



# BEHAVIOUR POLICY

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Behaviour expectations are underpinned by our three core values of Honesty, Kindness and humility-driven-Respect. The team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management will be structured around the following principles:

- Staff and children will work together to fully understand the rules and their meaning. These are clearly displayed around all areas.
- The Rules will apply equally to all children and staff.
- Positive behaviour will be reinforced with praise and encouragement through the use of house points.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Activities will be varied and well planned so that children are not easily bored or distracted.



## Dealing with Negative Behaviour:

- We require all staff; volunteers and students to use positive strategies for handling any negative behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies. If the challenging behaviour continues the child will be directed to take 'Reflection Time' for a period of 5-10 minutes.
- On occasion, a child may demonstrate behaviour, which is a risk to themselves or others. In this event, a member of the Leadership Team on duty will be called who will accompany the child from the session and notify the parents of the event and consequences. At all times, children will have, explained to them the potential consequences of their actions.

## The Use of Physical Interventions:

- We never use physical punishment or the threat of it. Appropriately trained staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.
- Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.
- A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it.
- Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.
- Only the minimum force necessary to prevent injury or damage should be applied, for example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.
- As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control. The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.
- Where a member of staff has had to intervene physically to restrain a child, the member of staff will notify the designated member of LT for Inclusion and the incident recorded.
- The incident will be discussed with the parent/carer on the day it occurs.



## De-Escalation Techniques:

### Planned Ignoring

We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour.

### Modelling

We demonstrate the desired behaviour. E.g. if a child is calling out on the carpet a teaching assistant may model sitting up straight and folding their arms.

### Cueing

We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

### Shaping

If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Raj, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

### Proximity Praise

We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Raj is sitting so beautifully", then magically, Jai starts to sit beautifully too!

### Humour

If a child is "locked into" a negative behaviour and are clearly choosing not to follow instructions, again, before we even use the system we may use: Humour. This does of course depend on the relationship between the adult and the child but can be very effective in diffusing situations.



## Negotiation

Again, depending on the situation and the relationship we often “make a deal” with the child, this can allow the child to “save face” and not feel that they are completely backing down.

## Distraction

Sometimes it is possible to distract a child out of negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do small job of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly choosing to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction: Ask once nicely e.g. “Raj, I am finding it hard to concentrate while you are tapping your pencil. Could you please stop?” If this does not work: Ask once firmly e.g. “You need to stop tapping.” (issue 1st, 2nd then a final warning) If this does not work: Then move the child’s name down the consequence system. This serves as a “Rule Reminder”

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