Behaviour Management Policy and Procedures

**AIMS** To provide a structure for positive behaviour management within Home Ed-Venturers. To provide flexibility in the responses of staff to children’s behaviour. To provide a supportive framework for children and staff to manage behavioural issues.

**NOTES** All forms of behaviour is communication: it is important to consider the reasons why children might present certain types of behaviour; for example, boredom, feeling unsettled or unhappy, not feeling listened to, an unstimulating setting, medical reasons. Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment and the environment.

**PRINCIPLES** Below are 3 principles that support positive behaviour management:

1. The role of the adult is to support all children and young people in the creation of a physically and emotionally safe space in which they can play.

2. Adults recognise their own impact on the space and also the impact of children and young people’s play on the adult.

3. Adults choose an intervention style that enables children and young people to extend their play. All adult intervention must balance risk with the developmental benefit and well-being of children.

**POLICY** It is the policy of Home Ed-Venturers that:

● Adults and children will work together to develop and maintain a set of agreements governing how we behave.

● Agreements will be discussed together and written in a clear manner detailing expectations. They will apply equally to adults and children.

● Adults will not label children and will consider the underlying reasons for behaviour.

● Everyone will work as a team by discussing incidents and resolving to act collectively and appropriately for the situation and the group.

● Adults will ensure that each child feels valued and respected at all times.

● Adults will encourage children to express their feelings without physical or verbal aggression.

● Adults will support children to manage behaviour themselves and develop the life skills needed to deal with their emotions and feelings.

**INTERVENTION** In situations that require intervention, adults will consider the most appropriate response. Considering what was observed, the dynamics of any relevant relationships, age of the child and capacity to resolve conflict.

This may be:

● Listening to each account of what happened and how they feel about it.

● Supporting children to resolve conflict themselves.

● Reminders of any relevant agreements.

● Giving opportunities to make amends.

● Providing individual attention to talk through what happened.

● Allow children some space to think about what has happened and how they feel before

attempting any resolution.

If it is necessary to talk to parents/carers about behavioural issues, the adult will encourage the

child to tell the parent themselves, with their support, and will highlight the positive behaviours the child has displayed during the conflict resolution.

**CONFLICT RESOLUTION** With an effective resolution process, conflict can play an important and beneficial role in our relationships, giving us a deeper understanding of ourselves and others. At Home Ed-Venturers we believe that the process of resolving conflict is important, that it’s important to focus on how we solve problems, rather than on the outcomes. Our way of approaching conflict draws on Nonviolent Communication (NVC) and aims to ensure that everyone feels heard and everyone’s needs are met.

**THE PROCESS** If a third party (not always an adult) is required to mediate in a conflict, their role is not to make judgments but to acknowledge feelings and facilitate discussion. It can help if those in conflict are able to physically position themselves alongside, rather than opposite each other.

**Simple conflict resolution method:**

1. Mediator describes what they see

2. Everyone sits or stands in a circle

3. The process is explained by the mediator

4. Person A shares what happened until the mediator arrived

5. Person B shares what happened until the mediator arrived

6. Person A shares how it made them feel

7. Person B shares how it made them feel

8. Person A shares what they need

9. Person B shares what they need

10. Completion

**Completion** In order to facilitate completion, the mediator can:

● Ask each party to acknowledge the feelings of the other

● Make suggestions about what they might need

● Ask “will that work for you?”

● Encourage forgiveness

● Suggest ways to make amends

● Help them to find the words to express themselves

Sometimes people cannot articulate or do not know what they need until they’ve had more time to process what’s happened. When this approach to conflict resolution doesn’t work in the way we would like or expect it to, we will take a break and attempt it again later in the session. Once children have the skills to mediate themselves it’s preferable to leave them to deal with their own disputes.

**PHYSICAL INTERVENTION PROCEDURE** We will consider the age and size of the child when considering appropriate approaches to physical intervention.

● Staff will first consider alternative forms of engaging and regulating the child; eg. distraction.

● Staff will withdraw other adults and children from the environment, ensuring their safety.

● Physical intervention will only be used as a last resort if all other strategies detailed in this policy have not been successful and only if there are reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property, e.g. a child running across the road, a child being physically aggressive towards themselves or others whilst upset.

● Physical Intervention will be used for the minimum amount of time and with the minimum

amount of force.

● Adults will consider the emotional impact of physical intervention on the child, witnesses and

staff and debrief afterwards as appropriate.

● An incident report will be written up detailing the physical intervention and shared with the parent/carer.

**RECURRING INAPPROPRIATE BEHAVIOUR** Where inappropriate behaviour is ongoing, the above interventions have not been successful or an emergency situation is reached, adults will consider:

● Calling parent/carer to pick up the child.

● Collaborating with the child and their family to create a plan to resolve the ongoing situation. The plan will be agreed by everyone and regularly reviewed.

● Suspension from Home Ed-Venturers for a short period of time.

● Adults attending a relevant training course.

● Contacting outside professionals for support and information including BAND Ltd. and the Forest School Association.

● Exclusion from the group (last resort).

**RECORDING** Behaviour management incidents will be recorded on an Incident Form (on paper for the parent/carer to sign and photo of the document taken for the Home Ed-Venturers records). The record will be written in a non-judgemental manner, confidential, accurate and signed by the family.

If physical intervention has been used, an incident form will be completed in detail and the family will be informed the same day. Staff will ensure it also covers: any observed triggers, others involved, witnesses, type of physical intervention used, for how long and to what force, consequences. Any injuries obtained by children or adults as a result of physical intervention will also be recorded in the Accident Book.

Last reviewed: 9th October 2024

Signed by: Veronika Simon