

# Behaviour Management Policy

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## 1. Introduction

HOPECFI SEND Alternative Provision is committed to providing a safe, supportive, and inclusive learning environment for children with Special Educational Needs and Disabilities (SEND). Our Behaviour Management Policy outlines our approach to promoting positive behaviour, preventing challenging behaviours, and supporting the social and emotional development of all children.

## 2. Objectives

**Our objectives for behaviour management for children are:**

To promote a positive and inclusive culture, our goal is to ensure that all children and young adults feel valued, respected, and supported in their learning environment. We strive to provide clear expectations for behaviour and actively foster the development of self-regulation skills, particularly for children with Special Educational Needs and Disabilities (SEND). By implementing proactive strategies, support, and interventions, we aim to prevent and minimise challenging behaviours. Our focus extends to helping children develop essential social skills, emotional regulation, and conflict resolution abilities. We are committed to working collaboratively with parents, carers, professionals, and external agencies to address behavioural concerns, ensuring that each child receives the appropriate support and interventions needed to thrive.

## 3. Key Principles

**The following principles guide our approach to behaviour management:**

Positive Behaviour Support:

We promote positive behaviours by acknowledging and reinforcing desired behaviours through praise, rewards, and encouragement.

Clear Expectations:

We establish clear and consistent expectations for behaviour, with visual cues and reminders to support understanding.

Individualised Support:

We recognise that each child is unique and may require different strategies and supports to manage their behaviour effectively. We tailor interventions and support plans to meet the individual needs of each child.

Proactive Strategies:

We use proactive strategies to prevent challenging behaviours, such as providing visual schedules, sensory breaks, and structured routines.

Teaching Social Skills:



We teach social skills and emotional regulation techniques through explicit instruction, modelling, and role-playing activities.

Collaboration and Communication:

We maintain open communication with parents/carers, professionals, and external agencies to share information, seek input, and develop coordinated strategies to support children with SEND.

#### **4. Behaviour Expectations**

Respect:

We expect all children and staff to treat others with respect, kindness, and empathy, respecting differences in abilities, backgrounds, and opinions.

Safety:

We prioritise the safety and well-being of all children and staff, promoting safe and responsible behaviour in all settings.

Cooperation:

We encourage cooperation, collaboration, and teamwork, fostering positive relationships and a sense of belonging.

Responsibility:

We promote personal responsibility and accountability for one's actions, helping children understand the consequences of their behaviour.

#### **5. Behaviour Support and Interventions**

Individual Support Plans:

Children may have Individual Behaviour Plans (IBPs) or Behaviour Support Plans (BSPs) developed in collaboration with parents/carers, professionals, and external agencies. These plans outline strategies and interventions to support the student's behavioural needs.

Positive Reinforcement:

We use positive reinforcement techniques, such as praise, rewards, and incentives, to encourage and reinforce desired behaviours.

Redirecting and De-escalation:

We use proactive strategies to redirect behaviour and de-escalate challenging situations, such as offering sensory breaks, providing calming activities, and using de-escalation techniques.



Crisis Management:

In rare cases where behaviour escalates to a crisis, staff are trained in crisis management techniques to ensure the safety of all children and staff.

## 6. Restrictive Practice – Restraining

At HOPECFI, we are committed to ensuring the safety and well-being of all children and staff. This policy outlines the principles and procedures for the use of restrictive practices and restraint within the setting. Our primary goal is to maintain a safe environment where children and young people can learn and develop, while also ensuring that any use of restraint is appropriate, necessary, and compliant with relevant legislation and guidelines.

### ▪ Objectives

- To provide clear guidelines on when and how restrictive practices and restraint may be used.
- To ensure that any use of restraint is carried out safely, respectfully, and in line with legal and ethical standards.
- To support staff in managing challenging behaviours effectively while prioritising the safety and dignity of children.
- To ensure that all incidents involving restraint are recorded, reviewed, and used to inform practice.

### ▪ Definitions

#### - Restrictive Practice:

Any intervention that limits a child's freedom of movement, choice, or ability to make decisions. This includes physical restraint and other forms of intervention that may restrict a child's actions.

#### - Restraint:

The use of physical force to restrict a child's movement or prevent them from causing harm to themselves or others. Restraint should only be used as a last resort when all other strategies have been exhausted.

### ▪ Principles for Use of Restrictive Practices and Restraint

#### - Safeguarding:

Any use of restraint must be justified by the need to prevent harm to the child or others and should be used only when necessary.

#### - Proportionality:



Restraint will be proportionate to the level of risk and the behaviour being managed. The least restrictive method should be employed.

- Dignity and Respect:

Children are always treated with respect and dignity. Restraint should be applied in a way that minimises discomfort and distress.

- Transparency:

All incidents of restraint must be documented and reviewed to ensure accountability and to support continuous improvement in practice.

#### ▪ **Procedures for Use of Restrictive Practices and Restraint**

Prevention and De-escalation:

- Staff are trained in de-escalation techniques and proactive strategies to manage challenging behaviours before resorting to restraint.
- Individual Behaviour Plans (IBPs) and Positive Behaviour Support Plans (PBSPs) will be developed for children who exhibit frequent challenging behaviours.

When Restraint May Be Used:

- Restraint may only be used in situations where there is an immediate risk of harm to the child or others, and no other means of intervention are effective.
- The use of restraint will be authorised by a senior member of staff or in accordance with pre-established guidelines in the child's Behaviour Plan.

Techniques and Training:

- Staff receive appropriate training in safe and effective restraint techniques, focusing on minimising risk and ensuring the safety of all involved.

Documentation and Reporting:

- All incidents involving restraint are documented in a Restraint Incident Report, including details of the incident, the rationale for restraint, and any outcomes or injuries.
- Parents/carers will be notified of any restraint incidents involving their child, and a copy of the report shared with them.

Review and Reflection:

- All restraint incidents are reviewed to evaluate the effectiveness of the intervention and to identify any areas for improvement.
- Regular reviews of restraint practices will be conducted to ensure compliance with this policy and to address any emerging trends or concerns.



## ▪ Responsibilities

Staff:

- Adhere to this policy and follow the procedures for the use of restraint and restrictive practices.
- Participate in regular training and update their skills as required.
- Report any incidents of restraint and support the documentation and review process.

Management:

- Ensure that staff receive appropriate training and support in managing challenging behaviours and using restraint safely.
- Oversee the implementation of this policy and ensure that all incidents are reviewed and addressed.
- Maintain accurate records of restraint incidents and ensure that policy compliance is monitored.

Parents/Carers:

- Engage with HOPECFI to understand the policies and procedures related to restraint and restrictive practices.
- Work collaboratively with us to address any behavioural concerns and support their child's development and well-being.

## ▪ Compliance

This policy complies with relevant legislation, including the Education Act 2002, the Children Act 1989, and guidance from the Department for Education on the use of restraint in schools. HOPECFI will ensure that all practices align with legal requirements and best practices to safeguard children and staff.

## 7. Communication and Collaboration

Parent/Carer Partnership:

We maintain open and collaborative communication with parents/carers, involving them in developing and reviewing of behaviour support plans and providing regular updates on their child's progress.

Professional Collaboration:

We work collaboratively with professionals, such as SENCOs, educational psychologists, and behavioural specialists, to access additional support and expertise as needed.

## 8. Review and Evaluation

Our Behaviour Management Policy will be regularly reviewed and evaluated to ensure its effectiveness and alignment with best practices in supporting children with SEND. Data on behaviour incidents,



interventions, and outcomes will be collected and analysed to identify trends, areas for improvement, and the effectiveness of interventions.

## 9. Conclusion

HOPECFI SEND Alternative Provision is committed to promoting positive behaviour and supporting the social and emotional development of all students, including those with special educational needs and disabilities. Our Behaviour Management Policy reflects our commitment to creating a safe, supportive, and inclusive learning environment where every child can thrive and succeed.

