



**Bristol Children's Playhouse**  
Growing Together

## **Behaviour Management Policy**

Bristol Children's Playhouse is committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.

### **Aim**

To support children in developing –

- Self-discipline, and to encourage self-respect, and respect for other people and their property.
- Trusting relationships, enabling them to express themselves.
- Empathy and compassion for others.
- Kindness for each other.

This enables us to provide a warm, safe, happy and secure environment from which learning can occur from a child centred curriculum. In doing so we are able to promote an atmosphere where children feel capable and competent.

All adults including volunteers, members of staff and students will:

- Ensure that there is a whole team approach to promoting and nurturing an environment where each child develops a sense of belonging.
- Ensure boundaries and rules are applied consistently, so to minimise confusion and ensures that children are clear about what behaviour is expected from them and from each other.
- Provide opportunities to build children's confidence and self esteem.
- Encourage listening skills between children and adults.
- Respect children and provide a positive role model for the children to promote empathy (concern for others and courtesy).
- Use positive language to direct children, for example, "walking feet" not "don't run inside".
- Encourage children to experience positive interactions.
- Give praise and encourage behaviour such as co-operation and collaboration with others (willingness to share, etc).
- Give simple explanations and/or offer alternatives so that a child can make judgements and choices.
- Help children resolve their own conflicts with an adults support through a conflict resolution approach.
- Undertake positive action to avoid a situation where the child only receives adult attention for undesirable behaviour.
- Encourage children to ask for help from peers and adults
- Provide adequate support for children with additional needs who may exhibit challenging behaviour related to their needs
- Support children who present a concerning level of emotional and behavioural challenges.
- Support parents/carers regarding the management of their child's behaviour



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## **Differentiated Behaviour Support**

We acknowledge that children's exhibited behaviour is an expression of their feelings and can be a form of communication for young children. By using the information that we have carefully observed we are able to respond appropriately on an individual basis, promoting positive interactions, enabling children to succeed and feel good about themselves.

Supporting the child may involve setting up an individual education plan (IEP) with specific targets related to behaviour (see Additional Needs Policy)

Where appropriate we use a "Conflict Resolution" approach to dealing with everyday challenges that children face (see Appendix 1)

Where Conflict Resolution does not support a child adequately to make progress, adults will draw upon their professional skills and judgement to employ a range of appropriate strategies which may include developing a bespoke programme as part of a child's Individual Education Plan. The advice of outside professionals may be sought to support this work. Parents/Carers will be at the heart of this process.

### **Examples of behaviour which we consider extremely serious:-**

- Negative personal comments
- Inappropriate touching
- Biting other people
- Threatening behaviours
- Persistently hurting others
- Dangerous play eg. Climbing on furniture

Our actions will reflect the severity of the incident but we will manage the behaviour without being blameful or punishing the child. Our intervention may include one or more of the following:-

Intervene early

Distract the child from the situation

Provide positive alternative choices

Use clear assertive communication: 'Kind Hands.' 'Hands are for playing.'

Lead child away from a certain area (if deemed appropriate for the child and the situation)

When emotions have subsided encouraging the child to consider the hurt they have caused

In extreme situations of dangerous behaviour trained staff only may restrain or hold child if they are a danger to themselves or others (see below for physical intervention guidelines)

Seeking support from another member of staff.

In certain circumstances we may phone the parents/carers and request that they collect their child

Access to calming toys or sensory experiences



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Children who display challenging behaviours regularly will have an individual Education plan to support them. This will be created following analysis of their behaviours using the “ABC” proforma. This work will be supported by the SENCO.

Whilst we recognise that children use behaviour as a form of communication, we also recognise that all children in our care have the right to be safe from threat or harm during the time they spend with us.

Serious incidents may result in a meeting with the key person/senco/parents to discuss the way forward. Occasionally a shortened day may be more appropriate in order that the child’s experience of school remains positive.

### Physical Interventions

Physical Intervention will only be used as a final resort. Normally, physical contact with children should be in response to the child’s needs at that time, be of limited duration and be appropriate to their stage of development. Physical contact is likely to occur when children are upset, have been hurt, have had a toileting accident or are behaving in such a way to cause harm to themselves or others in the environment.

However, on the rare occasions when we may need to hold or move a child for their own safety or the safety of others we will do so with respect to the child and mindful of the safety of the child. Any Physical restraint to support behaviour will be logged in the Accident/Incident file and will only be carried out by trained staff. **In exceptional dangerous circumstances a child may need to be held or moved for their own safety or the safety of others.** Parents will be informed on the day of the incident. Children that require physical Intervention regularly will have a specific “positive Handling” arrangement. This is shared and agreed with the child’s Parents/Carers. A telephone call will be made to the Parents/Carers as soon as possible if deemed necessary.

### Working with parents and carers.

We aim to –

Discuss with parents & carers any aspect of their child’s behaviour which is causing concern.

Be fair, non-judgemental & consistent in our dealing with behavioural issues in school.

Offer support to parents& carers in managing behaviour by building relationships, offering advice & clear strategies & getting advice from outside agencies if appropriate.

We would encourage parents & carers to:

Communicate any significant changes in circumstances that may affect their child’s behaviour in school, e.g. a new baby, moving house, bereavement, divorce, separation & hospitalisation

Reinforce expected behaviour to their child by talking to him/her when at home.

Support staff in implementing the school’s behaviour policy.

Share the strategies used at home.



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## **Appendix I**

### **The Problem Solving Steps**

**1. Approach Calmly Breathe.** Place yourself between the children on their physical level. Use a calm voice and gentle touch. If an object is involved in the conflict say something like “I’m going to hold this while we talk about the problem”

**2. Acknowledge Feelings** Give recognition to the feelings children are expressing by using simple descriptive words. For example “You look upset” Make sure the children have ‘emptied out’ their feelings before moving on to the next stage.

**3. Gather Information** Ask the children open ended questions that will help you find out what exactly the problem is. Questions like “What’s happening?” or “What’s the problem?” or “What’s going on?” are useful at this stage. Repeat children’s words back to them to help them clarify their thoughts.

**4. Restate The Problem** Say exactly what the problem is. Use words like “So the problem is....” Use the needs and details the children have described.

**5. Ask for ideas for solutions and choose one together** Say something like “What do you think we can do to solve this problem?” Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can ‘share’ explore this idea further so that everyone is clear of how the sharing will happen.

**6. Be prepared to give follow-up support** When children have reached a solution check they are both OK with it. Summarise what is going to happen by saying something like “so you’re going to....and you’re going to....” Then acknowledge that the children have solved their problem by saying words to the effect of “You did it! You solved the problem!” This helps to build children’s confidence in their capabilities as problem solvers.

These steps can be adapted to the developmental needs of the child using visual aids and simplified language.