

<b>Safeguarding and Welfare Requirements: Welfare</b>	
Policy Name:	<b>Behaviour Management Policy</b>
Policy Creation Date:	<b>December 2018</b>
Last review:	<b>March 2024</b>
Next review:	<b>March 2025</b>
Owner:	<b>Children's Service Manager</b>
Related Documents:	<b>Behaviour Management Plan - Appendix 15</b>

### Policy Intent:

It is the Rainbow Centre's vision for all children to be taken on a journey of exploration which is challenging and creative and leads to them becoming lifelong learners. We aim to work together to provide an enjoyable, happy, and effective environment where all children fulfil their potential and acquire life skills and values needed to be successful.

We believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We believe that it is vital that children should be rewarded for their effort and achievements. We celebrate achievement, attitudes to learning, effort and good behaviour and use these acknowledgements as role models for other children.

### Aim

We aim to:

- Teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the conductive programme for supporting personal, social, and emotional development.
- Identify the barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential.
- Recognise the individuality of all our children and that some behaviours are normal in children for their level of development, e.g. biting.
- Encourage self-discipline, self-regulation, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.

- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing self-regulation and empathy as appropriate to stage of development.
- Have a named person who has overall responsibility for behaviour management.

**Our behaviour policy supports these aims by:**

- Ensuring children are taught explicitly what good behaviour looks like
- following positive behavioural support strategies,
- ensuring a person-centred approach,
- showing and encouraging respect and tolerance for each other and the centre,
- valuing the contribution of each person in the team,
- working in partnership with parents/carers/trustees/local authorities to achieve our aims,
- ensuring no-one is discriminated against because of their disability, race, gender or sexual orientation.

**We believe that:**

- The encouragement and reinforcement of good behaviour is a matter of collective responsibility.
- Every student, adult and visitor to the school has the right to feel safe and unthreatened by verbal or physical abuse.
- Children and adults should be fully aware of the consequences of behaviour that is unacceptable.

**What should parents do if they have any concerns about their child?**

Their first point of contact should be their child's keyperson. Having a close and positive relationship with parents is very important to us as we know this is 'key' to achieving the best for all our children. Keypersons are happy to meet with parents as they are always around at the end of the day where appointments can be arranged, if necessary.

They can also talk to Eniko Kocsis, our Special Educational Needs Co-ordinator (SENCo), who will be happy to discuss their concerns and how we can best meet them.

Email: [enikok@rainbowcentre.org](mailto:enikok@rainbowcentre.org). Our SENCo is there to support the child and the parents or families.

**The SENCo is responsible for:**

- Coordinating provision for children with SEND
- Ensuring that legal obligations under the SEND Code of Practice 2015 are met
- Ensuring that parents are:
  - Involved in supporting their child's learning
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is doing
  - Consulted about planning successful transition to a setting
- Liaising with a range of agencies outside of the Rainbow Centre who can offer advice and support to help the children and families to overcome any difficulties

- Developing the centre's SEND policy through close liaison with the Senior Management Team.
- Our programme for supporting personal, social, and emotional development, including issues concerning behaviour.
- Keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social, and emotional development.
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff training in behaviour management/in-house training.
- Support staff in managing children's behaviour.

### **Legislation:**

The Childrens Acts (1989 and 2004)

Children and Families Act (2014)

Every Child Matters (2003)

Childcare Act (2006 and 2016)

Children, Schools and Families Act (2010)

SEND Code of Practice (2020)

Keeping Children Safe in education (December 2023)

EYFS (December 2023)