



## Physically Hurting Others

### What is physically hurting others?

Examples may include:

- Smacking
- Hitting
- Biting (see separate sheet)
- Pushing
- Scratching
- Kicking
- Grabbing
- Throwing things at others (see separate sheet)

### Why might children do it?

Examples may include:

- Typical stage of development
- Delayed social skill (eg turn-taking and sharing)
- Frustration
- Delayed language skills
- Learned behaviour
- Lack of experience of social interactions
- Lack of resources/stimulation/layout of the provision

### How to support it in the moment

- Remain calm/use a calm tone of voice.
- Get down to the child's level and use their name to gain attention.
- Ensure that the child who has been hurt is being cared for.
- Remove the child from the situation but remain close-think "Time In" not "Time Out".
- Allow the child time to calm down with adult support.
- Acknowledge the child's emotions. ([link to Emotional Coaching etc](#))
- When calm, offer alternative strategies that the child could use (see [link to Emotional regulation, Emotions Coaching, Zones of Regulation etc](#))
- When calm, support the child to return to positive play.

### How to move it on / What's next?

In order to support an ongoing, effective environment which promotes positive behaviour, consider the following:

- Complete an ABC. Be a detective-why might the behaviour be happening. (see separate sheet/further reading/link)
- Create an inclusive, enabling, nurturing environment (see [link to relevant network cluster info](#))
- Incorporate emotional regulation into your everyday provision.
- Audit your resource provision/environment (see [links to](#))
- Be responsive. Respond quickly
- Consider strategies such as redirecting, use positive modelling.
- Think "Time In, not Time Out" (see separate sheet/further reading/website)
- Allow time for children to calm down.
- Don't insist on children saying "Sorry". They are not likely to be developmentally ready to understand this.
- Be consistent

- **Develop effective relationships with parents to ensure consistency of approach.**
- **Regularly review your Behaviour Policy**