Broadwaters Children's Centre

Last Reviewed:	April 2021
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Person Responsible:	Alison Walmsley – Leader of Learning Cherri Fox – Centre Manager

At Broadwaters Children's Centre we want to create a learning environment and community that accurately articulates our vision and core purpose.

Broadwaters Children's Centre Vision

We are committed to ensuring our children get the best possible start in life. We provide a rich environment and excellent services which help our families to thrive. We work in partnership with parents and carers to support every child to become creative and passionate learners who will excel in the furture.

To make this vision a reality, all staff, parents, carers and visitors must be able to subscribe to the following core values:

Values

- We respect each other, show compassion and kindness and act with integrity.
- We are inclusive and promote equality. We take action in order to eradicate inequality and advocate for justice.
- We have high expectations and are creative, motivated and ambitious. We persevere through our mistakes and thrive to be the best we can be.
- We promote healthy bodies and healthy minds through diet exercise and nurturing our mental health.
- We are all connected to, and responsible for, our school, our local and global community and the environment.

At Broadwaters Children's Centre, we recognise that in order to honour our vision and values, relationships within our community need to be strong, nurturing and consistently skilled enough to support the high quality social, moral, inclusive and supportive Early Education and Childcare that we seek to offer.

With this in mind, our Behaviour Policy is based on the Circle of Security Training delivered to all staff and is also available to parents on a rolling programme.

Please also refer to following documents:

A: Transition Policy
B: Biting Policy
C: Golden Rules

D: Star Charts
E: My Concern

Our Principals

At Broadwater's Children's centre we understand and value the importance of developing strong relationships with our children and families. We know that all children are unique and we ensure that we work collaboratively to make children feel safe, secure, included, happy and ready to learn.

We set clear and consistent routines and boundaries using an approach of positive praise and feedback to allow children to learn and build resilience. We aim to support children to develop a positive self-image as we realise that a child's self-image can affect their behaviour and the way they treat others around them. Within the early years children learn through testing boundaries; having a behaviour policy with agreed and concise practical steps for all staff, children and parents to follow will help children to manage their feelings and to understand and follow expectations.

This policy will:

- Ensure staff develop close relationships with children and parents so that families feel safe, secure and ready to learn.
- Help children to understand and follow the high expectations and boundaries set by the nursery.
- Help children to develop self-esteem and to feel confident in themselves.
- Help children to identify, understand and manage their feelings appropriately.
- Support children to develop self-control, self-discipline and independence so they can become capable learners.
- Help children to develop positive relationships with their peers enabling them to play collaboratively and learn effectively together.
- Allow children, staff and parents to foster an atmosphere of mutual respect and support to allow children to work and learn in partnerships.
- Provide a stimulating, exciting and accessible learning environment where children are able express themselves freely are encouraged and are listened to.

How will we do this?

We believe the most effective way of managing children's behaviour is to promote good behaviour, ignore inappropriate behaviour and to give positive praise. We do this by developing strong, secure relationships, creating and maintaining enabling environments and planning for the development of early communication and social skills.

Staff worked together to agree the centre 'Golden Rules' which enable all children, staff and parents to be clear on expectations and to create an environment where children feel safe, secure and ready to learn.

Golden Rules

- Good Listening – Good sitting, kind hands, ears listening, eyes looking, quiet mouths.
- Kind Words
- Kind Hands/Feet
- Sharing is Caring
- We take care of our nursery.

These rules are shared with children and embedded into the daily routines through the use of visual aids and circle time discussions. Golden Rules are shared with parents/carers so that home - school children receive consistent messages. Students, volunteers and any agency staff are provided with a copy of our Golden Rules to ensure collaborative working from all.

Putting our Principles into Practise

Working together with staff, parents and stakeholders we have developed clear and concise practical steps for all to follow when dealing with behaviour here at Broadwaters Children's Centre. Any students, volunteers or agency staff are provided with a copy of these steps upon arrival so all adults are clear on our approaches and all adults follow the same steps. Steps are shared with parents and carers and form part of the home – school agreement.

We understand that inappropriate behaviour in young children can be a form of communication and it is our responsibility to try and interpret what it is the child is trying to tell us. Staff will use any incidents as a learning opportunity where they can support the child to identify, interpret and manage their own feelings and behaviours.

- **Step 1 – 'Circle of Security' –** Develop strong, secure attachments between the staff, child and parents.
- **Step 2 – Golden Rules** – Set clear expectations and boundaries which are embedded into daily practise.
- **Step 3 – Positive Praise** – promote positive behaviour and ignore any inappropriate behaviour.
- **Step 4** – **Distraction** – focus the child's attention elsewhere.
- **Step 5** – **Explain –** "Please don't do that because…" Ensure the child understands why the behaviour is inappropriate.

Most incidences of inappropriate behaviour will be managed using the first 5 steps.

- **Step 6 – Warn** – Explain to the child that they are now being warned and what will happen if they continue the behaviour. "This is your warning…."
- **Step 7** – **Thinking Time** – Children given time and space away whilst continuing to be supported by a key adult (3 mins in Forest class – 1/2 mins in Garden Room) *"We should not be punishing children for not being able to organise their feelings alone. Children learn to manage their feelings best with our help, not alone."* (Circle of Security) Children should be respected, any dealing of behaviour should be done quietly and confidentially. Children should never be 'shamed'. Ensure that the child is placed separately from any activity with an allocated adult next to them – for the duration.
- **Step 8** – **Explain –** You always need to go back to the child and explain. Make it clear to the child that it is the behaviour that you didn't like, not the child.
- **Step 9** – **Apology** – Encourage the child to apologise. This needs to be age appropriate and may be something simple like stroking an arm or sharing a toy.
- **Step 10** – **Move on** – The incident should now be forgotten. Children should not be reminded of any inappropriate behaviours once it has been dealt with.
- **Step 11** – **Next Step** – If after following all the agreed steps, a child is still having difficulty in managing their behaviour then a STAR Chart should be completed. The key worker should then work with the SENCo and the parents to develop an Individual Action Plan.

Keeping children Safe

There may be rare occasions when staff may need to use reasonable force to physically restrain children in order to keep the child and/or others safe. 'Reasonable force' covers a broad range of actions that involve a degree of physical control or restraint. The use of physical intervention is always used as a last resort and is kept to the minimum. This should only be used to move a child to a safe space. If reasonable force is required to be used with a child on more than one occasion then individual action plans should be created with the SENCo and parents.

Bullying

Bullying can develop from a young age once children are at a developmental stage to understand and are capable of carrying out the following actions. There is no legal definition of bullying, however it's usually defined as behavior that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

Bullying is not the result of a one off incident. We acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should feel confident that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. Bullying will not be tolerated in any form at Broadwaters Children's Centre.