

**Behaviour**

**Management Policy**

**and Procedures.**

**Reviewed September 2018**

**Free Rangers Forest Schools Ltd recognises the importance of positive and effective behaviour management strategies in promoting children’s welfare, learning and enjoyment.**

The aims of our Behaviour Management policy are to help children to

* Develop a sense of caring and respect for one another, in other words, build empathy.
* Build caring and co-operative relationships with other children and adults.
* Develop a range of social skills and help them learn what constitutes acceptable behaviour.
* Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

Our designated Behaviour Management member of staff is Jessica Kendrick.

## Behaviour Management Strategies

Free Rangers Forest Schools Ltd, the Management team and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the setting will be structured around the following principles:

We expect all members of our setting –Children, parents, staff, volunteers and students –to keep to the guidelines, requiring these to be applied consistently.

* Staff and children will work together to establish a clear set of ‘rules’ governing all behaviour in Free Rangers. These will be reviewed when staff feel necessary to ensure new children have a say in how the rules of the Setting operate. The same applies whilst out at Forest School. When children are new to the setting or there is a transition between rooms, we will always regularly explain and offer up for debate the ‘rules’ we have in place.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of Free Rangers.
* Free Rangers’ ‘rules’ will apply equally to all children and staff.
* Positive behaviour will be reinforced with praise and encouragement.
* Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children’s energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues which are appropriate for the age and stage of the child.
* When children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* If tantrums, biting or fighting are frequent, we try to find out the underlying cause, such as a change or upheaval at home, or frequent changes of carers. Such incidents are recorded on a child’s incident form so that it can be monitored.
* When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
* Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
* Staff will avoid shouting at work unless the situation requires it, fire, emergency, imminent danger.
* Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions. Also staff use emotion coaching to better help children evaluate their behaviour.
* Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
* We will work in partnership with children’s parents. Parents/carers are regularly informed about their child’s behaviour by their key person. We work with parents/carers to address recurring inconsiderate behaviour, using our observations records to help us to understand the cause and decide jointly how to respond appropriately.
* Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it, this can be in the form of an inclusion plan.
* Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out
* Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

## Dealing with Negative Behaviour

When confronted with negative behaviour, staff will be clear to distinguish between ‘disengaged’, ‘disruptive’ and ‘unacceptable’ behaviour.

* ‘Disengaged’ behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.
* ‘Disruptive’ behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.
* ‘Unacceptable’ behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.
* When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

## The Use of Physical Interventions

* Staff will use physical interventions only as a last resort and only then if they have 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.
* Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.
* A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.
* Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.
* Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.
* As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.
* The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.
* If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Management team or, in extreme cases, the police.
* Where a member of staff has had to intervene physically to restrain a child, the Manager will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.
* If a staff member commits any act of violence or abuse towards a child at Free Rangers, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

This policy was adopted at a meeting of Free Rangers Forest Schools ltd held on 1st August 2011. The policy was reviewed on 1st August 2012 and 4th February 2014, 11th September 2014, Jan 2015, Jan 2016 and Jan 2017, it has been further review in Sept 2018.

Signed: Role: Owner

Signed: Role: Management Team member

Signed: Role: Management Team member