

623

Behaviour Policy

September 2016

# Behaviour management

## Introduction

At 623 (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our children.

We recognise that the children attending 623 have usually been at school all day in highly structured environment and may well be tired and need a space to relax at 623. The aim of 623 is to provide a happy, playful and mutually respectful environment, more akin to a family setting than the more structured environment of school.

623 also recognises that children are continually learning how to behave appropriately and that it is important that 623 participates in teaching children appropriate behaviour.

At 623 it is important that the children are obedient to the staff in charge of them and that they treat the staff and each other with courtesy and respect.

623 seeks to manage the children's behaviour by:

- recruiting and training high quality staff and supporting those staff in the exercise of their professional skills;
- by modelling the highest standards of courtesy to the children;
- providing a variety activities which engage the children;
- operating a positive structure of rewards and praise;
- having well thought through sanctions for poor behaviour;
- Fostering a high level of cooperation between staff and parents and, where appropriate, staff at the feeder schools.
- Having a clear understanding of what constitutes bullying and operating a zero tolerance approach to bullying;
- Operating a clear equal opportunities strategy

## **Recruiting and training high quality staff and supporting those staff in the exercise of their professional skills**

- 623 will seek to recruit high quality staff, all of whom are trained to level 2 and encourage as many staff as possible to proceed to level three.

- The manager, Sally Christian, is the person with specific responsibility for oversight of the behaviour policy. Sally Christian will set the standard of behaviour expected and how that standard is to be achieved. Sally Christian will provide on going advice and training to other members of staff to maintain a high level of skill in managing behaviour. She will seek to create a supportive environment for the staff in which all staff feel comfortable in sharing concerns and suggestions about discipline.
- If Sally Christian feels that any member of staff, including herself, would benefit from further training, she will advise the VMC of this need, liaising where appropriate with Derbyshire County Support services.
- The VMC will support the manager in providing training as recommended by the manager as far as it is reasonably financially possible to do so.

**Current training:**

*Sally Christian Selina Carlile have current level three training in behaviour management.*

*Sally Christian organises internal behaviour management training annually.*

**by modelling the highest standards of courtesy to the children**

- 623 will aim to produce an environment in which the highest standards of courtesy are normal. This includes staff, parents and members of the VMC contributing to a courteous atmosphere by being courteous and considerate to each other and to the children.

**providing a variety activities which engage the children**

- The manger will coordinate a range of activities for the children, ranging from energetic physical activities to quiet activities such as listening to a story or watching a video and ranging from adult dependent activities (like specific craft activities) to independent activities (like playing with construction materials) and ranging from group activities (like games) to solo activities (like reading or drawing).
- Staff will use their professional skills to guide children in moving between these types of activities to facilitate good behaviour.

**Operating a positive structure of rewards and praise**

- 623 staff, under the direction of the manager, will attempt to create a warm, supportive environment in which children are praised and recognised for good and considerate behaviour.
- 623 operates a star chart system, allowing children to work towards rewards for good behaviour.

- Staff may also reward good behaviour by prioritising a child for a particularly desirable activity.

### **Having clear rules and well thought through sanctions for poor behaviour**

- Rules and boundaries are agreed by the children and staff at the beginning of the year and displayed on the wall, signed by all to encourage ownership and increase awareness and understanding.
- If the agreed rules are found to be unworkable, 623 will hold another “meeting” of staff and children to amend them.
- Most poor behaviour will be dealt with by a verbal reprimand.
- Normal sanctions can include moving a child from one activity to another or requiring the child to take time out with the support of a member of staff (usually his or her key worker) to think about and discuss the problem.
- Any significant poor behaviour will be discussed with parents or guardians.
- Patterns of poor behaviour may be recorded in the log and discussed with parents.
- Physical intervention:
  - The coordinator is responsible for taking all reasonable steps to ensure that corporal punishment is not given or threatened by any person who cares for or is in regular contact with the children.
  - Physical intervention may be used to prevent harm to any child or to property. No more force than necessary must be used.
  - In the event that it is necessary to use physical intervention, this must be recorded in the log and parents must be informed as soon as reasonably practicable
- Every effort will be made to provide a structure within which every child can behave well but 623 is not equipped to cope with seriously disruptive behaviour. If a child’s behaviour is a significant risk to herself, to other children or to the staff, the parents or guardians of the child will be asked to make alternative provision for childcare for the child.

### **Fostering a high level of cooperation between staff and parents and, where appropriate, staff at the feeder schools.**

- 623 believes that communication is essential to creating an environment in which a high standard of good behaviour can be maintained.
- 623 staff will talk to the children and try to maintain friendly, open communication between staff and children so that children will feel appreciated and tell staff about things that are troubling them.
- 623 staff will keep parents and guardians fully informed of any behavioural issues, including letting parents and guardians know when a child has behaved particularly well.

- Parents and guardians are asked to talk to the Sally or the child's key worker about anything that might have an effect on the child's behaviour, to discuss any concerns they have about their child's behaviour and to let the 623 staff know about any particular strategies the parents have for coping with particular behaviour issues.
- With the consent of the parents or guardians, key workers may discuss management of problematic behaviour with the staff at the child's feeder school in order to provide continuity of care.
- Should parents or guardians have any concerns about the way their child is cared for, they should discuss the matter with Sally Christian or with any member of the voluntary management committee or with OFSTED:

Email enquiries@ofsted.gov.uk.  
 Contact form <https://contact.ofsted...>  
 General enquiries 0300 123 1231.  
 About schools 0300 123 4234.  
 About concerns 0300 123 4666.

**Having a clear understanding of what constitutes bullying and operating a zero tolerance approach to bullying contained in the following anti-bullying policy:**

- We would expect children to feel safe at 623 including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from 623 should they feel unsafe.

**Roles and Responsibilities**

The 623 coordinator (Sally Christian) - Has overall responsibility for the anti-bullying policy and its implementation and liaising with the voluntary management committee, parents/carers, LA and outside agencies

Her responsibilities are:

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

**Definition of Bullying**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation.
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

## Reporting and Responding to Bullying

623 has clear and well publicised systems to report bullying for the whole community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

People are encouraged to report incidents of bullying or potential bullying to any member of staff who will ensure the information is passed on to the relevant person/s.

All incidents will be recorded in the incident book, along with any action taken. A time for review and 'a check up' is also set, usually around a month after the incident. All relevant persons are informed of actions taken and this is recorded on the log.

## Procedures

All reported incidents will be taken seriously and investigated involving all parties.

The incident will be discussed with parents and guardians, and parents or guardians will be informed of actions taken.

A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies and discussion with the staff at the children's feeder school if appropriate.

Bullying incidents will be recorded by Sally Christian or her deputy, in cooperation with any other member of staff involved in the incident.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work at 623 and development of the policy.

The policy will be reviewed and updated annually, on a date which

coincides with the review date for the overall behaviour strategy.

**This policy should be read in conjunction with the equal opportunities policy as it is the view of 623 that a child or adult cannot be expected to behave well if he or she is subject to discrimination.**