

<b>Safeguarding and Welfare Requirements: Welfare</b>	
Policy Name:	<b>Behaviour Management Procedure</b>
Policy Creation Date:	<b>December 2018</b>
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Next review:	<b>March 2025</b>
Owner:	<b>Children’s Service Manager</b>
Related Documents:	<b>Behaviour Management Plan - Appendix 15 Restrictive Physical intervention Policy and Procedure Anti-bullying Policy and procedure</b>

The Rainbow Centre requires all staff, volunteers, and students to use positive strategies for handling inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children’s stages and ages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We believe that all children have the right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. We provide guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that, in modelling positive behaviour at all times, and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone.

**Parental support**

We believe that parents are their child’s first educators and expect that parents will want to work in partnership to reinforce positive attitudes to learning and expectations of behaviour; we would expect parents to support our Behaviour Policy.

Safety for all is our priority at all times.

**Children with Individual Behaviour Plans (IBP)**

We recognise that not all children learn in the same way. On occasions it may be appropriate for those who need additional support to manage their behaviour to have an IBP which will be agreed with parents. In some cases, children with individual behaviour plans may work towards slightly different rewards than those set out in our daily routine in order to support them in their learning. Our overall aim is to produce a safe, happy and secure learning environment for all our children. We want all children to be valued as individuals, earn the respect of others and develop excellent attitudes to learning.

**Our Children**

The holistic approach adopted by all staff is targeted to meet each child’s needs. Individuals experience what it is like to learn in a group, to share, and communicate with a positive attitude which aids collaborative learning and helps underpin good behaviour.

- We have high expectations of our children’s conduct and behaviour.
- Where children’s understanding is limited, we will work towards encouraging greater understanding and awareness.

- We actively educate our children on the principles of right and wrong, British Values and preparation for living in 'Modern Britain'. From these expectations we have a set of common-sense rules:
  - be kind to each other.
  - mutual respect between staff and children at all times
  - take care of our centre.

### **Our Staff Team**

Staff have a vital role to play as they are at the forefront of behaviour management. They have the closest knowledge of the children in their care and will wish to build up a relationship involving mutual support, trust and respect. All leaders support staff in managing student behaviour. We expect that our staff will:

- be a good role model.
- provide children with a framework of behaviour that supports the whole centre policy.
- agree and implement appropriate strategies, guidelines and support measures.
- show consistency by following agreed methods in responding to behaviour issues.
- positively reinforce examples of good behaviour, by using award systems
- share information appropriately around children's behaviour.
- challenge low level incidents 'in the moment'
- value the mental health and wellbeing of all children
- follow behaviour management support plans effectively
- complete positive behaviour support training where appropriate.
- ensure that children are safe whatever the activity being conducted
- ensure a sense of order and purpose in the planning and delivery of all aspects of the daily routine
- refer to a senior colleague for advice when needed
- engage in training relevant to their role and around behaviour. This includes awareness of how a student's special educational needs, disability and/or emotional health may affect an individual's behaviour.

### **Parents and Carers**

We expect that parents will:

- be involved and support us in helping to meet the needs of their child.
- share appropriate information about their child's behaviour to enable their child to be fully supported and feel happy and safe in school.
- discuss any concerns with the appropriate team staff.
- provide feedback on any behavioural support plan and work towards mutually agreed strategies.

### **Board of Trustees:**

We expect that trustees will:

- ensure staff are constantly striving to provide a safe, happy and stimulating environment.
- support the Senior Management in the implementation of this policy.

### **Promoting Positive behaviour**

For children to follow and co-operate with routines and "expected behaviour" we need to promote positive behaviour by:

- Being a good role model
- Being consistent
- Positive reinforcement always
- Giving children a chance to change their behaviour
- Using positive body language - do not stand over children, come down to their level etc.

- **Respect** and recognition - to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **Freedom** and responsibility - to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **Inclusion** - to provide access to learning for all, considering everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **Honesty** - to empower everyone to communicate openly and honestly in their interactions with each other.
- **Safety and trust** - to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

The most common needs and feelings that can trigger unacceptable behaviour are attention, boredom, anxiety, fear, anger, curiosity, independence, and anticipation.

If a child presents us at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children (where applicable) involved to gauge their feelings and reactions to the situation.
- Ask each child (where applicable) how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise that children might find hard to handle.

### **Achieving positive behaviour**

Our setting believes 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.

### **Our designated Behaviour Management Officer is Eniko Kocsis**

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

If all the above have been tried consistently and there is still a need for modification of behaviour, the following methods will apply:

- Whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again.
- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
- During this period the behaviour management officer will talk with the parent/carer in order to inform them of the situation and to ask if they are experiencing similar difficulties.
- Advice will be given, if it is needed, regarding help from outside agencies. e.g. Health Visitor, GP.
- A record will be kept of incidents which occur, and daily written observations made to learn what the trigger cause was.
- We will use ABCC (Antecedent, Behaviour, Consequence Communication) forms to ascertain if there is a pattern, trigger, frequency, what happens before and after.

## Rewards

We know that effective praise helps children appreciate how his/her achievement is helped by his/her own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Staff are careful to ensure that each child is given recognition, this could include:

- approving look, nod, smile, private praise.
- acknowledgement of good work
- public praise, special acknowledgement
- informing parents through Family

## Strategies used:

### **1. When children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate. Also, some children might have a developmental condition that could affect how they behave.**

- We recognise that some children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of children may include tantrums, biting and/or fighting. Staff should be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection, verbally between the event and the feeling. *'Adam took your car, and you were enjoying playing with it. You didn't like it when he took it. It made you feel angry, so you hit him'.*
- We help all children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. *'When you hit Adam, it hurt him and he didn't like that and it made him cry'.*
- We help all children develop pro-social behaviour, such as resolving conflict over who has the toy. *'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.*
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, role play and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage children to say sorry, where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

### **2. When inappropriate or hurtful behaviour becomes more consistent, we work together as a team to identify the cause and find solutions together using the framework for early intervention which concentrates on changing the environment rather than on the child's behaviour:**

- We identify baseline behaviour
- Complete checklist
- Identify areas that need to be changed
- Draw up a plan and react in a consistent way
- Review baseline behaviour identified previously

### **3. When the inappropriate or hurtful behaviour carries on being consistent despite the reviewed environmental plans, we work together with parents to find a solution**

**together and draw up a Behaviour Management Plan (See Appendix 15). Using the ABCC chart, we analyse and begin to understand what a child is trying to communicate through their behaviour.**

- **Antecedent:** What was happening just before the behaviour? (often not seen)
- **Behaviour:** Describe what the child is actually doing such as biting or throwing.
- **Consequence:** What was the result for the child from their behaviour?
- **Communication:** What you think the child is trying to say through their behaviour?

**4. Behaviour Plans ensure consistency when managing a child's behaviour and help us to look at things we can change to support a child rather than trying to change the child. We look at three areas:**

- **Environment:** The environment we provide has a direct impact on a child's behaviour. We need to consider what we do or change in the environment to support the child.
- **Teaching new skills:** After identifying from the ABCC chart what the child is trying to communicate through their behaviour, we can identify what new skills the child needs to learn.
- **Praise and rewards:** This ensures everyone is praising the child when they are working towards their new skills and reminds us to constantly look for the positive behaviours and not focus on the negatives.

**5. Where this does not work, we could seek advice from the Primary Behaviour Service to support the child and the family or make the appropriate referrals to a Behaviour Support Team where necessary.**

**Area Manager**

Sarah Cobb

Email [sarah.cobb@hants.gov.uk](mailto:sarah.cobb@hants.gov.uk)

Phone 01329 281890

Admin Officer

Debbie Barron

Email [debbie.barron@hants.gov.uk](mailto:debbie.barron@hants.gov.uk)

Phone 01329 28189

The Lennox Centre

Bridgemary Avenue

Gosport

PO13 0XT

Team Manager-Fareham and Gosport:

Matthew Gaston [matthew.gaston@hants.gov.uk](mailto:matthew.gaston@hants.gov.uk)

Admin Support:

Martina Mackett:

[martina.mackett@hants.gov.uk](mailto:martina.mackett@hants.gov.uk)

Phone 01329 281890

**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)