



## *Achieving Positive Behaviour Policy and Procedures*

### *Statement of intent*

The Barna-Bus provides a positive approach to managing children's behaviour, recognising the need to understand why children behave in certain ways. Young children are growing and developing their personal, social, emotional and behavioural skills and we strive to support children in this development. We pay particular attention to children's well being and subsequent ability to become involved in play activities.

Using the EYFS curriculum effectively enables The Barna-Bus Pre-School to support children's entitlement to meet the five outcomes from the ***Every Child Matters*** agenda:

- ***Being healthy.***
- ***Staying safe.***
- ***Enjoying and achieving.***
- ***Making a positive contribution.***
- ***Economic well-being.***

### *Equality of Opportunity*

Using the commitments outlined within the EYFS, The Barna-Bus Pre-School actively promotes inclusive practice, the diversity of individuals and communities is valued and respected. No child or family is discriminated against. All staff value every child, ensuring their needs are met.

The designated member of staff promoting inclusive practice and responsible for coordinating behaviour management is the SENCO, Adriana Johnson.

## *Aims*

The Barna-Bus Pre-School aims to provide a positive approach to managing children's behaviour, promoting a caring and understanding environment to support the differing needs of all children, without the need for excessive use of either rewards or punitive systems.

We encourage the development in awareness of children's emotions, supporting children to gain control and understand their feelings and those of others.

## *Methods*

We believe in developing quality relationships between the child, Key Person and parents/carers is essential to support times when children may display inconsiderate or unwanted behaviour.

Children and their families are at the centre of the Barna-Bus system and dialogue is encouraged between Parents / carers and practitioners, working collaboratively in partnership with parents.

All staff respond to behaviour in a consistent manner using the agreed strategies and methods below:

- *Distraction and prevention*

For example:

Providing some duplicate or similar toys and resources.

Adult intervention in the activity in order to model a different direction in the play.

- *Modelling positive behaviour*

Supporting social skills to promote good behaviour through positive adult role models.

Demonstrating positive behaviour through the use of activities, stories and various communication methods, including visual props and Makaton signing to support language.

- *Emotional Awareness*

Acknowledging children's feelings, when they are cross or unhappy, excited and happy.

Naming emotions, supported by visual props, teaching children the vocabulary of feelings and emotions to support their personal, social and emotional development.

Encouraging children to express their feelings to others, rather than resorting to physical aggression.

Encouraging empathy through developing children's awareness of the feelings of others, both their peers and adults.

The Barna-Bus team will periodically assess children's level of well being and involvement.

Any children assessed as having a low level of well being will be closely monitored through a variety of observations by the child's Key Person and Barna-Bus SENCO. Support strategies will be discussed and agreed with parents / carers and subsequently implemented.

Agreed expectations are fair, clear and match children's emotional stage of development. The Barna-Bus practitioners aim to build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships providing secure attachments through the 'Key Person' approach.

- *Adult Support*

Adults will give non verbal disapproval to unwanted behaviour, e.g. shaking of the head.

Adults may give the child a timed response signal that the behaviour needs to change, e.g. Counting aloud to 3, before asking the child to change direction of the behaviour.

Children are encouraged to seek adult support when they cannot resolve their problems.

Adults may have a general conversation with the group about positive behaviour, or talk to a child on a one to one basis. If the child is not in the position to have a conversation, the adult should ask them to take a few minutes to calm down, whilst staying with them, then have the discussion.

- *Praise and Acknowledgement of positive behaviour*

Barna-Bus practitioners use praise and positive reinforcement to encourage children's positive behaviour. Acknowledging considerate behaviour, e.g. kindness and willingness to share.

- *The Barna-Bus 'Golden Rules'*

Regularly reminding children of 'The Barna-Bus Golden Rules' in order to be safe and happy.

Children are involved in periodic review to agree these rules, their suggestions being put into action where possible.

- ***Conflict Resolution***

When developmentally appropriate, conflict resolution is used in order to equip children with problem solving techniques and strategies.

- ***Learning Environment***

- By provision of a safe, caring and inclusive environment, where all children and families are valued, respected and made welcome.
- By provision of interesting, stimulating and appropriate play activities and resources.
- The Barna-Bus practitioners aim to build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships providing secure attachments through the 'Key Person' approach.
- Visual cues and prompts are distributed throughout the Barna-Bus environment.

## **Procedures for dealing with inconsiderate behaviour**

Incidents of inconsiderate behaviour will be handled as soon as possible and in a calm and consistent manner.

- When children behave in inconsiderate ways we help them to understand the outcomes of their actions, supporting them in more appropriate methods.
- Practitioners ensure they make clear it is the action or behaviour that is unwanted, not the child.
- Practitioners never use physical punishments or the threat of them.
- Practitioners do not use any form of physical restraint, unless it is necessary to protect the safety of a child, adult or prevent serious damage to property. Any incidents of physical restraint will be recorded in our incident book and parent/carers informed on that day.
- We facilitate and teach cooperation and interaction, using speech, supported by Makaton signing and visual props.
- Practitioners encourage children in sharing and negotiation, for example, using the sand timer to share toys and equipment.
- Individual strategies will range from finding a private and safe space in the room to regain a sense of calm and control, to giving additional time and attention to individual children where appropriate.
- A variety of detailed observations will be undertaken to assess any triggers to unwanted behaviour working closely with Parents / carers to ensure an agreed consistency in strategies.

- Practitioners support children in their understanding of the effect of any inconsiderate or hurtful behaviour to others.
- Practitioners will not force a child to say sorry, but encourage this where it is clear that they are genuinely sorry and have understanding, with a wish to show this to the person they have hurt.

## **External intervention and Support**

There may be times when some children test the rules and boundaries, and find it difficult to respond positively to behaviour strategies. In these circumstances the child's Key Person and SENCO will discuss the children's difficulties with parents / carers in order to agree some further individual strategies, working from the child's strengths. In some cases external referral may be suggested.

Barna-Bus staff will work closely in partnership with parent / carers and, if necessary, other health and educational professionals, to identify children with developmental needs, finding ways to meet those needs.

## **Children under the age of three years**

The Barna-Bus team are aware of developmentally appropriate strategies in handling inconsiderate behaviour by very young children. Recognising many children under three years of age are unable to regulate their emotions and require sensitive adults to support them to do this.

Common inconsiderate or hurtful behaviours of young children may include, tantrums, biting, pinching or hitting. The Barna-Bus practitioners approach is calm and patient, offering comfort to intense emotions, helping children to manage their feelings more appropriately, discussing the incident, offering alternatives and promoting understanding to their level.

## **Rough and Tumble, Fantasy Play and Weapons**

The Barna-Bus team recognise that as part of their social development many children will engage in play that has aggressive themes, involving weapons or superheroes.

We recognise rough and tumble play and that of superheroes is normal for young children and is acceptable within limits.

Practitioners will develop strategies, together with the children, to contain play within acceptable, agreed boundaries, ensuring children are not hurt physically or emotionally.

Recognising Fantasy Play often includes violently dramatic strategies - shooting, explosions etc., and that themes may include 'goodies and baddies', offers learning opportunities for adult directed activities in exploration of the concepts of right and wrong.

Whilst observing and assessing the content of children's play interests, practitioners may suggest alternative strategies for the superheroes, encouraging lateral thinking to explore alternative scenarios, conflict resolution and the development of empathy.

Whilst we acknowledge the role of weapon play in children's development and children's creation of weapons from alternative objects, we do not supply replica toy guns or weapons and ask that these are not brought to the Barna-Bus setting.

## **Bullying**

The Barna-Bus Pre School believes that bullying of any kind is unacceptable in our setting. Bullying can be physical, emotional or verbal. (For example; name calling, teasing, pushing, excluding from play)

The above promotes a safe and happy environment for all and supports children to behave with respect and consideration for others. We will also:

- Prevent and minimise bullying by providing a positive ethos in our setting
- Help individuals to celebrate and value their differences and acknowledge and respect the differences of others
- Promote in everyone a positive attitude and high self esteem
- Listen to children and take action
- Encourage children to tell an adult
- Reassure children that they will be supported
- Record incidents of bullying and always follow them up
- Discuss incidents and concerns with parents/carers
- Work together with parents to develop a strategy to improve the situation for all the children involved
- Reassure parents/carers by setting up procedures to improve the situation
- Empower children to help them discuss bullying and how to resolve situations which is age appropriate
- Provide staff with relevant training and strategies to help them identify and tackle bullying appropriately e.g. persona doll training
- Learn from anti-bullying good practice and liaison with outside agencies when appropriate

## Confidentiality

- Barna-Bus practitioners, staff and volunteers will not disclose to other parents/carers, the name of any child demonstrating unwanted behaviour.
- All parent /carer discussions with staff will remain confidential, any sharing of such information will first be agreed by the parents /carers.

The Achieving Positive Behaviour Policy will be reviewed annually, with involvement of children, staff and parents/carers.

The practitioners who work in the setting will only use the behavioural strategies listed in this policy. If these strategies do not have any impact, senior management and committee will be consulted before any further actions will be considered.

The Barna-Bus Pre-School will not exclude any child.

### **Legal framework and Guidance for this policy:**

*Human Rights Act (1998)*

*United Nations Rights of the Child (UNRC) - (1989)*

*SEND Code of Practice (2015)*

*The Children's Act (2004)*

*The Childcare Act (2016)*

*The Early Years Foundations Stage (EYFS) (2017)*

*The Equality Act (2010)*

### **Links to other Policies**

This policy can be linked and read in conjunction with:

**Confidentiality Policy**

**Equal Opportunities Policy**

**Equalities and Diversity Policy**

**Special Educational Needs / Disability Policy**

**Staffing and Employment Policy**

**Child Protection and Safeguarding Policy**

*This policy was adopted at a meeting of The Barna-Bus Pre School*

*Held on 17<sup>th</sup> May 2017*

*Date to be reviewed 17<sup>th</sup> May 2018*

*Signed on behalf of the Management Committee*

*Name of Signatory Jonathan Pollatos*

*Role of Signatory Chairperson*