



## **Behaviour Management Policy**

Inclusive Pathways caters for pupils with a wide range of complex needs and learning difficulties with associated behavioural difficulties. We feel that every individual should be treated with dignity and respect. We promote a positive approach with emphasis on encouragement, praise and reward that will foster a secure, enjoyable learning environment.

When dealing with behaviour, strategies should always be appropriate to age, developmental level and particular needs. Pupils with an Intervention Hierarchy will have specific strategies, activities and new skills to be taught, outlined. These will need to be followed consistently by all working with them.

### **Aims**

- To reinforce appropriate behaviour, thus encourage a positive attitude in pupils.
- To enhance self-esteem and acknowledge and value achievements at all levels.
- To encourage sense of personal responsibility to show respect for adults, peers and property.
- To develop each child's individualised communication skills to alleviate anxiety and frustration.
- To develop awareness of self and others.
- To encourage tolerance to be kind and caring towards others.
- To support pupils to learn new skills to regulate their behaviour and use a range of structured techniques to self-calm.
- To develop social interactions and pre-language communication skills.
- To enable each child to develop independence and confidence.
- To consistently apply the behaviour policy throughout the school.
- To give each child a range of strategies which promote a calm approach to learning and interacting.

### **Encouraging positive behaviour**

At Inclusive Pathways positive behaviour is encouraged by:

- Creating a purposeful and happy atmosphere that enables pupils to feel secure to develop as individuals.
- Ensuring adequate resources are provided to support strategies for individuals to manage their own behaviour.
- Staff acting as positive role models
- Praising appropriate behaviour
- Sticker rewards

- Informing parents about individual achievements
- Offering a variety of play opportunities to meet the needs of children attending the Club.

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at the Club will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

### **Dealing with inappropriate behaviour**

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be temporarily removed from the activity.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
- No staff member will ever threaten any punishment that could adversely affect a child's well-being (eg withdrawal of food or drink).

If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the Club may decide to exclude the child in accordance with our **Suspensions and Exclusions** policy. The reasons and processes involved will be clearly explained to the child.

### **Resources and Strategies**

- Circle time, imaginative play and social stories.
- Reward charts, 'first then'.
- Visual environment.
- Critical communication (help, break etc.).
- Each class will have a behaviour folder consisting of all behaviour management analysis forms, plans, record sheets and log sheets.
- Ignoring unacceptable behaviour and immediately praising appropriate behaviour.
- A clear 'stop' signal and verbal advice given to remind pupils of expected behaviour.
- Withholding a pleasurable activity/privilege.
- Using physical intervention - this should only be necessary if a pupil is in danger of injuring themselves or others or damaging property or severely disrupting good order within a group.

### **Physical intervention**

Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, the manager

will be notified, and an **Incident record** will be completed. The incident will be discussed with the parent or carer as soon as possible.

If staff are not confident about their ability to contain a situation, they should call the manager or, in extreme cases, the police.

All serious incidents will be recorded on an **Incident record** and kept in the child's file. This may be used to build a pattern of behaviour, which may indicate an underlying cause. If a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our **Safeguarding** policy.

### **Corporal punishment**

Corporal punishment or the threat of corporal punishment will *never* be used at the Club.

We will take all reasonable steps to ensure that no child who attends our Club receives corporal punishment from any person who cares for or is in regular contact with the child, or from any other person on our premises.

### **Bullying**

In case of bullying staff must intervene immediately. It must be reported to a member of the Management Team. The victim must be comforted and reassured of future safety. The bully must be made aware that the behaviour is not acceptable and that he/she should be aware of the harm they have caused. Some pupils may present with bullying behaviour; however this could be a result of their

### **Racism**

In any cases of racist language being used staff must intervene immediately. It must be reported to the Manager and the Designated Safeguarding Lead or one of the Deputies. The victim must be comforted and reassured. Strategies should be put in place to help the pupil using the racist language to understand that that behaviour is not acceptable and they should also be made aware of the distress and upset this language may cause. Some children may use this language as they do not yet have the full understanding of the full impact of this language and maybe repeating language they have heard online. Work to develop this understanding, awareness of safety online and promote positive relationships.

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2021): Safeguarding and Welfare Requirements: Managing children's behaviour [3.53 - 3.54]*.