

Behaviour

Policy & Procedure

Review Date: 07th March 2025

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Approved By: The Log Cabin Charity Board of Trustees

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Positively Managing Children's Behaviour Policy

1. Introduction

This policy applies to everyone at The Log Cabin Charity, including staff, volunteers, sessional workers, full-time workers, part-time workers, temporary and fixed-term workers, as well as students on work placements and anyone working on behalf of The Log Cabin Charity. Its purpose is to ensure a consistent approach to behaviour management across all our services

At The Log Cabin Charity, children may face situations that they find challenging, which can lead to difficult behaviour. It is important to differentiate this from mischievous behaviour, often stemming from curiosity, over-excitement, or enthusiasm. Understanding the underlying reasons for a child's actions is essential for providing appropriate support and guidance, and it helps promote a culture of empathy and patience among our staff.

1.1 Our behaviour policy aims to:

- a. Enable children to make the best use of play opportunities by creating a structured yet flexible environment.
- b. Promote a sense of responsibility and self-regulation, assisting children in managing their emotions and responses.
- c. Create an inclusive environment that promotes positive behaviour and respect for others.
- d. Provide clear guidance for staff to ensure a consistent approach and practice.

2. Aims & Objectives

We are deeply committed to promoting a supportive and respectful environment where every child, parent, staff member, and professional feels valued and empowered. This commitment is fundamental to our approach, ensuring that everyone feels secure and confident in our care. Our approach emphasises the following principles:

- 2.1 **Encouraging Self-Esteem and Peer Approval:** We recognise the crucial role of each staff member in nurturing self-esteem and understanding the importance of peer approval for children. We provide support and encouragement to our staff, promoting their confidence and sense of belonging. This positive reinforcement and encouragement not only benefits our staff but also sets a powerful example for children, parents, and professionals, ensuring consistency across all settings.
- 2.2 **Respectful Communication and Active Listening:** We listen carefully to one another's views and opinions, valuing them without harming anyone's self-esteem. Staff members model respectful communication by actively listening and thoughtfully responding to children, parents, professionals, and colleagues. We encourage open and respectful dialogue to strengthen the partnerships among all those involved in a child's care and development.
- 2.3 **Reflection and Accountability:** When an injustice or injury occurs, we provide time and space for reflection, allowing the wrongdoer to consider their actions and, when appropriate, make amends. This process helps develop a strong sense of accountability in both children and staff. We deeply respect the role of parents and professionals in reinforcing these principles in various settings, promoting a shared understanding of responsibility and positive behaviour.

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2.4 Personal and Collective Responsibility: Each individual, whether child, parent, professional, or staff member, takes responsibility for their actions, the well-being of others, and the respectful use of The Log Cabin Charity's facilities and resources. Parents and professionals are encouraged to support this culture by leading by example and maintaining consistency in expectations and support strategies.

2.4 Promote Empathy and Inclusivity: We actively encourage positive and caring attitudes toward others, promoting empathy and mutual respect. We value the contributions of every child, parent, staff member, and professional, ensuring a culture of inclusivity and fairness. By working together, we can create an environment that supports each child's unique needs and celebrates the diversity of our community.

By upholding these principles, we build a strong, collaborative network in which children, parents, professionals, and staff work together to support each child's growth, well-being, and sense of community.

3. Core Values

We are committed to:

- a. **Recognising the Rights of Children;** Recognising and acknowledge the rights of children with severe learning difficulties, autism, and profound multiple learning disabilities, ensuring that every child receives tailored support.
- b. **Promoting Inclusion and Understanding;** We implement personalised strategies that make these children feel included, valued, and understood, addressing their unique needs.
- c. **Ensuring Safety and Welfare;** We prioritise the safety and welfare of children both before and after any interventions, always acting in their best interests.
- d. **Coordinating Support;** We work closely with professionals, external services, and specialists to ensure a holistic approach to behaviour management.
- e. **Involving Parents and Carers;** We believe in collaborating with parents and carers to develop proactive strategies for behaviour support. This collaborative approach promotes a sense of shared responsibility and understanding among everyone involved.

4. Rules

4.1 Children at The Log Cabin Charity are encouraged to:

- a. Engage in structured and free play, helping them to develop social and cognitive skills.
- b. Participate in arts and crafts, ball games, and role-playing to encourage creativity and teamwork.
- c. Enjoy sensory and quiet areas, ensuring that those who need space for self-regulation can access it.
- d. Make new friends and express themselves in a safe and welcoming environment.

4.2 However, we do not tolerate:

- a. Fighting, bullying, or name-calling, as these behaviours negatively impact others.
- b. Swearing, spitting, racism, sexism, or any form of disrespect towards peers or staff.
- c. Deliberate damage to property, which disrupts the play environment.
- d. Dishonesty or dangerous behaviour, such as throwing objects, which can cause harm.

5. Encouraging Positive Behaviour and Recognition

We implement a variety of strategies to reinforce positive behaviour, build confidence, and support children's learning and development:

- a. **Non-Verbal Encouragement:** We acknowledge positive actions through approving looks, nods, or smiles.
- b. **Verbal Praise:** We provide both private and public praise to reinforce desirable behaviour.
- c. **Rewards and Recognition:**
 - We celebrate achievements with stars, stickers, and displays.
 - Positive notes are added to a child's file to track and acknowledge their progress.
 - We inform parents and carers about their child's successes to strengthen reinforcement at home.
- d. **Increased Responsibility and Privileges**
 - We offer opportunities for children to take on greater responsibilities.
 - Specific privileges are granted for using The Log Cabin Charity's facilities and equipment
- e. **Engaging and Stimulating Activities:** We provide activities that are engaging and tailored to each child's needs, helping to reduce frustration and boredom that can lead to negative behaviour
- f. **Supporting Learning and Growth:** We ensure that children understand why they are being rewarded, which helps them develop a sense of achievement and reinforces positive behaviour

By consistently using these approaches, we create a nurturing environment that encourages children to develop self-confidence, responsibility, and respect for others.

6. Promoting Self-Esteem

6.1 Children with low self-esteem may view themselves as worthless or incompetent, which can lead to challenging behaviour. To help these children, it is crucial to provide encouragement and support to build their confidence and promote a positive self-image. By utilising the systems of praise and rewards outlined in this policy, we aim to recognise all efforts and acknowledge the improvements that children achieve.

6.2 Strategies to Promote Self-Esteem:

- a. **Develop a Positive Attitude:** Encourage children to identify and articulate their strengths, such as saying, "I am good at drawing."
- b. **Use Positive Language;** Avoid speaking negatively about children, particularly in front of visitors or their peers.
- c. **Encouragement and Praise:** Use praise and support appropriately to help children see themselves as capable of achieving specific goals.
- d. **Constructive Discipline:** When disciplining a child, do so in a way that maintains their dignity, avoiding raised voices or public reprimands.

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- e. **Consistency and Fairness:** Establish clear structures and boundaries on the playground that children can easily understand. Ensure that all staff members apply a consistent approach.
- f. **Opportunities for Responsibility:** Provide children with achievable tasks to help them develop a sense of responsibility for their actions.
- g. **Model Accountability:** Acknowledge when you are wrong and offer an apology. Demonstrating that mistakes can be corrected promotes resilience in children.
- h. **Parental Involvement:** Share children's successes with their parents or guardians to reinforce positive reinforcement at home.
- i. **Nurture Strengths:** Recognise and develop each child's unique strengths to promote self-confidence and resilience.
- j. **Constructive Feedback:** Focus on offering constructive guidance and support, rather than concentrating on negatives.
- k. **Secure Environment:** Maintain consistent boundaries and fair treatment to ensure that children feel safe and valued.
- l. **Encourage Responsibility:** Support children in taking ownership of their actions and recognising their achievements.

6.3 By implementing these strategies, we create an environment that nurtures self-esteem, reinforces positive behaviour, and assists children in developing confidence and resilience

7. Encouraging Self-Discipline

7.1 Our goal is to promote self-discipline and help children and young people develop thoughtful, self-motivated behaviours. We achieve this by providing opportunities for decision-making, promoting accountability, and supporting non-violent conflict resolution.

7.2 Strategies to Cultivate Self-Discipline

a. Assigning Responsibilities.

- Give children small tasks in the playground to encourage independence and accountability.
- Encourage them to take ownership of their actions and decisions

b. Promoting Non-Violent Conflict Resolution.

- Teach children to seek adult support when they feel hurt by another person, rather than retaliating.
- Encourage them to develop negotiation and problem-solving skills to resolve disputes

c. Promoting Confidence and Independence

- Allow children to attempt tasks independently before offering assistance.
- Support them in experiencing the consequences of their decisions to reinforce responsibility

7.3 By implementing these strategies, children are empowered to make responsible choices, build resilience, and develop self-discipline. This is accomplished within a supportive and

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structured environment, providing a sense of security and confidence for parents, professionals, and staff.

8. Adults as Role Models

8.1 Adults play a crucial role in shaping children's behaviour by setting positive examples through their actions and interactions. Children often mimic the behaviour and speech of adults, considering them appropriate. Therefore, all adults at The Log Cabin Charity must exemplify excellence:

8.2 Key Aspects of Role Modelling

a. Demonstrating Positive Values.

- Display honesty, care, and respect in all interactions.
- Encourage kindness, politeness, and a positive attitude.

b. Promoting Inclusivity and Understanding

- Be aware of and responsive to the diverse abilities of children.
- Recognise and support children's friendship groups to promote an inclusive environment.

c. Ensuring Consistency and Fairness.

- Enforce rules and consequences consistently so that children understand expectations and boundaries.
- Reflect on and address any personal inconsistencies to maintain fairness in interactions

8.3 By embodying these principles, adults help create a nurturing and respectful environment where children can learn essential social and emotional skills

9. Effective Communication Strategies

9.1 Effective communication is crucial for managing behaviour in a positive and constructive manner. How adults interact with children can significantly influence their self-esteem, emotional development, and ability to regulate their behaviour.

9.2 Key Strategies for Effective Communication

a. Remain Calm and Gain Attention

- Address behaviour calmly, except in emergencies where immediate action is required.
- Ensure the child is paying attention before starting a discussion.

b. Listen with Empathy.

- Allow the child to explain their actions before responding.

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- Show understanding and avoid accusatory language. Instead of saying, “You bad child, what on earth are you doing?” try, “I see the paint has gone on the floor again; I wonder how that happened

c. Explain and Offer Alternatives.

- Clearly outline what behaviour was inappropriate, why it was wrong, and what behaviour is expected instead.
- Help the child understand the consequences of their actions. For example, say, “That was unfair because now nobody can use the paints,” rather than, “You are a bad girl for doing that

d. Separate the Behaviour from the Child.

- Emphasise that the issue is the behaviour, not the child's identity.
- Encourage reflection and self-correction instead of instilling guilt or shame.

e. Promote Positive Engagement.

- Use a respectful tone and communicate at eye level, rather than towering over the child.
- Give the child the opportunity to make amends, helping them to take responsibility constructively

9.3 By applying these strategies, adults can create a supportive environment where children feel heard, understood, and guided toward better behaviour choices

10. Procedures for Addressing Behaviour Issues

10.1 Effective behaviour management requires a structured approach that ensures fairness, consistency, and the well-being of all children. Minor issues should be handled by the responsible adult, with escalation only occurring when necessary:

a. Managing Minor Behaviour Issues.

- The adult responsible at the time should address minor infractions calmly and constructively. If needed, incidents should be logged to track patterns and inform future support (incident forms are available in the office). Withdrawal of a privilege may be used to encourage reflection and improvement

b. Handling More Serious Behaviour Concerns.

- If an issue is significant, it should be referred to a senior member of staff for further assessment. The senior staff member will communicate with parents/carers via telephone, email, letter, or in-person meetings to ensure consistency in behaviour management. If necessary, the child may be informed that they will not be allowed to attend the next session at The Log Cabin Charity as a consequence of their actions

c. Exclusion as a Last Resort

- Exclusion will only be considered in cases of repeated or extreme behaviour that poses a risk to others. This decision will be made by senior staff in consultation with parents/carers and, when appropriate, the child. Exclusion may be temporary or, in extreme cases, permanent.

10.2 By following these procedures, The Log Cabin Charity ensures a fair, structured, and supportive approach to managing behaviour while prioritising the safety and well-being of all children

11. Sanctions

11.1 Sanctions should be proportionate, constructive, and designed to encourage reflection and self-regulation. They need to align with the behaviour in question and be applied consistently to reinforce expectations:

11.2 Hierarchy of Sanctions

- Verbal Warning:** A verbal rebuke is the initial step in addressing inappropriate behaviour.
- Withholding Undeserved Praise:** Positive reinforcement should be meaningful; praise will be withheld when expectations are not met.
- Loss of Privileges:** For repeated or more serious infractions, a privilege may be temporarily revoked.
- Supervised Time-Out:** A short, supervised time-out (e.g., sitting on the bench) allows the child to self-regulate and reflect on their behaviour.

11.3 By implementing sanctions in a fair and structured manner, The Log Cabin Charity promotes responsible behaviour while maintaining a positive and supportive environment

12. Prohibited Disciplinary Actions

12.1 The Log Cabin Charity is dedicated to creating a safe, respectful, and supportive environment for all children. Under no circumstances should physical punishment or any action that causes pain, humiliation, or fear be used as a form of discipline.

a. Strictly Prohibited Actions

- **No Physical Punishment:** Smacking, slapping, shaking, or any other form of physical discipline is strictly forbidden
- **No Humiliation or Fear-Based Tactics:** Staff must not use actions or language intended to shame, frighten, or emotionally harm a child.
- **No Deprivation of Rights:** Children should not be denied basic needs or opportunities as a means of punishment

b. Staff Accountability

- Any staff member who engages in prohibited disciplinary actions will face disciplinary measures in accordance with The Log Cabin Charity's safeguarding policies. When a sanction is applied, children must clearly understand why it is

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being used and how they can improve their behaviour to avoid future consequences

12.2 By maintaining these standards, The Log Cabin Charity promotes a safe and nurturing environment where children can learn and grow with confidence

13. Reparations

13.1 At The Log Cabin Charity, we understand that unacceptable behaviour can arise for various reasons. By identifying the root causes of misbehaviour, we can effectively address these issues and support children in making positive changes:

a. Guiding Principles.

- **Focus on Behaviour, Not the Child:** It's important to label the behaviour as unacceptable rather than labelling the child. For example, say, "That is not the behaviour we expect from you," instead of "You are a bad girl"
- **Encourage Self-Reflection and Amends:** Children should have the opportunity to make amends when they realise their actions have affected others. This process promotes empathy and responsibility
- **Empower Change:** The aim of reparations is to ensure that children do not feel hopeless. Instead, they should feel capable of improving their behaviour

b. The Reparation Process.

- To effectively support behaviour change, children should
 - **Understand What Was Wrong:** Recognise the impact of their behaviour.
 - **Feel Remorse:** Acknowledge their actions and how they affected others.
 - **Consider Solutions:** Think of ways to make things right.
 - **Take Action:** Make a meaningful effort to repair any harm caused.
 - **Learn for the Future:** Develop responsible decision-making skills to prevent recurrence

13.2 By following this approach, children are encouraged to reflect, take responsibility, and grow into more thoughtful and considerate individuals.

14. Physical Restraint and Restrictive Interventions

14.1 At The Log Cabin Charity, physical restraint should only be used as a last resort, and only when a child is at immediate risk of harming themselves, others, or causing significant property damage. All interventions must prioritise safety, be proportionate, and follow approved procedures:

a. When is Physical Restraint Appropriate.

- Physical restraint should be used only after exhausting all other de-escalation methods and only when necessary to:
 - Prevent self-harm or harm to others.
 - Stop serious property damage or extreme disruption.
 - Prevent criminal actions that could endanger safety.

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a. Types of Physical Intervention

- Restrictive interventions should be minimal and adhere to Team Teach techniques where applicable, including:
 - Blocking a child's path to prevent harm.
 - Leading a child by the hand or arm to guide them away from danger.
 - Shepherding a child by placing a supportive hand in the centre of their back.
 - Physically interposing between children to prevent harm.

14.2 Guidelines for Emergency Restraint

a. If physical restraint is deemed necessary, staff must follow these key principles:

- Seek assistance from senior staff whenever possible.
- Restrain for the minimum time required to prevent harm.
- Maintain calm and clear communication with the child throughout the process.
- Isolate the child from others only if it is safe and necessary (e.g., by using a soft play area)
- Ensure the presence of another adult for support if feasible.
- Explain actions to the child before and during restraint to reduce distress.
- Never restrain in a manner that endangers the child or staff; avoid applying pressure to joints, chest, or airway.
- Avoid pushing, pulling, or dragging a child.
- Do not use restraint in an unsafe environment or if you cannot remain calm and in control.
- Seek advice from senior staff if you are unsure what constitutes restraint.

14.3 Post-Restraint Procedures

a. Following any incident of restraint, staff must

- Record the incident in an incident report immediately.
- Review and reflect on the situation with senior staff to ensure best practices.
- Communicate with parents or carers to explain what occurred and why.
- Support the child in understanding the situation and developing safer coping strategies.

14.4 By adhering to these guidelines, The Log Cabin Charity ensures that physical interventions are used only when absolutely necessary and in the safest, most supportive manner possible.

15. Staff Training

15.1 Support Systems

Every staff member is encouraged to ask for support when managing challenging behaviour. No one should feel isolated in these situations. Requesting assistance is not a sign of failure and should never be perceived as such.

15.2. Team Teach and Behaviour Management Training

- a. At The Log Cabin Charity, our staff are trained in Team Teach, a structured behaviour management approach designed to support children and young people. This training focuses on de-escalating challenging situations and, when necessary, utilising safe and proportionate physical intervention techniques.:

15.3 Key Principles of Team Teach

- a. **De-escalation First:** Prioritising verbal and non-verbal strategies to reduce tension and prevent conflict.
- b. **Communication and Relationship Building:** Understanding behaviour triggers and using proactive strategies to promote positive interactions.
- c. **Proportionate and Safe Physical Intervention:** When absolutely necessary, employing techniques that prioritise the child's safety, dignity, and well-being.
- d. **Reflection and Learning:** Assisting children in understanding their emotions, actions, and alternative ways to express themselves.

15.4 Training and Implementation.

Core staff will undergo continuous training in behaviour management, safeguarding, and de-escalation techniques, including Team Teach. This ongoing training ensures that staff can effectively support children in a safe, positive, and structured environment. Team Teach adheres to safeguarding policies and complies with legal and ethical standards to prevent harm.

Our training ensures that staff can effectively support children in a safe, structured, and positive environment. By embedding the principles of Team Teach, we equip our team with the skills and knowledge necessary to manage behaviour effectively, minimising the need for physical intervention while promoting a supportive and inclusive atmosphere.

16. Final Considerations

- a. Behaviour management should focus on prevention, de-escalation, and positive reinforcement.
- b. Collaboration with parents, carers, and professionals is essential for consistency.
- c. Staff must receive ongoing training in behaviour management, safeguarding, and appropriate interventions.

17. Appendices

Appendix 1 Incident Report / Concern Reporting Log

Appendix 2 Behaviour Support Plan

18. Review arrangements

This policy is reviewed regularly to ensure it reflects best practices in behaviour support and child safeguarding

The Log Cabin Charity will review this policy annually. In cases of relevant legal or procedural changes, we will review this policy accordingly.

This policy statement was adopted by the Board of Trustees on:

Date: Friday 07th March 2025

This policy was last reviewed on:

Date: Friday 07th March 2025

Signed: *S.M Flynn*

Job/role title: Head of Service

Date: Friday 07th March 2025

Incident Report / Concern Reporting Log

Section 1: Details of the child

First Name:	Surname:
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Gender: Male <input type="checkbox"/> Female <input type="checkbox"/> Age:
Special Needs:

Section 2: Your Details

Your name:	Your Position:	Date & Time of incident
Surname:		

Section 3: Your Report

Provide details of the incident or concerns you have including times, dates or other relevant information (such as a description of any injuries, whether you are fact, opinion or hearsay):

The child/young person's account, if it can given, of what happened and how:

Details of an witnesses to the incident (*first name & surname*):

Was physical restraint used? Yes No

If so what:

Tick category:

- | | |
|--|---|
| <input type="checkbox"/> 1-Towards others (staff/children) | <input type="checkbox"/> 2- Destruction of objects/furniture etc. |
| <input type="checkbox"/> 3- Harm to self | <input type="checkbox"/> 4- Safeguarding or restraint used |

What, if any action was taken (if any) as a result of the incident?

Senior worker received information

Date : _____ Signature: _____ First name: _____ Surname: _____

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BEHAVIOUR SUPPORT PLAN

Child's Name:		Team:		Keyworker/s	
Date:				Identified Reinforcers:	
Level of Behaviour	Description of behaviours	Possible triggers	Pro-active Strategies <small>(what will help to avoid these behaviours occurring):</small>	Re-active Strategies <small>(what to do if the Pro-active strategies do not de-escalate the situation):</small>	
Stage 1: Low Level					
Stage 2: Medium Level					
Stage 3 High Level					
Stages 4,5,6 Recovery, Depression and Follow-up					

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BEHAVIOUR SUPPORT PLAN

Key preferred supportive, intervention and handling strategies:	Medical Needs:
School, Parents/Guardians or other professionals Comments:	

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Positive Behaviour Support Plan

Name of Child:

DOB:

Needs:

Behaviours

What are the behavioural concerns/challenges?

What are the possible triggers?

Functions of the behaviours

Why is the child presenting these behaviours? *E.g. Attention, Escape, Sensory, Tangible reward (snack/toy)*

Environmental Adaptions

What does the child need? *E.g. Visuals, quiet space*

Proactive Strategies

Primary strategies – what to do before you see any of the behaviours *e.g. Communication – does the child use MAKATON/PECS, routine – do they have now&next/Visual routine, Activities – what do they enjoy, Sensory needs – this could come from OT report or rewards and praise – what rewards can staff use? How does the young person like to be praised?*

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Positive Behaviour Support Plan

Secondary Strategies – what are the early warning signs & to stop behaviour escalating. E.g. using distraction/re-direction.

Teaching new skills

Are there new skills we could teach the child to reduce behavioural challenges *e.g. teaching a child to wait, self care, communication etc.*

How can we teach the child these skills?

Reactive Strategies

Responding to behavioural challenges

Low Risk - *e.g. absconding*

High Risk - *e.g. aggressive/destructive behaviours*

Name of staff completing plan: _____ Signature: _____

Senior Worker: _____ Signed: _____ Date: _____