



BEHAVIOUR MANAGEMENT POLICY

Seaside Learning Ltd

May 2024

Behaviour Management / Code of Conduct Policy

Our Commitment

At Seaside Learning, we prioritize the safety and well-being of all children, young individuals and staff members. Our commitment lies in ensuring that Seaside Learning remains a secure environment for all those we engage with. This entails establishing explicit expectations for positive and suitable conduct, along with implementing measures to manage such conduct. We are devoted to modelling good behaviour and boundaries, responding appropriately and empathetically to all behaviours.

Seaside Learning actively promotes positive behaviour, emphasizing respect, the development of strong social skills, self-awareness, and self-control. Directors and staff members exemplify and reinforce constructive working relationships for young individuals to observe.

Staff members commend and highlight commendable behaviour, fostering open dialogues regarding conduct to foster a deeper comprehension of the effects of different responses.

We encourage children and young individuals to assume responsibility for their behaviour, understanding that our interactions with one another directly shape our outcomes. Given that children and young individuals at Seaside Learning may have behavioural, learning, and emotional challenges, and may have encountered inadequate attachments, trauma, or loss, it's imperative to consider their broader context when addressing them.

Risk Assessments

Risk assessments are created for each child or young person, drawing on data from the referral stage and input from Seaside Learning staff, parents, and caregivers. This document is continuously updated as we gain a better understanding of each individual. It serves as a vital tool that informs and guides our approach to supporting them. Regular staff briefings ensure that relevant "current" information pertaining to day-to-day interactions with children or young individuals is shared among staff members involved.

Seaside Learning recognises that all behaviour serves as a form of communication. It's crucial to bear in mind that a child or young person's behaviour can convey an unexpressed, unconscious need, particularly when they lack the comprehension or vocabulary to articulate their desires.

Acknowledging Achievements

Seaside Learning acknowledge the necessity of recognizing the efforts of children and young individuals. We aim to incorporate rewards through a variety of activities catered to what the children and young individuals enjoy e.g creative art, sport. These activities aren't labelled as "rewards" and aren't contingent on specific criteria; nevertheless, we always consider the engagement of young individuals before granting access to these experiences.

Consequences and Measures

In cases of inappropriate behaviour, it's essential to first consider the broader context surrounding the young individual, taking into account various contributing factors. Initiating a dialogue is a significant step.

At Seaside Learning, we believe it's crucial for children and young individuals to not only comprehend which behaviours are unacceptable but, more importantly, understand why. During these conversations, we will convey the impact of their behaviour and the rationale behind the necessity for change. Staff may choose to indicate the unacceptability of behaviour during the conversation and revisit the topic later for further discussion, if necessary.

When addressing unhelpful behaviours Seaside Learning emphasizes maintaining a nonconfrontational stance. We remind the child or young person that our environment is supportive and inclusive, while also acknowledging the need to take responsibility for any adverse impact on those around us. Whenever possible, we strive to promptly acknowledge and praise positive behaviour, rather than solely focusing on less appropriate conduct.

In cases where a child or young person consistently resists our approach and expectations, a meeting with their parent(s)/carers will be arranged to explore optimal ways of supporting their needs. This meeting may lead to the establishment of individualised targets. To further support the child or young person, we will maintain regular communication with their home, providing updates on their performance and fostering a holistic approach to their progress. All incidents will be documented.

Physical Interaction

Seaside Learning recognise that there are instances when physical contact with a child or young individual is appropriate and necessary. However, it's crucial to consider the specific experiences of each individual to ensure that any contact is comfortable for them. Adjustments will be made to accommodate disabled children and those with special educational needs (SEN) and SEMH. Appropriate situations for physical contact include, but are not limited to:

- Ensuring safety, preventing accidents or harm to the child or young individual, other individuals, or staff, or urgently removing them from a hazardous situation.
- Providing comfort to a distressed child or young individual or administering first aid.
- Offering congratulations or praise.
- Demonstrating the proper and safe use of tools or equipment.

Use of Reasonable Force

Staff members have the authority to use force in specific circumstances. However, this approach is discouraged and should only be employed when a child or young person poses an immediate risk of harm to themselves or others. Reasonable adjustments will be implemented for disabled children, young individuals with special educational needs (SEN), and SEMH.

The use of force may also be warranted when searching a young person, particularly if there are suspicions regarding the possession of the following items: knives, weapons, alcohol, illegal drugs, items that could be used for committing an offense, causing personal harm, or damaging property, or any stolen items.

If force is employed on a child or young person, it must be documented as a behaviour incident by staff, and an incident report must be completed and shared with the Seaside Learning Director. Parents/carers will also be informed.

Referenced documents and links

[KCSiE Sept 2023](#)

[Guidance on Safer Working Practice for those working with Children and Young people 2021](#)

[Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies July 2013 DfE](#)

