**Bradgate Preschool Behaviour Policy**

‘Harmony, Wellbeing and Success for All’

**Statement:**

At Bradgate Preschool we believe that all children and adults in our school and community are important. We aim to provide an environment where everyone feels valued, happy and secure. We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils.

**Aims of the Policy:**

* To develop a positive whole school ethos: where the expected is recognised and the above and beyond is rewarded.
* To ensure that all learners have equitable outcomes; respect and understanding is modelled from all members of the school’s community.
* To help learners take control over their choices and be responsible for the consequences of those.
* To help learners reflect upon the consequences and impact of their own behaviour on themselves and others through a **restorative approach** (Emotion coaching)
* To build a community which values kindness, care, good humour, understanding, respect and empathy for others.

**Purpose of the Policy**

To have a clear system which is understood by all and works to:

* Positively recognise behavioural norms.
* Positively reward above and beyond.
* Promote self-esteem, self-awareness and control.
* Teach appropriate behaviour through positive interventions.

**Our whole school expectation.**

**Be… at Preschool:**

* Be kind
* Be respectful

To yourself, to others and to the school.

**Bradgate Preschool Staff will ensure that:** The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

* Effective classroom organisation and management.
* Appropriate play based curriculum, that reflects our children’s needs and interests, and to ensure pupils are engaged, motivated and challenged.
* Establishment of effective relationships.
* Teaching of co-operative strategies.(Emotion coaching
* Children taking ownership of routines.
* Acknowledging good behaviour.
* Development of self-esteem.
* Emotional intelligence, teaching the language of feelings through the use of books, visual aids and adults modelling.

More specifically children must be taught:

* To move appropriately in and out of the school building.
* To be polite to adults and other children.
* To support and empower each other.
* To empathise with each other.
* To develop strategies to deal with upsetting or aggressive behaviour.
* To report incidents of unacceptable/bullying behaviour involving themselves or others.

**At Bradgate preschool we achieve this by:-**

* Recognising that all behaviour is communication
* Creating secure relationships with children and their families
* By being inclusive of diverse perspectives, back grounds and levels of need.
* Creating safe spaces
* Recognising and respecting differences
* Setting clear expectations (preschool rules) and modelling active listening

Introducing the Four Steps of Emotion Coaching:-

**Step One: Recognising the child’s feelings and empathising with them**

Connection is our first response to big emotions. We put ourselves in the child’s shoes at that moment. We look for physical and non-verbal signs of the emotion being felt and communicate patience, empathy, curiosity, acceptance and compassion.  We give feedback about what we can see going on in their body to help develop their own self-awareness so that one day they can tune into their own body cues. Recognising the child’s feelings and empathizing with the child will soothe the ‘Emotional Brain’. This step may also involve an action such as simply cuddling a child to help them to calm.

At Bradgate Preschool we connect first:

* Ensure Key Person (if possible) or other adult who the child is familiar with is close to child and stays with then whilst they are upset.
* Get on the same level as the child (making your body smaller and less threatening)
* Show we understand their feelings through what we say (e.g. I see you are very sad right now) or through facial expressions
* Use our voice as a calming tool, using a soothing tone and repetition e.g. ‘I’m here, I’m here…’ or ‘I know this is hard.’
* Ask if they need a cuddle.
* Help them to breath, count or use a similar strategy to help activate their ‘Thinking Brain.’

**Step Two: Validating and labelling with the emotion the child is feeling in the moment**

We validate and affirm the child’s experience and emotions by naming the emotion they are feeling. This communicates that we understand how they feel and it also helps the child to feel and learn that all feelings are normal, natural and okay. Naming emotions is a powerful way to develop emotional literacy. By naming the emotion the other person is feeling and validating their feelings, we are encouraging the regulatory processes to engage and reconnecting the ‘Thinking Brain’ with the ‘Emotional Brain’.

At Bradgate Preschool we communicate kindness, curiosity and understanding:

* Try to name the emotion, using ‘I wonder if you are feeling angry?’ or ‘Maybe’, using pictures to help if possible, drawing attention to how the child looks/acts e.g. ‘I wonder if you are feeling angry, you are stamping and your face is red, that often means you are feeling angry.’
* Try to validate e.g. ‘It’s OK to feel angry when you have to do something you don’t like, I understand it’s hard.’

‘I would feel angry if that happened to me. It’s normal to feel like that.’

* Repeat if necessary, repetition may be needed for children to process.
* Stay with the child, ask the child if they would like a hug, hold hands or sit in close proximity so that they feel

you are with them, keeping them safe through their feelings.

These first two steps calms and soothes the body so children are more receptive to nursery rules and problem solving.

**Step Three: Set the limits**

Step Three is where you put some limits on the behaviours, if necessary. It should only happen when a child has found an element of emotional calm. When the child is calm, they can respond using rational thinking and cooperation. A positive and empathic way of doing this is to simply state what is the acceptable behaviour using positive language.

At Bradgate Preschool we:

* Remind the child that they must stay within the boundaries. “Remember we all agreed that at Preschool we use kind hands.”
* Reiterate that it is the way of expressing the feeling that needs to change, the feelings are still valid.

e.g. “It’s OK to feel angry, it’s OK to cry if we need too, or even stamp your foot.  But we must be gentle with others in preschool, so we need to use words rather than our hands.”

**Step Four: Problem Solving**

In step four, we work with the child to consider what they could do when they feel those strong emotions again. The child must be in a calm state so they are better able to make sense of what they feel, how they and others respond and to problem solve. Together we consider what happened and why. This enhances the child’s ability to reflect on their own behaviour, it’s impact on others, develop their perspective taking skills and contribute to their ability to repair and restore relationships. Wherever possible, new solutions should be driven by the child or young person, but there are times when some ideas will need to be given.

At Bradgate Preschool we:

* Make sure the child has had enough time to be calm and process what we have said.
* Ask the children if they have any ideas for next time they feel angry / sad / scared

Or

* Give the child an idea of what might help next time, using pictures if possible e.g. “Next time you feel angry, it might help you to stamp your foot / move to a quiet place to calm down / run around the garden / come and find me and I will help you calm down.

**Rewards:** We add value to ourselves, others and the school and reward our character counts.

* **Compassion**
* **Resilience**
* **Ambitious**
* **Brave.**
* Verbal praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.
* Sharing success with others - SLT, DHT, HT and parents, through conversations at drop off, pick up or over the phone, positive notes home, or photocopies/photos of work and activities that are shared in person or through Tapestry, with parents

**Persistent Inappropriate Behaviour**

**Types of behaviour that are deemed inappropriate are as follows:**

* Physical assault on another child or member of staff, kicking, biting, hair pulling, scratching.
* Verbal abuse, swearing, racist comments, derogatory comments or actions.
* Deliberate and wilful damage to school property

When this behaviour is displayed the child should be removed from the situation, and the adult will follow the steps laid out above.

If this negative behaviour happens repeatedly, the Key Person will meet with the Preschool manager and SENCO to work in partnership with the parents to support the child. Together they will seek to understand the triggers and causes of behaviour, and use behaviour plans and where needed, CPOMS, to identify patterns. We will discuss strategies and put in place support for the child.

If the situation continues to occur, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice and referrals to Early years inclusion support may be made.

**Incident logs**

When a child has displayed any of the above behaviours, practitioners will adopt positive observational record keeping or ‘ABC’. This helps to understand the causes of behaviour which may present as challenging, by recording what happened before, during and after the behaviour. It helps practitioners, parents and carers to track the behaviours of children and pupils.

The format follows:

**A: A**ntecedent: Gives context to the incident, what happened before the incident took place

**B: B**ehaviour: Gives the details of what happened

**C: C**onsequence/conclusion: Gives information about what happened after the incident, and how the children are supported.

**Reporting Incidents to parents and carers**

When a child hurts another child or adult, the parents of both parties will be called, or for more minor incidents the Key person will speak to the parents at pick up time.

**Positive Handling**

If child’s behaviour is causing injury to themselves or other children, practitioners will follow the procedures set out in the Positive Handling Policy.

**November 2024**

**To be reviewed: November 2025**