Louie's Helping Hands

BEHAVIOUR POLICY

CHAIRPERSON: SARA LLEWELLYN

DATE AGREED: 22 FEBRUARY 2017

DATE OF NEXT REVIEW: 22 FEBRUARY 2018

ALL, STAFF HAVE ACCESS TO THIS POLICY AND SIGN TO THE EFFECT THAT THEY HAVE READ AND UNDERSTOOD ITS CONTENT

Louie's Helping Hands

Behaviour Policy

Negative experiences create negative feelings. Negative feelings create negative behaviour.
Positive experiences create positive feelings. Positive feelings create positive behaviour

Louie's Helping Hands promotes a high standard of behaviour and an ethos where all members of the charity are valued as individuals. The charity believes in the development of self-esteem, respect for others and self- discipline.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To ensure that every member of the charity community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the charity's expectations and strategies are widely known and understood.
- That every member of the charity's community behaves in a considerate way towards others.

Louie's Helping Hands believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected.

Practice

- All pupils are supported to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes values of tolerance, empathy and independence.
- All pupils are encouraged to understand how to behave in order to develop relationships and be effective participants within their community.
- Louie's Helping Hands believes that there is a difference between behaviours that are planned and conscious and behaviours which are an unconscious reaction to stress, organic conditions and/or environment

Positive Behaviour Management

- Louie' Helping Hands places a high emphasis on positive behaviour management.
- The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives.
- We recognise that successful management of behaviour is dependent upon the charity ethos.
- There is a need for the charity as a whole to reinforce good behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models.
- All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles that include: -

    1. teaching right from wrong,
    2. honesty and fairness
    3. respect for others
    4. the importance of getting on with people and establishing positive relationships
    5. internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to be easily accessible. Praise should be used to encourage good behaviour as well as good work.

When pupils are well engaged, and learning staff need to 'catch them getting it right'. This can be by recognising and rewarding their efforts through praise, charts, certificates, or anything which has meaning for the individual pupil.

Pupils should also be made aware that their pro social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

Louie's Helping Hands believe that children learn behaviour through

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort when not successful

We will also ensure that in our planned curriculum delivery pupils have positive experiences of learning that is well matched to their needs and learning styles which is commensurate with the vision of the school

For pupils who are conscious of their behaviour and plan to behave in certain inappropriate ways, we strive to link consequences to these behaviours. Staff ensure through careful explanation, modelling and visual support that pupils learn to understand the link between inappropriate behaviour and consequence. We are committed to teaching children how to behave we do not use punishment as a method for teaching them.

Occasionally these strategies will fail to prevent repetitive challenging behaviour.
Louie's Helping Hands staff will then move to

❖ **ABC behaviour sheets see Appendix 1,2 and 3**

These are the first procedure to implement when attempting to manage challenging behaviour at Louie's Helping Hands. It is a most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

A Antecedents:
• What happened immediately before the misbehaviour, the events that led up to it?
• What was the provocation, who did or said, or did not say, what?
• What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
• Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

B Behaviour:
• What precisely did the child do?

C Consequences:
• What happened as a result of the behaviour?
• How was the problem dealt with?
• What did the others do?
• How did they react?

 The consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity.
The main question to ask is 'what is the child getting out of behaving like this?'
The most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.
e.g.

Problem behaviour	New skills to be taught and rewarded
Snatching things	Making appropriate requests
Pushing other children	Playing a game with one of two children
Slamming doors	Shutting doors quietly

❖ **Positive Behaviour Plans and Traffic Lights**

Pupils who may need a positive behaviour plan are those pupils whose needs are exceptional and those for who the usual everyday strategies, ABC sheets, techniques and approaches are insufficient. Typically, this will include pupils who may at times need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

The possible need for a plan will be discussed in the first instance with the SenCo.

A plan will: -
- involve parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- include a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual pupil
- consider approaches appropriate to each pupil's circumstance
- be written in the form of a 'Traffic Light' which is easily understood and accessible to all staff so that approaches can be as consistent as possible

We hope parents will: -
- Support the charity so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

The Staff will: -
- Implement the charity behaviour policy consistently throughout the charity.
- Ensure the health, safety and welfare of all children in the charity environment.
- Celebrate examples of exemplary behaviour with the whole charity.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Summary
- We will respect everyone and celebrate our differences.
- We will look after each other and try to be honest and show care by solving disagreements peacefully.
- We will use our best manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the charity quietly and safely.
- We will take care of our charity property and belongings.
- We will show respect for ourselves, our friends and all in our charity.

This policy was adopted by: Louie's Helping Hands	Date: 19th May 2016
Reviewed on: 22nd February 2017	Signed: S J Llewellyn
To be reviewed: 22nd February 2018	

A B C Observation

Name:					Date of Birth:		
Setting:							
Date &Time	Where did it happen?	What happened just before? (A)	What did ……….. do? (B)	What did you do? (C)	What happened as a result of YOUR ACTION?		Staff Initial

Staff response:

Parent's response:

Notes for feedback:

Behaviour Frequency Record – Consistency

Use tally marks to record each time the specified behaviour is observed

Name:					Date of Birth:			
Date started:					Completed by:			
Date completed:								
Specific behaviour to be observed:								

Total number of times behaviour observed		Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:
Monday Date									
Tuesday Date									
Wednesday Date									
Thursday Date									
Friday Date									

Behaviour Observation Sheet

Name:

Behaviour to be observed:

Areas of concern:

Date &Time	What did the child do?	What provoked the child?	Where did it happen and with whom?	What action did you take?	What was the result of your action?	Staff Initial