



IKB Bright Sparks Addendum to the IKB Primary School Positive Behaviour Policy

At IKB Bright Sparks, we are informed and guided by the positive behaviour policy of IKB Primary School.

At Bright Sparks, we understand that social skills, such as managing feelings and behaviour, are an area of learning for our children. Just as we are helping them to learn skills that will prepare them for academic learning, we are also helping them to learn the skills that will help them to be part of the social world. As with any learning area, each child will develop at their own rate, some quicker than others, and our job is to scaffold the process for each individual.

We know that the area of the brain that allows adults to rationalise, be logical and think of things from another person's point of view does not start to develop until a child is between 3 and 6 years old and that each of our children will be at a different point on that journey.

As we follow an emotion coaching approach, staff at IKB Bright Sparks will:

- Accept our children's feelings, and our own, as natural, normal and ok.
- Validate the child's emotions and views of the situation, even if it is different from our own. "I know that you were annoyed that X wanted to build the house in another way, but he is allowed to play too."
- Set limits on behaviour. "It wasn't ok to throw the brick."
- Give suggestions for another time "Next time, tell X that you want to build the house, and he can build the one next door."
- If another child is upset, it may be appropriate to talk about what might make him feel better.
- Always take children's age, developmental stage and language levels into account when explaining.

Also, in order to be good role models to our children, staff will:

- Remain calm and, if we feel ourselves becoming stressed, move away from a situation and ask a colleague to take over.
- Tell our children what we want them to do, rather than what we don't want them to do. "Keep the sand in the tray," for example. Depending on the child's level of understanding, it may be appropriate to give more explanation, such as "If the sand goes in X's eyes, it will hurt him."
- Separate the behaviour from the child, and make it clear that it is the behaviour that is unwanted. The child is always wanted and accepted.
- Explain our own feelings to children who are beginning to be ready to understand. "That noise is starting to make me feel annoyed."
- Avoid raising our voices or acting in any way deliberately to threaten, belittle or isolate children.
- Take opportunities to actively teach social skills, such as in role play, and demonstrate what we mean by words like "gentle" and "kind".
- Avoid over-use of words such as "no", so that they don't lose meaning to the children.
- Avoid calling our children names. "You're a cheeky monkey", said with a laugh, may seem harmless, but it can be very upsetting to a child.
- Accept that everyone makes mistakes, including adults, and support our children to know that we can put things right together.



If a child's behaviour causes concern, the child's keyworker and the Nursery manager will discuss and, if necessary, follow this procedure:

1. Staff will monitor and record the behaviour, the situation, triggers and what happened as a result. The information gathered will inform our approach to the behaviour.
2. If, after a few weeks, the behaviour remains a concern, the child's keyworker and the Nursery manager will arrange a meeting with parents or carers to discuss.
3. During the meeting, a plan will be put together of how we can best support the child.
4. The plan will be carried out.
5. After 6 weeks, another meeting will be held between the keyworker, Nursery manager and parents/ carers, to review the child's progress and identify next steps.
6. If necessary, support may be requested from outside professionals.

We will always do our best to support all of our children. A child will not be excluded from IKB Bright Sparks for any length of time, except in very extreme circumstances, where all areas of support have been explored. If an exclusion does happen, this will be discussed with parents/ carers and a time when the child can return will be agreed upon.

At IKB Bright Sparks we consistently promote positive behaviour through non-verbal (smile, thumbs up, applause, etc) and verbal praise. As our children are younger, concepts such as house points and our IKB attributes would not be appropriate. However, when we feel our children are developmentally ready, most likely in the Summer term before they begin school, we will introduce the idea of working together towards a group reward. This forms part of our strong transition plan from IKB Bright Sparks to IKB Primary School.

Our IKB Bright Sparks values align with those of IKB Primary School and The Castle Partnership Trust:
Every Child Achieves
Every Child Belongs
Every Child Participates