Behaviour Policy

All children will struggle at some time; it is part of how they learn. We have developed several different strategies on how to deal with a child whose behaviour is impacting on theirs or others learning and/or causing physical harm and use different strategies depending on the age/stage or ability of the child and the situation.

Our preferred method is by promoting positive behaviour and we do this by:   
\* Give lots of praise for good behaviour.

\* Readily give attention to avoid it being sought   
\* Make children feel valued and set realistic targets   
\* Setting a good example, being a good role model.   
\* Listening to what the children have to say.   
\* Rewarding desired behaviours with a leaf on the tree.   
\* Be consistent in saying NO and explaining the reason for it   
\* Ensure an apology is given to others if the child is able to understand  
\* Have a set of house rules that apply to all (please see house rules policy)   
\* Set a good example myself   
\* Respond to unwanted behaviour appropriately, according to age and level of understanding   
  
We are aware of the different reasons why children struggle to behave appropriately and will endeavour to keep to routines so that your child feels safe and is not over tired or hungry. There may be occasions where the above isn't effective and the following may be used in support.   
\* Discuss with Child - If the child is able to understand we will discuss their behaviour and try and get them to appreciate the consequences of their actions on others. We reassure them that it is their behaviour that we do not like, not them. (When they are old enough this is our preferred method)   
\* Distraction - Remove the child from the situation and give them an alternative activity.   
\* Ignore - Depending on the situation we may ignore the bad behaviour if we feel it is being done to get a reaction provided it is low level disruption, we will never ignore a child harming themselves or another.   
\* Calm down time - Removing the child from the activity and sitting them quietly for a few minutes. This is often done in quieter spaces e.g. the sensory room, lounge, mat by kitchen gate. A member of staff with generally sit with the child and support them in calming, if the child rejects this then a staff member will remain close and available for when the child is ready. Child dependant they may be offered a comforter or alternative item to support then in calming down

\*Thinking/Choosing time – occasionally if a child is demonstrating behaviour that is a barrier to learning and the above strategies have been tried but staff feel the child is ‘choosing’ their behaviour e.g. being purposefully defiant, an able child may be removed in a similar way to calm down to a space with no toys. In this case a staff member asks the child to ‘choose’ how they would like to play, do they need to sit and think or are they ready to play. Please note this strategy is only used for very able children who we know very well.

\* If we feel it will help their understanding then children may also be asked to complete reparation work before they can return to the group e.g making a sorry card or doing another activity that may support their regulation.  
  
We try to catch all parents at the end of the day to give you an update. We believe in being transparent so we will let you know if your child has had a tricky day, however it’s important to remember that these incidents are normally a very small part of your child’s day. Incident forms will be completed for behaviour which affects another child or is sustained disruption. We will handle all data under the GDPR requirements and you will be asked to sign the form. We will also inform you of how the matter was dealt with. In most cases the matter will not require any further action, however if it appears to be a continued issue we will work closely with you to help your child make progress and may put in place extra support for your child.

We know that incidents where harm is caused are particularly distressing. A lot of physical injuries are accidental however, occasionally a child may use their physical behaviour as a form of communication. In the case of physical injury we deploy 2 staff. One staff member will take away the injured child and console them while doing any necessary first aid. The second member of staff will employ the above strategies with the child that cause the injury. Physically harmful behaviour tends to be stage based and children generally learn quite quickly that it’s unwanted behaviour, biting for example is most often seen between the ages of 1 and 3 though it can extend later. We are very aware that all children learn at different rates so take each child’s level of development into account when we are creating strategies around them.   
  
There may be times when we will need to physically intervene or restrain a child to prevent or stop an incident taking place, this could be when a child has or is about to scratch, bite or hit another child or run into a road etc (please see the physical contact policy). Some staff have attended step on training in order to do this effectively and safely and they will lead any interventions (please see the physical contact policy).

If a child is persistently struggling with their behaviour, we may place them on a behaviour support plan. This will give their key person set targets to work towards with the child and give additional support. If a child is at risk of harming themselves or others they may have their own risk assessment, this will include behaviour management techniques that are particularly effective.