

Howe Dell Day Care

Behaviour Policy

Policy adopted in February 2017, to be reviewed May 2026

Aim

Our aim is to ensure that there is an agreed and shared philosophy that promotes an ethos of positive behaviour underpinned by the Therapeutic Approaches to Behaviour (TAB) approach to the teaching of behaviour to support and enhance learning.

Parents (The term 'parent' implies any person or body with parental responsibility such as foster parent or carer)

The Therapeutic Approach to Behaviour approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer Positive behaviour will be promoted to enhance the development of confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Children have the right to play and learn in a friendly, safe and helpful environment.

Therapeutic Approaches to Behaviour defines therapeutic as: An approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic. It promotes:

- ✚ Confidence
- ✚ Self-discipline
- ✚ Self-esteem
- ✚ Mutual respect
- ✚ Emotional wellbeing

Howe Dell School and Day Care Vision:

At Howe Dell, we aspire to create a cohesive community of life-long learners, who are equipped with skills and knowledge to positively impact the world.

Values and aims:

- ✚ Through our bespoke and ambitious curriculum, we embed our values: kindness, growth and respect.
- ✚ Kindness is the foundation of all our interactions and is modelled throughout our community.
- ✚ Growth is fostered within our therapeutic ethos. Through personal development we grow resilient, curious learners both in the classroom and the wider world.
- ✚ Respect is fundamental to us all. We value differences, celebrate diversity, and promote inclusivity, creating a safe and supportive community where everyone is welcome.

What TAB looks like at Howe Dell Day Care

- ✚ Ethos – ‘the child is at the centre of everything we do’
- ✚ Policy – New Behaviour Policy incorporating the therapeutic approach. This is not a new approach to us, but the policy has been changed to reflect our development in practice
- ✚ Priorities – to understand what the behaviour is underneath. Spending time to unpick what is happening for the child – ‘all behaviour is a form of communication’
- ✚ Parental Engagement - shared understanding and approach for your children

All Day Care staff will have undergone the Therapeutic Approaches to Behaviour training, which is the local authority’s preferred approach to supporting positive behaviour management in schools and settings.

The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

We have responsibility to operate an effective behaviour policy that encompasses preventative strategies. The Day Care named people for behaviour management are Alison Reck and Melissa Esty.

Procedure

The Therapeutic Approach to Behaviour is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Therapeutic Approach to Behaviour approach is based on the following principles:

- ✚ Shared focus on inclusion of all children and young people within their educational settings
- ✚ A shared set of values and beliefs
- ✚ Open and shared communication
- ✚ A shared commitment to diversion and de-escalation
- ✚ Shared risk management
- ✚ Shared reparation, reflection and restoration

Therapeutic Thinking – Therapeutic Approach to Behaviour is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

To understand how Howe Dell Day Care's promotes a Therapeutic Approach to Behaviour through the Hertfordshire training resources

- ✚ To share why we use a Therapeutic Approach
- ✚ To help everyone understand our school policy
- ✚ To discuss the challenges and misconceptions around a Therapeutic Approach
- ✚ To answer any questions that you may have

To support Howe Dell Day Care with developing a therapeutic approach to behaviour.

- ✚ To promote the inseparable link between teaching, learning and behaviour.
- ✚ To improve staff confidence and safety
- ✚ To support the inclusion of those with difficult or dangerous behaviours
- ✚ To reduce exclusions
- ✚ To support consistency within services
- ✚ To support Senior Leadership Teams in the development of quality policy and planning.

All children's behaviour will be managed effectively and, in a manner, appropriate for their age and stage of development and particular individual needs.

All staff need to know how to promote prosocial behaviour and manage anti-social, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating too. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Time in approach

A powerful strategy called Time-In that is a positive alternative to Time-Out.

Underlying premise is that when a child is struggling with behaviour, they need our guiding and caring presence even more than normal

How can we teach behaviour

- ✚ Relationships
- ✚ Role modelling
- ✚ Consistency
- ✚ Scripts and routines
- ✚ Positive phrasing
- ✚ Planning
- ✚ Positive reinforcement
- ✚ Feedback and recognition

- ✚ Comfort and forgiveness

Sensory Calming Activities

This provides sensory input and helps a child to feel calm and to self-regulate. These sensory calming activities will also reduce their stress and anxiety. Sensory calming activities could also help when they are anxious, worried, frightened etc. Sensory calming activities can also be helpful to prevent ‘dysregulation’.

Positive Phrasing

Staff will handle children’s behaviour by positive phrasing, limited choice, disempowering the behaviour and consequence. Staff will “analyse not moralise” behaviour and by working with children’s experiences and feelings which creates an internal discipline which results in long term change.

Children our focus

- ✚ Building relationships
- ✚ Emotional security
- ✚ Positive language
- ✚ Praise and encouragement

Staff will use distraction, give children choices and promote behaviour. If a child is displaying negative behaviour, distraction and positive language is used, but if this is not being understood, we approach the child, go down to their level, and use a hand signal and say “Stop”.

Our behaviour policy should be the plan for the majority of children, in addition some children may require an Individual Risk Management Plan to formalise strategies that differentiate from standard policy.

All children deserve the right to an education, including those with social, emotional and behaviour difficulties

- ✚ Any child at any time could experience trauma which has an impact on them – we understand this and provide support to help children find new ways to manage how they feel
- ✚ Nothing is ignored – where disruption occurs steps are put in place to reduce the risk of this happening again
- ✚ Our behaviour policy is structured to incorporate support for the child and family
- ✚ We know that behaviour changes when children are provided with certainty and not severity
- ✚

Staff will give praise and encouragement to all children for their positive behaviour. Staff will encourage sharing and negotiation and will help children to understand the effects of their behaviour on others.

Negative behaviour will be redirected by the staff by offering them alternative and positive options in a clear, calm and positive manner. Where appropriate, visual aids will be used to reinforce positive behaviour.




Our Golden Expectations

In order to ensure that expectations are clear, we have written and agreed following consultation with staff and children. These are displayed within rooms and children are displayed showing the rule physically, and reviewed on a regular basis




We believe that all our children, staff, visitors and students need to be safe and know that the staff around them are able to manage them safely and confidently. They will provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Staff will never use any form of physical punishment, threaten physical punishment or leave children on their own.

In all situations where physical contact between staff and a child takes place; staff will consider the following: -

-  Child's age and level of understanding
-  Child's individual characteristics, health and history
-  Location where the contact takes place

This can occur for several reasons for example: -

-  To comfort a child in distress
-  To reinforce praise
-  To direct a child

Physical Intervention

The Therapeutic Thinking Hertfordshire Steps training has provided staff with the forms of restrictive physical intervention that will be used in the above cases. These forms are “supportive arm”, “mittens” and “guiding”.

Parents and staff will work together to promote positive behaviour. Physical intervention, this will only be used if it is necessary to prevent personal injury to the child, other children or staff. If this is used to manage a child's behaviour this will be recorded, and parents will be informed about it on the same day.

Only for a very small minority of children will the use of physical intervention be needed.

Staff will only use it where there are good grounds for believing that immediate action is necessary and that it is in the child's and/or other people's best interests for staff to physically intervene.

Examples being: -

- ✚ To prevent a child injuring themselves/others
- ✚ To stop a child causing serious damage
- ✚ When a child is distressed/out of control and needs calming
- ✚ To stop a child engaging in behaviour which is seriously disruptive

De-escalation methods are used to support the child, but when behaviour becomes recurrent, we carry out observations on the child and use tools to record such as:

- ✚ Nurture Plans/Positive Behaviour Plans
- ✚ ABCDs - these records help staff find the possible cause of behaviour
- ✚ Roots and Fruits – this record helps find out why a child may have inappropriate behaviour
- ✚ Individual Risk Management Plans – these are used to provide consistency through managing behaviour
- ✚ Risk Assessments

These tools/strategies will be outlined and discussed with parents/carers prior to implementation. Using these tools ensures personalised consistency is managing behaviour and supporting the child.

Staff will inform parents of any incidents of inappropriate behaviour such as biting, hitting or swearing and will work in partnership with the children's parents. An incident form will be completed and shared with parents; any other children will remain anonymous.

Where appropriate we will work with outside agencies to support the needs of the individual child.

When necessary, children demonstrating recurrent aggressive behaviour, which puts themselves or others at risk, discussions will be made with the parents and in emergency situations, amended hours or gradual occupancy may be suggested for the child to ensure the safety and wellbeing of the child, staff and other children in the setting.

A risk assessment will be carried out to assess the safety of a child demonstrating challenging behaviour and to assess the safety of other children, staff and visitors around the child.

'We will work positively with all adults in challenging situations however, inappropriate or aggressive behaviour by adults will not be tolerated. Adults not able to behave in a positive manner will be asked to leave and the police may be called'. If members of staff felt uncomfortable by aggressive or abusive behaviour by parents/carers this may result in your child's place being terminated.