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Related policies and procedures

This policy should be read alongside our organisational policies, procedures, guidance and other related documents.

Visit the NSPCC website for more safeguarding and child protection information:

<https://learning.nspcc.org.uk/>

What is the purpose and scope of this policy statement?

The purpose of this policy is to ensure the safety and wellbeing of children and young people, staff and volunteers.

We believe that:

- All behaviour is communication
- There is no such thing as a 'naughty' child
- Humans naturally seek to develop a sense of belonging and shared social interest

Our behaviour policy is based on our firm belief that all behaviour is communication, and that people often behave in unsettling and unsettled ways when they have needs that haven't been met. Therefore, we seek to encourage our learners to develop kindness to self and others, and we work with them to help them learn how to deal with strong emotions. We model mutual respect and honesty, and we seek to encourage autonomy and empower our learners.

InclusEd uses socially oriented pedagogical techniques that do not utilise behaviourist punishments. Our learning approaches and teaching methods are based on humanistic and constructive philosophies of education, taking inspiration from theorists such as Maslow, Dreikurs, Piaget, and Vygotsky.

Having said that, we do need to set out reasonable and appropriate boundaries and limits to help learners manage their own behaviour. Therefore, at the start of each half-term block, or as necessary, we develop a group charter of classroom expectations based around a discussion of rights and responsibilities. These will be different for each group.

Nevertheless, there are three key guiding principles we adhere to:

- To ensure that the rights of all individuals are protected
- To establish the safest and best possible learning environment
- to ensure that breaches of the group charter, guiding principles or specific safeguarding rules are treated in a fair and consistent manner

We will seek to keep children and young people safe by:

- Creating a bespoke a group charter of classroom expectations at the start of each half-term block following discussion of rights and responsibilities.
- Providing a set of Specific Safeguarding Rules for all learners, parents/carers, staff and volunteers.
- Dealing with illegal and dangerous behaviours and issues quickly and fairly.
- Use strategies to support behavioural needs
- Communicate with parents/carers, referring schools and Local Authorities



Specific Safeguarding Rules

We do have some predefined behaviour expectations to align with safeguarding and legal obligations.

- During the sessions only parents/carers that have had prior agreement with the Director can stay whilst the session is in progress.
- No photographs to be taken during a session apart from by the InclusEd staff on the InclusEd camera/mobile phone. No photographs will be taken without prior consent from their parent/carer.
- No learner or a parent/carer to enter or leave InclusEd venue boundaries without permission from the teacher. No parent/carer can enter the main room whilst a session is in progress. The teacher will open the door and invite parent/carers to take their child at the end of the session. A learner should not leave without the express permission of the teacher, who will ensure they are being collected by someone who has parental responsibility for that child.
- Parents/Carers are responsible for informing a staff member if their contact details have changed, as soon as possible. Parents/Carers are responsible to ensure that at least one of the contacts on their child's record is available during the session they are attending.
- Cigarettes, alcohol, non-prescribed drugs, offensive weapons, and pornographic material must not be brought into InclusEd.
- Unsafe or illegal behaviours are not permitted, for instance but not limited to using offensive or discriminatory language, fighting, bullying or any other forms of aggressive behaviour, misuse of equipment or resources, and/or behaving in a manner which is potentially dangerous to self and others.

Illegal and dangerous behaviours

If any of the above does occur, the person responsible will be spoken to immediately by a InclusEd staff member and, if necessary, the parent/carer will be contacted to remove the learner from the session for safeguarding reasons. Should the teacher feel the potential for harm persists, the learner may be asked to cease attendance without refund.

These rules are in place to safeguard all our learners, especially the most vulnerable.

Strategies to support behavioural needs

We seek to promoting kind and thoughtful actions by:

- giving lots of genuine praise
- giving learners individual attention so they know they are valued
- setting a good example and being a good role model
- listening to what the children have to say
- setting clear and consistent boundaries for children to follow
- ensuring that children understand what is expected of them and why

When learners find our limits and boundaries difficult to follow, we will employ different strategies to support them, and use different ones depending on the age/stage of ability of the child and the situation.

- **Distraction** - Remove the child from the situation and give them an alternative activity.
- **Ignore** - Depending on the situation, staff members may ignore the inappropriate behaviour if they feel it is being done to get a reaction.
- **Discuss with Child** - Staff will discuss their behaviour/s and try to get them to appreciate how their actions affect others around them. We always ensure learners know it is their behaviour that we do not like, not them.



- **Proximity Praise** - We make a point of talking about how well the other learners are behaving in a socially acceptable way to take the attention away from the child who is struggling, in the hope that they are able to regulate their emotions and behaviours themselves.

We do not administer physical (or any other form of) punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in my care. We will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or serious damage to property. Please see our Physical Restraint Policy.

Communicating with parents/carers, referring schools and Local Authorities

Where appropriate, other behaviour management methods may be agreed prior to placement commencement, with parents/carers, and/or referring schools and Local Authorities. These will be discussed with parents/carers during initial visits to ensure appropriate care can be provided.

Wherever possible, we try to meet parent/carer requests for specific behaviour management methods, according to their values and practices. Parents/carers are requested to record these requests under "Other useful information" on their registration form.

We expect parents to inform us of any changes in a child's circumstances, care arrangements or any other change which may affect their behaviour, such as a new baby, parents' separation, divorce, new partner, new member of the household, bereavement etc. All information shared will be kept confidential unless it appears to be the cause of a child protection issue.