**Behaviour policy**

**Aims and expectations**

Students, families and staff are treated with fairness. We all respect each other and support individual needs as well as the needs of the group.

Our aim is to help learners to develop self esteem and confidence to grow into happy adults.

We follow a self-guided approach to learning. So adults do not impose activities to children. We offer positive choices all the way through. And we model desirable behaviour.

We firmly believe and support a democratic environment without the need of imposing tasks and activities..

Children are learning to regulate their emotions. Sometimes they might be sad, fearful, angry or distressed, these can be expressed in the form of biting, fighting or other undesirable behaviours.

We expect staff and families to be calm, considerate and respectful, offering understanding and comfort to deal with intense feelings arising in children.

We celebrate positive behaviour and we offer positive role models.

We use clear and consistent boundaries. We regularly work with children to ensure they know what is good and what can be done differently in terms of behaviour.

Any small undesirable behaviour are address with the following: (including peer on peer issues such as bullying) :

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-Remove child from the situation and give them time to calm down

-Seek support from other members of staff

-Development of understanding, empathy, respect, etc.

-Dialogue and support to address the reason for the unwanted behaviour.

 -Parents cooperation through meetings

-1:1 meetings with child and ongoing support.

-Positive handling:

In cases where physical intervention has taken place, staff will record the incident, notify management and parents.

Physical intervention should only be allowed in the following cases:

-Stop a child from committing a criminal offence

-Injure themselves or others

-Cause damage to private property

And this is when all other behaviour management strategies have failed (i.e separating children if they are fighting).

-Referral to other agencies can be done for further guidance and support.

If the undesirable behaviour escalates into an incident, please refer to incident policy and procedure. Record the event in incident log book and inform family.

**Vulnerable groups**

 Any children with SEN will be assessed for any issues or triggers that might contribute to a behavioural incident. Some children might come to us with positive behaviour plans in place. If this is not the case, we will work together with other professionals to create one to improve behavioural issues.

We will make reasonable adjustments for students with SEN when required.

Children that are or were Looked After will also have reasonable adjustments and increased support in place. This is for us professionals and for the child to be able to move forward with any behavioural issues that are stopping the child from learning and thriving as a happy person.

**Conflict resolution with parents when the situation becomes challenging**

At Being Free Being Me we work with parents to provide the best service to children and all families. If there are any issues, parents need to feel free to discuss issues with us.

Parents can address any concerns that require a more in depth consideration and discussion after preschool hours.

**Keeping track**

We will keep track in our incident log folder of any incidents between children related to peer on peer abuse as this might be an indication that the child who is bullying others might be experiencing bullying outside our preschool.

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| This policy was adopted by: Being free being me | Date: reviewed on January 2020 |
| To be reviewed: January 2020 | Signed: Maria Souto Varela and Catia Lopes |