images and their actions are not considered helpful in social integrations and may work actively against the positive behaviour we are trying to promote in our preschool.
- ✓ limiting screen time of any sort to an absolute minimum or none.
- ✓ attending parents' teacher meeting and any other requested meetings.

PROCEDURES

Principles to encourage considerate behaviour:

1. **We acknowledge** considerate behaviour such as kindness and willingness to share.
2. **We support** each child in developing self-esteem, confidence, and feelings of competence.
3. **We support** each child in developing a sense of belonging in our group, so that they feel valued and welcome.
4. **We avoid** creating situations in which children receive adult attention only in return for inconsiderate behaviour.
5. When children behave in inconsiderate ways, **we help them** to understand the outcomes of their actions and support them in learning how to cope more appropriately.
6. **We never use physical or corporal punishment**, such as smacking or shaking. Children are never threatened with these.
7. **We only use physical restraint**, such as holding, to prevent physical injury to children or adults and/or serious property damage. 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 Head and Office Manager and are recorded in an incident report form, which is then put in the child's file. The child's parent(s) or carer is informed on the same day.

8. For serious misbehaviour, such as racial or other abuse, **we make clear** immediately by explanations the unacceptability of the behaviour and attitudes, rather than personal blame.
9. **We do not shout or raise our voices** in a threatening way to respond to children's inconsiderate behaviour.

INCONSIDERATE BEHAVIOUR RESPONSE:

We require all staff, volunteers and learners to use positive strategies for handling any inconsiderate behaviour by helping children find solutions in ways that are appropriate for the children's stage of development:

1. Get the children involved out of the conflict zone, stop the action, and have a calm-down moment.
2. Talk for acknowledgement of feelings - breathing exercises, open questions about how they feel.
3. Collect findings of what happened from both children separately.
4. Explanation as to what is/is not acceptable.
5. Support children to gain back control of their feelings and actions.
6. Learn a more appropriate response - offer counting techniques, go to an adult, use the 'stop, please', 'I don't like it' words.
7. Reconcile the sides by negotiating terms.

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 preoccupied 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.

1. **We recognise** that a certain amount of rough and tumble play is normal for young children and acceptable within limits. We regard this kind of play as pro-social and not as problematic or aggressive.
2. **We 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.
3. **We recognise** that fantasy play also contains many violent 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 concepts of right and wrong.
4. **We can** tune into the content of the play, to suggest alternative strategies for heroes and non-heroes, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

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 cognisance 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 sometimes overwhelm them. We 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 develop the physiological response system that will help the child be able to manage his or her 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 while breathing in and out at the same pace together. Verbal children will also respond to cuddling to calm them down, but **we offer them an explanation and discuss the incident** with them at their level of understanding.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a verbal connection between the event and the feeling. *"Adam took your car, didn't he, and you were enjoying playing with it. You did not 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 others' feelings. *"When you hit Adam, it hurt him, and he didn't like that, and it made him cry"*.

We help young children develop prosocial behaviour, such as solving conflicts over who has the toy. *"I can see you are feeling better now, and Adam isn't crying any more. Let us 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. 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, through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

MANAGING INAPPROPRIATE BEHAVIOUR OF CHILDREN

When dealing with undesirable behaviour, all staff will:

1. **Keep calm**; never show children that undesirable behaviour has had any impact on you. When discussing undesirable behaviour, always make sure that you **go down to the child's eye level**.
2. An explanation of **why the behaviour was inappropriate** should always be given in a clear, age-appropriate manner. Please **be discreet**, and if other children are trying to listen to the conversation, gently encourage them to do something else or ask a member of staff to distract them. Ensure that every member of the team remembers that the **behaviour is to blame and not the child**. Our approach is to give praise to toddlers to promote positive behaviour rather than blaming the other child whose behaviour was deemed to be unacceptable.
3. On occasion, it may be necessary to **separate children from one another** or if there is a situation where there is **a risk of them causing the other/each other harm**. If this has been necessary, we will inform the parent/carer at pick-up.
4. In situations where the children are causing each other **distress, i.e. over a particular toy**, they may be encouraged **to use a sand timer to share and take turns** or be distracted with another activity or toy. (British Values)
5. **No child in the room should be forced to say "sorry"**; if they wish to on their own accord, that is acceptable. It may be suggested that they **give the other child a hug to comfort them, draw them a picture**, or ask the other child *'What could I do to cheer you up?'*
6. **No child/children should be sent to the book corner or a particular area in the room** to be used as punishment. Staff must refrain from suggesting that a child will be sent to another playroom if their negative behaviour continues.
7. **Pudding or other treats must not be withheld or exchanged** for something else to make a child behave.

BEST Preschool house rules

- Are drawn up with children and explained regularly in each classroom, age range appropriate.
- Are a few.
- Are worded positively.
- Positive Behavioural Management systems are in place for each group:
 - ✓ Emotions Behaviour Chart - **Catkins**
 - ✓ Rainbow Behaviour Chart - **Acorns**
 - ✓ Monsters Behaviour Chart - **White Oaks**
 - ✓ Rainbow Behaviour Chart - **Red Oaks**
 - ✓ Rainbow Behaviour Chart - **Green Oaks**

In the Head of Preschool's office, we have an Incident Record held electronically. If a child displays undesirable physical behaviour, it will be noted in the incident spreadsheet after the teacher fills in an ***Incident Form (Annexe 3 from Medical and First Aid Policy)***. This is used for records of any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provokes the child's negative behaviour, helping the staff to put strategies into place.

The parent/carer will be asked to read an account of the ***Incident Form*** and sign it when collecting their child. The ***Incident Form*** is also countersigned by management, allowing them to see if there are any patterns or triggers. The content of this ***Incident Form*** is kept confidential and will not be available to other parents/carers to read, due to the sensitive information it contains and our Data Protection Policy. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

The **main reasons for 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 setting.
- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently, negative patterns are developing where hurtful behaviour is the only response the child can express feelings of anger.
- the child may have insufficient language or proficiency in 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.

BULLYING

We take bullying very seriously. Bullying in preschool age 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 can plan to carry out a premeditated intent to cause distress to another. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Types of bullying definitions

Bullying related to racism, religion and culture = a range of harmful behaviours, both physical and psychological, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Examples: physical attacks or threats, verbal abuse, mimicry and racist jokes, racist graffiti, refusing to cooperate in work or play with students from minority ethnic communities.

Sexist bullying has an impact on all genders and can occur irrespective of the gender of the student who bullies, as well as of the student who is bullied.

Examples: abusive name-calling, looks, gestures and comments about appearance and emerging puberty, sexual innuendoes and propositions, pornographic material or graffiti with sexual content, sexual assault, rape.

Homophobic bullying = persistent hurtful actions targeted at students who are gay, lesbian or bisexual.

It has been shown that students who experience homophobic bullying:

- have higher levels of absenteeism and truancy in secondary school.
- are less likely than their peers to enter higher or further education.
- are more likely to commit suicide.

Bullying related to disability and special educational needs = persistent hurtful actions targeted at students who have special educational needs.

Cyberbullying = the use of Information and Communication Technology (ICT), particularly mobile telephones and the internet, deliberately to upset someone. Cyberbullying can become a method of carrying out other types of bullying, such as racist bullying, homophobic bullying, bullying related to disabilities and special educational needs.

Cyberbullying differs in significant ways from other types of bullying. For example, the invasion of home/personal space, the difficulty of controlling electronically circulated messages and the profile of the students involved in this type of bullying.

This can only become a risk during online sessions of teaching and learning, during virtual learning due to the pandemic.

If a child bullies another child or children, we take the following steps:

- **We show** the children who have been bullied that we can 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 practise 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 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.

- **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.

If a child continues to behave in an inconsiderate or unacceptable way, their key person will keep a behaviour diary for the child. The parent or carer will be informed.

After a week, the key person will assess the diary and fill out an **"Individual Behaviour Plan"**. This will then be evaluated, and the next steps will be decided.

PREVENTING BULLYING

In the case of young children, we strive to provide strong role models of kind, considerate behaviour, with children freely observing adults and older children showing consideration and respect for others.

The staff of our school undertake to always strive to **provide a safe and secure environment for our children to grow, develop and learn naturally**, according to their abilities, such that every child's potential is realised, and no child has her or his potential stunted or compromised by abusive or bullying behaviour.

SANCTIONS AND EXCLUSION

Our school keeps a **register of sanctions imposed for serious misbehaviour**, alongside the Incident record spreadsheet, even if so far it has no specific entries. The nature of the record includes:

- the basic entry,
- the pupil's name and year group,
- the nature and date of the offence, and
- the sanction imposed.

Centralising the record will offer patterns that can be identified by the school for further action.

If a child's behaviour continues to be disruptive and unmanageable, and/or after evaluating the Individual Behaviour Plan of actions is likely to become a danger to his/herself or others, we may have to take immediate action to temporarily exclude that child, this being the only sanction our school adheres to.

The parents or carers will be contacted and asked to collect them. This will be recorded in the Incident Book as a sanction, and a meeting will be arranged with the parents at their earliest convenience. Such action would only be taken after staff have exercised their best endeavour to make all reasonable adjustments to manage the child's behaviour before the exclusion. The return to preschool will be assessed and implemented on a case-by-case basis, during staff meetings and parent-teacher meetings.

Actions

If any child displays any form of inappropriate behaviour, including bullying, it must be recorded in the Incident Record within 24 hrs.

The incident must be dealt with immediately: the Educational Coordinator/Head of School must be informed and, depending on the circumstances, will discuss the issue with the child and parents.

A **risk assessment** will then be drawn up and **controls put in place to prevent a similar incident** from recurring.

An **Individual Behaviour Plan** will be created with the input of the Educational Coordinator/ Head of School and, if appropriate, the parents. This will explain how any further incidents will be managed by all adults. This is important because it is possible that the behaviour is being exhibited at home, but in secret, so parents will need to be vigilant and follow the agreed behaviour plan. This will be reviewed monthly, or more often if required.

Procedures will be reviewed at the preschool meeting after any incidents, to ensure they are effective and that all staff are consistent.

Last review: December 2024

Name of signatory: **DAN NICULAIE-FARANGA**

Role of signatory: permanent representative of the governor ITH MANAGEMENT OFFICE SRL

Name of signatory: **ANCA ILIE**

Role of signatory: Head of Preschool