

Behaviour Policy



Introduction

We believe that a positive approach to behaviour has more effect than a negative reaction to it. Good behaviour is best encouraged by positive example, by recognising and rewarding good behaviour, and by the modelling of good behaviour.

Children have a right to be treated as individuals and have their developmental needs taken into consideration. They should be involved in formulating some of the rules they are expected to understand and follow.

Aims

We aim to promote the understanding of what constitutes good behaviour; to celebrate and encourage good behaviour, courtesy and politeness and to manage unacceptable behaviour in a clear and consistent way. The following are key considerations when managing behaviour:

Safety

Safety is a priority. The use of physical force is not acceptable in our School however we recognise that the age and development level of pupils in our care will affect how they react to situations. Children are taught strategies to deal with unwanted contact, e.g. calling on an adult for help.

Respect

Some forms of unacceptable behaviour take the form of verbal attacks, gestures and looks. No one should be subjected to ridicule or personal insult about their family, race, culture, belief, gender or appearance or indeed about anything. We are required by the LA to monitor and record instances of racist behaviour and to take action to prevent its recurrence. Members of staff have a responsibility to provide a good model to pupils by observing respectful behaviour.

Fair Treatment

To be treated fairly everyone needs to know the rules. Key workers regularly discuss rules with the children and provide constant reminders particularly when rules relate to children's safety. Children are encouraged to seek the help of an adult if they feel the rules have been broken.

Strategies for Encouraging Good Behaviour

Positive intervention can promote good behaviour in the following ways:

Self-esteem

There is a high correlation between low self-esteem and poor behaviour. Children need to experience success to grow in self-esteem. All efforts and achievements at the children's level should be celebrated. Encouragement and reinforcement are essential but children must know that the adult is being honest in their praise.

We have high expectations of our children - celebrating their successes and being supportive of their failures. Displays of children's work, public acknowledgement of success and appropriate praise are tools to support children's behaviour.

Equal Opportunities

Prejudice in our society, whether it is about race, class or gender, will directly affect the children at the Centre. This can lead to children having low self-esteem. We will tackle this through positive intervention and imagery. The fundamental right to respect is directly connected to equal opportunities considerations. As part of our curriculum we recognise the importance of celebrating the cultures of the home and the community, to enable children to express and be proud of their experiences. Through a rich and diverse curriculum we aim to encourage children to respect and value themselves and each other. We also seek to equip our children so that they can challenge negative misconceptions about themselves and others.

Fostering Independence

There are many ways of encouraging independence; reflective questioning, problem solving and setting up situations where children have choices to make. By asking children what they think, we show them that their views are important and stimulate the development of reflective thinking in the child. Giving children well-informed choices, with knowledge of the consequences, enables them to take responsibility for their own behaviour.

Social Skills

Children rely on adults to model good social skills, which they will need to develop their relationships with others. Practice of these new skills both formally and informally is vital to embed good social behaviour patterns. In an atmosphere of mutual respect, good social skills are expected of both adult and child.

Adult as Role Model

Children model good and bad behaviour from significant adults in their lives. The relationship between adults and children in the School is friendly and supportive. The behaviour of the adult is a positive role model for the children.

Adults should be aware of their own language both verbal and non-verbal. A calm, quiet approach is preferable in addressing children. A tactical raising of the voice used very occasionally will be more effective in expressing displeasure. Sarcasm, humiliation and shouting are totally unacceptable.

Adults should be aware of their own body language and the messages it gives to children. They should encourage appropriate eye contact, whilst respecting cultural differences in this area. If there is a need to reprimand a child it should be done in an assertive not aggressive way. It is important that children are listened to respectfully and reasons given for the reprimand. Even adults can be wrong sometimes - don't be afraid to apologise. Children will also watch and model our interactions with colleagues. Children must know that it is their unacceptable behaviour that is being rejected not the children themselves.

Working with Parents and Carers

Effective partnership with parents and carers is essential for success in managing children's behaviour. Providing a welcoming and accessible setting is important in developing a good relationship with parents and carers, as this can be significant in reducing difficult behaviour. We will try to avoid giving parents only bad news, whilst recognising that they have the right to be concerned about their children's progress.

When children's behaviour is of particular concern staff will work with carers to develop strategies to support the child's development. For children whose behaviour is particularly concerning the Centre will call upon professional support; involving the parents/carers, the head teacher and SENCO.

Discouraging unacceptable behaviour

Centre staff use a consistent process of strategies to manage children's behaviour. The strategies may be adapted to match the child's age or development level.

The following strategies are used:

- Children will be asked to apologise for behaving in a way which is not part of the agreed code of conduct and will be given an explanation of why it is unacceptable by a keyworker. A child may show that they are sorry in a non-verbal manner if this appropriate to their level of development. Staff will maintain eye contact when talking to the child.
- In some cases it may be appropriate to take the child away from the activity for a short while so that they can be moved from the cause of conflict and give him/her an opportunity to think about his/her behaviour.
- Time-out should be for a few minutes only (maximum five) and can occur in the garden or indoors - there is no special chair or area for this. Any child who is behaving in a dangerous way in the garden may be asked to go inside to think over their behaviour, especially if other children are at risk.
- In cases of serious aggression, including biting, staff should inform a senior member of staff. If deemed appropriate a child may be taken to the Head Teacher.

At all times, it is the behaviour, which is to be challenged and moderated rather than the child being blamed. Adults should take every opportunity to praise good behaviour.

Children should know that there is always an opportunity to behave in a better way. They should be given a positive image of themselves by all adults, there is always a 'next time' when they can improve.

Adults should encourage children to project their thinking.....'What would happen if?'.....and encourage a thinking process with questions like 'Why do you think I stopped you from doing that?'

Prohibited sanctions

1. Corporal punishment - The intentional use of force as a punishment and includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child.
2. Deprivation of food and drink - The deprivation of food and drink normally made available to a child is forbidden.
3. Requiring children to wear distinctive or inappropriate clothing - Not allowed.
4. The use of accommodation to restrict the liberty of a child - The use of accommodation to isolate a child is totally prohibited.
5. Intimate physical searches - Any searches beyond those of a child's clothing should only be done in exceptional circumstances.

Physical Restraint

Whether planned or unplanned, physical restraint should only be considered when other, non-physical strategies have failed. However, there may be occasions in dealing with young children when for their own safety, or the safety of others, physical intervention becomes necessary for example:

- Violence directed towards others;
- Self-injury;
- Dangerous disregard for their personal safety;
- Dangerous disregard for the safety of others;
- Serious damage to property;

Before using physical intervention staff should, wherever practicable, tell the child what will happen, if they do not stop the inappropriate behaviour. Staff should continue to try to communicate calmly with the pupil throughout the incident, making it clear that the physical intervention will stop as soon as it ceases to be necessary.

Where there is no urgent risk, staff should consider carefully whether and when physical intervention is the right response. All staff should have a well-developed range of strategies and techniques for defusing potentially difficult situations, before the need to use physical intervention is reached.

Action in Self-Defence or Emergency

Section 550A does not cover all the situations in which it might be reasonable to use a degree of force. Everyone has the right to defend him/herself against attack, providing that they do not use a disproportionate degree of force in so doing. Similarly, in an emergency when, for example, a child is at immediate risk of injury or on the point of injuring someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make it clear that teachers and other authorised staff are permitted to intervene in other, less extreme, situations.

Acceptable Restraint

The range of physical interventions agreed within the school which staff might use are:

- Physically interposing between children;
- Blocking a child's path;
- Leading a child by the hand or arm;
- Guiding or shepherding a child whilst holding a hand or arm.

Unacceptable Restraint

- Hold a child around the neck or in any other way to restrict breathing;
- Hold a child face down on the floor in such a way as to restrict breathing;
- Slap, punch or kick a child;
- Twist or force limbs against a joint;
- Trip up the child;
- Pull or push the child in a violent, sudden or unexpected manner;
- Drag the child by an arm or leg;
- Intentionally touch any sexually sensitive areas of the body (genitals, breast etc).

The Aims of Physical Intervention

Whenever physical restraint is used the main aims should be to:

- Calm the child, by giving verbal reassurance, removing the trigger for the incident as far as possible;
- Cause the minimum level of restriction to the child, consistent with preventing injury, to the child or others, and/or serious damage to property;
- Use a form of restraint which is suited to the child and the environment and is therefore unlikely to cause injury;
- Prevent any other child becoming engaged in the incident, or its control;

- Work with other responsible adults whenever possible, with one adult taking the lead;

Recording Incidents of Physical Intervention

All incidents of **serious** physical intervention should be carefully recorded, dated and signed by all the adults who were involved or who witnessed the incident. Immediately following the incident, a member of staff concerned should tell the headteacher or senior staff member and complete a physical intervention record sheet. In addition to this record the member of staff will be asked to provide the following information:

- The name(s) of the child(ren) involved and when and where the incident took place;
- The names of any other staff or children who witnessed the incident;
- The reason that physical intervention was necessary (e.g. to prevent injury to the child);
- How the incident began and progressed, what was said by all parties, the steps taken to defuse the situation and the level of intervention used, for how long;
- The child's response and the outcome of the incident;
- Details of any injury suffered by the pupil or member of staff and any damage to property.

Staff should be offered the opportunity to seek advice from a senior colleague or a representative of their professional association if appropriate.

Reporting to Parents

All **serious** incidents where physical restraint was employed will be reported to parents and they will be offered the opportunity to discuss their concerns.

Approved by Full Governing Board: 18th July 2016