



## Behaviour Policy

We believe that everyone has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is always a developmental process and that through modelling positive behaviour and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well ensuring the safety and well-being of everyone.

NB: It's imperative that our expectations regarding behaviour are shared at the start of each session.

### Aims

We aim to listen to, and acknowledge the views of everyone, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values.

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

### Guidelines

Children are learning how to behave appropriately, many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps.
- Sharing information with parents/carers about their children's behaviour.
- Providing strategies to support turn-taking.
- Communicating and modelling positive behaviour, using a variety of strategies.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources

### Challenging behaviour

Adults at the centre/ Classes will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property.

Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members
- Contacting the parent/carer and request the child is taken home.
- On rare occasions: using positive handling techniques for the child's own safety and the safety of others

This policy was adopted by: CurveBall Coaching

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Signed: Zack Cullen