

**Context**

It is fundamental for the effective development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment.

We actively encourage children to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, belongings, resources and living things through modelling positive language and behaviour at all times.

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop and plan their learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-confidence and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Centre and explained to all newcomers, both children and adults.
- All adults working within Pace services will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will provide a positive model for the children with regard to friendliness, care, and courtesy.
- Adults at Pace will praise and endorse desirable behaviour such as kindness and willingness to share.
- A variety of positive strategies will be used to make learning fun and to encourage children's participation.
- Every effort should be made to comfort and reassure a distressed child. A child, who is reluctant to participate and / or becomes disruptive, should be "jollied" back into the group activity. No child should ever be left to cry.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. (*Staff should read the attached guidelines on behaviour management programmes.*)
- Staff will initially respond to sudden changes in a child's behaviour by looking for triggers in the classroom or the child's situation which might have prompted this behaviour.
- When children behave in unacceptable ways:
  - ~ Physical punishment, such as smacking or shaking, will NEVER be used or threatened.
  - ~ Children will never be sent out of the room by themselves.
  - ~ Techniques intended to single out and humiliate individual children will not be used.
  - ~ Children will not be withdrawn from any pre-planned excursion, treat, or education visit.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and work towards a better pattern.

- Where appropriate this might be achieved by a short period of “time out” with an adult, with the child rejoining the activity at the first available opportunity.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults will make themselves aware of, and respect, a range of cultural expectations regarding individual children’s level of understanding and maturity.

Recurring problems will be tackled by the child’s whole staff team, in partnership with the child’s parents, using objective observation records to establish an understanding of the cause. Adults will be aware that some kinds of behaviour may arise from a child’s special needs.

### **Adherence to Policy**

The responsibility of all staff, volunteers, students and parents is to:

- Recognise that social interactions vary between cultures and families and acknowledge and respect each child’s individual background.
- Provide a positive model of behaviour by treating one another with respect, care and courtesy at all times.
- Record and report all injuries and accidents appropriately e.g. bites.

### **Strategies and Activities to Promote Positive Behaviour**

Strategies to promote positive behaviour:

Staff will:

- Use positive language when interacting with all adults and children
- Consider children’s ages and stages of development when identifying and implementing strategies to manage behaviour.
- Involve children fully in the decisions that affect their daily lives and ensure that all children have effective communication strategies in order to express their feelings and views.
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, stickers, Diamond Diary, House points.
- Ensure adult attention is given in response to positive behaviour and that attention is never used to reward negative behaviour e.g. ensure attention is given to the child who has been bitten and not the biter.
- Recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, which commonly present as tantrums, biting or snatching. Therefore staff will respond calmly and sensitively when helping young children to manage these feelings.

- Focus on ensuring a child's attachment figure, their key person, builds a strong relationship to provide security for the child.
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour.
- Recognise that it is normal for young children to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional development and explore conflict resolution.
- Help children to understand the effect their behaviour has on other children and adults; we do not force children to say sorry, but encourage children to apologise for their actions in a range of ways e.g. a hug, touch, fetching a tissue for a crying child, sharing a toy. We ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.

### **Managing Negative and Challenging Behaviours**

When addressing behaviour concerns we will always;

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental approval, we will seek advice as necessary from other agencies.

### **10. Behaviour (Challenging)**

When a child displays behaviour which may be counterproductive to their own progress and development and also disruptive to the group, various methods of behaviour management can be successfully used.

The key to behaviour management is to acknowledge and reinforce good behaviour in the child in question and in other children. It is an ongoing and accumulative process whereby poor behaviour is redirected or preferably pre-empted by classroom strategy and good behaviour is noticed and rewarded in an explicit and structured way. This may be in the form of sessional or daily "feedback" sessions when children are praised for their work and behaviour. Tangible rewards can and should be given such as stickers or on a chart, buttons in a jar, pegs on a line etc. Every effort should be made to give the child positive feedback on at least one aspect of their day or session to encourage the child's motivation to succeed in later activities.

A behaviour strategy should always be shared with parents so that good behaviour and achievement at PACE can be reinforced at home. It is important that there is a consistency of approach to the management of behaviour between home and PACE and that the focus of this management is always to enhance the child's self esteem and social development in order to become a well adjusted, happy and motivated learner.

### **Unacceptability of Physical Punishment**

We will not accept and will actively challenge any adults in the setting who;

- Use negative labels such as 'naughty' or 'silly'.
- Use physical punishment, such as smacking or shaking.
- Use approaches intended to single out and humiliate children.
- Shout or use raised voices in a threatening way in response to children's negative behaviour.

Pupils at Pace, due to their specific special educational needs require physical facilitation in order to help them gain motor skills. The children are generally very well behaved and the need for physical intervention for behaviour reason is rare. However should physical intervention be required it should be used as a last resort in line with DfE advice and ensuring minimal risk of injury to pupils and staff.

### **Recommended Approaches**

Holding, for security and to reduce anxiety where there is a potential for damage or danger, even if the pupil is not yet out of control nor a particular source of danger to themselves or others at that time.

This approach may be appropriate when the child is anxious or confused. There may be situations when holding in this way defuses or prevents an escalation to a more serious confrontation. It is important, therefore, to ensure that this approach is not interpreted as initiating aggression.

It will sometimes be necessary to intervene if a pupil is out of control and his/her behaviour poses a real danger to himself or others. In some cases this will involve the combined efforts of more than one member of staff. All staff must be aware of the approaches that should be used and the types of techniques that might cause injury and which should therefore be avoided. Approaches that will generally be considered reasonable include:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding (this term is taken to include only the sort of hold a reasonable parent might use with his/her child. It does not refer to specific techniques of physical restraint that in untrained hand may pose a risk of injury.);
- Pushing (although this is specifically included in the DfES Circular, LEA advice is that the only form of pushing that is appropriate, other than as a last resort in cases of immediate risk to life or of serious injury, would be where reasonable force was used to resist someone's movement, rather than the kind of forceful push that could cause a person to fall over with unpredictable results). It will be important to distinguish between pushing and punching (see below);
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back.

**Other than in the most extreme circumstances**, where emergency action is needed to prevent the risk of serious injury or loss of life (for example a pupil running into a busy road or an extremely violent assault by one pupil on another), staff **must** avoid the following:

- Holding a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping a pupil;
- Holding a pupil by the hair or ear; and
- Holding a pupil face down on the ground.

### **Recording and Reporting of Injuries and Accidents**

Injuries or accidents e.g. bites or scratches will always be reported to parents and recorded in the accident/incident books. (See Health and Safety Policy.)

## **Responding to Persistently Challenging Behaviour**

### ***Temporary Exclusion***

If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period.

This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Disability Discrimination Act.

We will consult the EYCS Inclusion Team before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to the Centre.

### ***Permanent exclusion***

When all other reasonable steps have been taken and it's our judgement that allowing the child to remain in school would be seriously detrimental to the welfare of others, then a pupil may be permanently excluded. If the decision is made to exclude, we will inform the pupil's parents immediately. We will explain:

- why the student is to be excluded
- the steps that have been taken to try to avoid it
- arrangements to allow the pupil to continue their education during the exclusion period
- the date and time of the review meeting , which must be held before the child can return to school.

While a pupil is excluded from school the Team Leader will maintain contact with the family and undertake a home visit prior to the review meeting.

For permanent exclusion, we will also notify parents of their Right of Appeal, which will be overseen by an Independent Appeal Panel.

**Date: September 2019**

**Review Date: September 2018**

**To be reviewed by: Head Teacher**

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

*This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.*