**Behaviour appendum for the Resource Base**

**Philosophy of The Meadow:**

In The Meadow we seek to develop an ethos of mutual respect for and by all those involved in the life of the community we consider to be The Meadow. Encouraging such an awareness of the mutual needs and rights of others is an integral part of the curriculum. As children learn by example, we believe that all staff should model an awareness and respect for the needs and rights of every child.

**Aims of and commitment to promoting positive behaviour:**

· To create an environment where positive behaviour and social responsibility is encouraged by reinforcement and praise; this approach helps to raise the child’s self-esteem and promotes self-discipline.

· To create a positive and effective learning environment where each child develops a caring attitude and value others.

· To encourage a mutually supportive school community and to develop positive partnerships and communication among pupils, parents, carers, support staff and teachers.

· To inform parents and carers of our policy and approach and to encourage their co-operation and support.

**Procedures for encouraging positive and acceptable behaviour within The Meadow setting:**

· Praise and acknowledge positive actions and attitudes. Express the child’s feelings by naming them e.g. I can see that you are frustrated, you look lonely etc.

· Create an emergent learning environment that promotes curiosity and allows the child’s interests to guide the curricula; when a child is interested and is engaged in meaningful and enjoyable projects then positive self-discipline tends to be more apparent.

· To encourage each child to verbalise their feelings in a non-aggressive manner e.g. ‘I don’t like what you are saying /doing’ or simply ‘Stop’. ‘That makes me feel sad’. As the adult, it is our role to help each child understand his/her emotions and also to help them acquire the reasoning skills needed to deal with different and sometimes difficult situations. Make use of Total Communication symbols and Makaton to enable this communication where the child is non-verbal or in the early stages of verbal communication.

· When appropriate, teach negotiation skills such as ‘If you, then I’…. or ‘How about if…..?’

· To help children recognise that fighting, hurting, inappropriate use of language and other similar actions are not acceptable behaviour.

· Developmentally appropriate use of ‘rules’ which are necessary for the well-being of the children.

. Speaking in an appropriate and respectful way to each child thus modelling positive communication strategies.

· Tell/ show children what they can do as opposed to what they can’t.  Use visuals through symbolic representation of drawings or actions i.e. Makaton.

· Use choices where appropriate.

· To encourage co-operative experiences and collaboration where children are involved in turn taking and their contribution is valued as part of a group.

· To promote routines that will help children develop caring attitudes and respect for others, the environment and equipment eg snack/meal times, bucket time, tidying up and helping each other.

Whilst it is important to respect the needs of the child it is also necessary to *take into account the effect the behaviour is having on other children in the area and the safety of the children in the room. All staff are to be consistent in their approach to all children.*

**Rights and Responsibilities**

For learning to occur in a caring, positive, supportive and co-operative environment all parents, children and staff have a set of rights and responsibilities which must be recognised and understood.

**Rights**

**Pupils:**

· To be educated in a safe and calm setting

· To be treated fairly, consistently and with respect

· To experience a broad, balanced and suitably adapted curriculum

. To have any special learning educational needs identified accurately and supported      in accordance with the child’s EHCP.

· To have the help of an adult when they require it

· To have their views listened to

**Staff**

· To be respected by children, staff and parents

· To deliver the curriculum in a safe and adequately resourced environment

· To be supported by parents in the effective delivery of their child’s education and care

**Parents**

. To have a safe, well-managed and stimulating environment for the child’s learning/ care

. To be informed about about rules, rewards and any consequences

. To be informed promptly if their child is ill or has an accident

. To be informed of progress in learning and achievement or any concerns staff may hold in relation to their child

. If they have questions, to be able to speak to a member of The Meadow staff in a timely manner

**Responsibilities**

**Pupils:**

· To begin to take responsibility for their behaviour and to develop the skill of working independently

· To identify a better choice on occasions

· To begin to ask for help if they do not understand or require assistance

**Staff**

· To create a stimulating, happy learning environment

· To listen to the children, value their contributions whether verbal or non-verbal, and respect their views

· To develop a positive relationship with parents and carers

· To ensure the curriculum is broad, balanced and suitably adapted to meet the needs of the pupils

. To ensure all additional provision outlined in the child’s EHCP is consistently implemented

· To share with parents any concerns they have about their child’s progress and development

**Parents:**

· To act as a positive role model for their child in their relationship with school

· To ensure that their child attends regularly and is suitable prepared for the day ahead

· To be aware of The Meadow’s expectations, and encourage their child to follow them

· To provide The Meadow with relevant background information about their child, including any concerns they may have about them or any changes in the child’s circumstances

· To show an interest in their child’s education/care and attend planned meetings

 To complete any relevant paperwork for their child

 To tell The Meadow staff if they do not understand anything or need support

**Classroom Management Plan**

At The Meadow we promote positive behaviour.  Our children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do. Developmentally they are at a stage where they are extending their understanding of the concept of rules.

The classroom management plan lays out the behaviour expectations for the children.  Staff will follow this with consistency and kindness. This includes rules, rewards and consequences.

**The Meadow Rules:**

The rules are the behaviours the staff desire to see. They help children develop a sense of responsibility for their actions and an understanding of the effect their actions may have.

The rules are:-

* We keep our hands and feet to ourselves.
* We listen to the adults in The Meadow
* We share and take turns

**Rewards**

All children have a need for positive affirmation and most respond well to verbal praise and social approval. Praise and positive feedback will be the basis of the reward system.

**Consequences**

Staff will provide positive feedback for acceptable behaviour. There may be occasions when consequences may need to be applied for inappropriate behaviour.

Staff will manage behaviour in a calm and positive manner. In applying a consequence staff will acknowledge the child’s feelings and focus on the behaviour rather than the child. The consequence selected will take account of the age and stage of development of the child and any other relevant factors. Staff will use their discretion, always aiming to make the response appropriate to the behaviour.

. The range of strategies to deal with appropriate behaviour will include:

. tactical ignoring, eye contact, a gesture, visual aids or social stories.

· Reminding the child of the behaviour expectation e.g. I need you to keep the sand in the sandpit, thank you

· Verbal redirection e.g. I need you to play in another area, thank you

· The adult may repeat the direction e.g. I need you to keep the sand in the sandpit

 Offering choices e.g. I need you to put the toy away during story time. You can give it to me or put it in the box. What are your going to do? (Use of games i.e the tidying up song.)

· Verbal warning- If a child is unsafe at an activity then they will be warned verbally not to repeat the unwanted behaviour and told to “Stop” using words or symbols or Makaton.

. Offer a place for calming if they are angry or upset

**Contact with home**

When a child has been particularly distressed or their behaviour very challenging, then parents will be informed.  It is helpful for The Meadow to understand triggers so communication between The Meadow and home is very important.

To support a child with distressed behaviour, additional support may be required e.g.

* Use a STAR form/ ABC chart
* Implementation of an individual /behaviour plan or positive handling plan

· A reporting system (to allow staff and parents to monitor behaviour and attitude)

· Support from external professional agencies.

 National guidance states that reasonable force may be used in the school to:

● Restrain a pupil who has lost emotional self-control until the situation is diffused.

● Limit the amount of harm that the pupil involved can do to themselves or others.

● Demonstrate to pupils that they are within a safe environment in which adults can contain pupils’ anger and other erratic emotions.

● Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

*Anyl children in the Resource Base who have a positive handling plan, it is developed and implemented in conjunction with the parents and is to be read with the The Meadow Touch Policy.*