

### **GUIDELINES FOR GUIDING CHILDREN'S BEHAVIOUR:**

Our Image of the Child will greatly influence how we manage children's behaviour. We see the child as individual, complex, capable, emotional, social, active, creative, curious, resourceful, vulnerable and as having a variety of intelligences and learning styles. This means that we will support and encourage children to find appropriate ways that they are comfortable with to cope with conflict, personal challenges, change and trauma/tragedy. As research and experience shows that significant adults modelling appropriate behaviours and procedures is a powerful and authentic way for children to learn, than we will support and encourage adults to develop procedures that are appropriate to express themselves and work through situations in ways that they are personally comfortable with.

We see children as having rights and responsibilities at their own developmental level. We also see the Educator and other significant adults as being important members of the class community and having access to rights and responsibilities that are developmentally appropriate for adults and that reflect their duty of care to themselves and the children (emotionally and physically). We will help support children in developing self-discipline, creative and critical thinking and resourcefulness.

We expect children and adults at Child Side School to adhere to the Child Side School 'Code of Conduct'. When we talk to the children about the 'Code of Conduct' we talk about being **SAFE, KIND and CREATIVE**. This is spoken about in many different forums with the children including class meetings (and recorded in floor books) and school meetings with many explicit examples being given to the children.

We view discipline as a way to support learning not as a means to control and direct others. Refer to Louise Porter "Developing Responsible Behaviour".

### **Ways to guide children's behaviour:**

1. Provide an appropriate, inspiring, safe (emotionally and physically) environment and class 'culture', with places that reflect children rights, such as their right to privacy or their right to individuality. Provide interesting places, experiences and open-ended materials that will keep children creatively, constructively and gainfully occupied.

2. Encourage and support adults and children to accept that they themselves and others have a right to disagree or question, without personal offence to anyone else. Encourage and support adults and children to view differences and diversity as interesting and enriching. Find ways to view 'negative' emotions and behaviours as pathways to deeper understandings about oneself and others. Encourage and support adults and children to acknowledge and accept the emotions and validate them, but to distinguish between the unacceptable behaviour and the emotion. Support children in continuing to develop social and emotional awareness.

3. Encourage and support developmentally appropriate strategies for children and adults to develop for personal and group accountability within an emotionally safe 'culture' that accepts that conflict, personal challenges and change as inevitable parts of life that can help lead to deeper understanding and growth. Examples of these are:

- individual and regular group meetings,
- a communications book for everyone involved or interested to put down their perception of the issue and brainstorm possible solutions,

- reflection to see if an adult or another child has violated another’s rights or neglected their responsibilities,
- allow time to deal with these issues and procedures,
- proactive rather than reactive solutions,
- appropriate language for negotiation and self expression,
- ‘time away’ will be used as giving oneself or another ‘personal reflection and calming down time’ rather than as a ‘consequence’...

4. We will be aware that while we see children as being competent and capable we also see them as being emotionally and socially complex and vulnerable. We will listen carefully and observe, act as a guide and a ‘filter’ (especially in terms of world events, the powerful influence of the media and marketing on young children, any significant family events and the impact of learning off other ‘just as vulnerable’ children.)

5. We will endeavour to follow this process

**Dispute/conflict/complaint**

Listen Actively

Respond to all issues

Agree on actions and timelines

Record if appropriate (Child Side Reflection Sheet)

Follow up

In extreme cases staff will assess the risk and immediate physical or emotional danger to the child in question, others and oneself and take the appropriate action to minimize short term and long term harm to all involved. Recording and follow-up will be essential and parents and other agencies interested in the wellbeing of the child may be involved. For serious behavioural breaches that significantly affect other children and adults in the room, as well as impacting on that child’s learning and relationships to others, a further procedure will need to be devised and followed with the teacher, child, parents and other agencies involved as partners in supporting that child within the classroom context. The effect upon other children and adults in the room will be considered. Any Incidents of a serious nature and classified as a Critical Incident will be recorded as a critical incident and reported to D.E.S within 48 hours.

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES
1	Nov 2011	7/12/2011	No changes made	LO
2	June 2014	25/6/2014	Critical incidents report to DES	KM
3	May 2016	29/6/2016	Critical incidents reported within 48 hours	KM