**Behaviour Policy**

This policy is for the centrally managed (by Bristol City Council Early Years Service) early education and childcare provision in our Children’s Centres.

**Aims and Values**

We will work together within our Children’s Centres to ensure children feel safe and secure. We understand that children are unique individuals and we will work together to create a supportive environment to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others, that supports them in their holistic development..

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of all children.

We believe that working in partnership with parents/carers enables a consistent approach to supporting appropriate behaviour.

**Our Children’s Centre Environment**

In order to achieve our aims we will provide an environment is safe, attractive, welcoming, inviting, and inclusive; ensuring activities for children that focus on their interests and their choices.

All staff are expected to provide positive role models to children at all times, this is in the way staff communicate with each other and the children in their care.

**Supporting Appropriate Behaviour**

Children in the early years are learning how to behave appropriately. We need to be aware that children may not understand the behaviours we value and acknowledge that they will need the desired behaviours to be modelled by adults and positively reinforced.

We do this by:

* Recognising and celebrating positive behaviours.
* Adults using clear and consistent boundaries across the centre.
* Explaining the consequences of some behaviour and offering choices.
* Helping children to recognise their feelings and express themselves in an appropriate way; including the use of non-verbal communication.
* Building children’s confidence, resilience, independence and self- esteem by involving them in taking risks and problem solving.
* By providing strategies to support appropriate behaviour eg: turn taking using a sand timer.
* Communicating and modelling positive behaviour.
* Identifying and planning for their interests and learning through a curriculum that empowers children to be independent and make appropriate choices about their learning.
* Encouraging children to experience positive interactions and to ask for help from their peers as well as adults.
* Creating an environment that minimises conflict eg: ensuring there are sufficient resources available.

Wherever possible, staff will use positive, preventative, calming, defusing and problem solving skills to support children.

**Strategies**

We recognise that children with challenging behaviour needs require adults to be resilient, caring and considerate and we ensure that the child is at the centre of any planned strategy.

We allocate all children a key person enabling trusting relationships to be developed and ensure children feel safe. We aim to use the following conflict resolution techniques when working with children:

1. Approach calmly – use a calm voice, gentle touch and get down to their level

2. Acknowledge children’s intense feelings – ‘I can see you are really angry…’

3. Gather information – ‘It looks like the problem is…’

4. Restate the problem – ‘so the problem is…’

5. Ask for ideas and possible solutions if appropriate, and choose one together – ‘What can we do to solve the problem / help you feel better?

6. Be prepared to give support – model behaviour, stay nearby.

We always separate the child from the behaviour and describe the behaviours we value e.g. ‘we need to walk because….’ rather than ‘don’t run’.

In this way, the child’s self-image is promoted and we encourage the children to focus on the positive behaviour.

When a child’s behaviour is consistently disruptive or difficult to manage adults at the centres will intervene by:

* Facilitating time away from the situation to calm down and reflect, ensuring that this doesn’t inadvertently reinforce the negative behaviour.
* Being clear that the child’s behaviour is not acceptable.
* Use ABCC Charts to try to determine the origin of the behaviour and help devise appropriate strategies.
* Working together with parents/carers to share strategies to ensure we are all giving consistent messages.
* In some cases involving the centres SENCO to set up a Behaviour Plan and/or and Individual Risk Assessment.
* Liaising with outside agencies to access further support and guidance if appropriate.

Some behaviour can be extremely concerning and will be managed on an individual basis and in an appropriate way.

This may include:

* Removing the child from the situation
* Seeking immediate support from other staff members
* Convening a meeting the same day with the SENCO and a member of the Senior Leadership Team and the parent/carer to identify ways forward.
* With agreement of the parents/carers making a referral to an outside agency for specialist support eg: Educational Psychology Service for further guidance and support.

**Working with Parents and Carers**

Partnership with parents/carers is central to our work in the Children’s Centres and all parents/carers are encouraged to contribute and to be involved in their children’s learning.

We aim to:

* Share our policy with all parents/carers through formal and informal discussions.
* Talk to parent/carers about any aspect of their child’s behaviour on a daily basis informally as well as at regular parent/carer meetings. Ensuring that we also discuss positive behaviour and encouraging parents to reinforce those rather than revisiting the negative ones with their child.
* Be fair, non-judgemental and consistent when discussing children’s behaviour with parent/carers.
* Work in partnership with parents/carers, sharing significant daily events and involving them in planning for and promoting positive behaviour.
* Offer support to parent/carers to help manage children’s challenging behaviour by providing clear strategies and signposting to outside agencies.
* We hope parents/carers feel able to:
* Inform us of any significant changes in circumstances which may affect their child’s behaviour eg: new baby, moving house, bereavement, divorce, separation or hospitalisation.
* Re-inforce expectations of positive behaviour by talking to their child at home.
* Actively support the staff in the Children’s Centres in implementing positive behaviour and share strategies used at home.
* Be a positive role model for their children.

**Date Agreed:** 27/5/21 **Signed By:** Joanne Cole

**Review Date**: 27/5/22 **Role of signatory:** Day Care Manager