

ELIJAH SOCIAL COGNITIVE SKILLS CENTRE

Dr Debora Elijah PhD MA DEA BSc (Hons)

997 Finchley Road, London, NW11 7HB

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Behaviour Policy	
Responsible Committee:	CEO of ESCSC Dr Debora Elijah
Policy Coordinator:	Director of ESCSC Nivin Jaber
Date revised:	September 2024
Next review date:	September 2025

General Information

The Elijah Social Cognitive Skills Centre (ESCSC) believes that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and personal properties. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

ESCSC Procedures

To manage children's behaviour in an appropriate way ESCSC will:

- Receive relevant training and ongoing supervision to help understand and guide appropriate models of behaviour
- Implement the setting's behaviour procedures (outlined below).
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- Ensure all staff are inducted to the therapeutic behaviour approach and training is refreshed regularly.
- Discuss any behaviour issues and clarifications regularly at supervision once every month.
- For a matter of urgency, the ESCSC Director or ESCSC Manager should be contacted.

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Behaviour Managing Steps

ESCSC aims to take a Stepped approach to managing behaviour.

Step 1

- We will be knowledgeable with and apply the ESCSC's procedures on **Promoting Positive Behaviour** (as stated in the sections below)
- Ensure that all staff are supported to address issues relating to behaviour including applying **Initial and Focused Intervention Approaches** (see below).
- When staff feel they are not in control of the situation (beginning to shout or struggling to deal with the behaviour of child/children) they need to step away and must swap with another staff member who will continue to deal with the child/children in the appropriate way.
- Staff are permitted to pick children up if the child feels distressed, upset, and needs physical contact. If a parent passes a child that has been carried into the setting to a member of staff, the staff member can carry that child to a safer location to sit with them.

Step 2

- ESCSC will address unwanted behaviours using the agreed and **Consistently Applied Initial Intervention Approach** (see below). If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the multidisciplinary staff at supervision, the Behaviour Coordinator, Nivin Jaber, and the CEO. During the meeting, the key therapist will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) to place the behaviour into context. Appropriate adjustments to practice will be agreed and if it is successful, normal monitoring will be resumed.
- If the behaviour continues to reoccur and remains a concern, then the key therapist and ESCSC' CEO will liaise with parents/carers to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the ESCSC setting, then the behaviour coordinator and key therapist will suggest using a **Focused Intervention** (see below) approach to identify a trigger for the behaviour.
- If a trigger is identified, then the key therapist and CEO will meet with the parents/carers to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home

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should be agreed with the parents/carers and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key therapist and behaviour coordinator until progress towards target behaviours is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged into the child's profile.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the key therapist and CEO will invite the parents/carers to a meeting to discuss the next steps for supporting the child in the setting.
- Further assessments may be suggested to find the triggers for the behaviour.
- Next steps will be created on a Behaviour Focused Action Plan which will be shared with all staff members, external agencies (nursery, school), the parents/carers.
- The behaviour will be monitored, and progress will be recorded every two weeks to ensure that the desired change is achieved and/or to take further steps and changes.

Different Approaches at ESCSC

Initial intervention approach

- ESCSC will use an **initial problem-solving intervention** for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently following the **de-escalation script**.
- This type of approach involves an adult approaching the situation calmly, stopping any potentially harmful actions, acknowledging the feelings of **all** those involved, gathering information, restating the issue to help children reflect, regain control of the situation, and resolve the situation themselves.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key therapist and parents/carers.
- Where ESCSC have considered all possible reasons, then a focused intervention approach should then be applied.

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- This approach allows the key therapist and the behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- ESCSC will follow the **ABC method** which uses key observations to identify:
 - A) An event or activity (antecedent) that occurred immediately before a particular behaviour
 - B) What behaviour was observed and recorded at the time of the incident
 - C) What the consequences were following the behaviour (in some cases what the child might have been trying to communicate)Once this data is collected and analysed, the focused intervention should help determine the cause (e.g., ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied and if anything could have been dealt with differently. This data will also be used to create the Behaviour Action Plan for the child.

Use of Rewards and Sanctions at ESCSC

All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet the adult's own expectations to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.

Children should never be labelled, criticised, humiliated, punished, shouted at, or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group or activity to calm down and, if appropriate, helped to reflect on what has happened.

Use of physical intervention at ESCSC

When a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property.'

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The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down including wrapping arms around a child to sit down.

There are times when children are hesitant to enter the ESCSC. Therapists will ask parents if they need physical support to bring their child into the ESCSC. It will be at the parents discretion how to navigate the child's arrival.

If 'reasonable force' has been used for any of the reasons shown above, parents/carers are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents/carers were informed.

Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents/carers of the child who has been the victim of behaviour and the parents/carers of the child who has been the perpetrator should be informed.
- An incident report will be completed, which is kept in the child's file.
- The key therapist should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The key therapist should meet with the parents/carers of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents/carers should also be asked to sign the behaviour plan where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the ESCSC

- The Elijah Social Cognitive Skills Centre will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to

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the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.

- Allegations of discriminatory remarks or behaviour made in the ESCSC by any adult (staff or visitor) will be taken seriously. The perpetrator will hold a meeting with ESCSC's CEO and manager and asked to stop the behaviour. Failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent/carer makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the ESCSC's manager. The procedure is explained, and the parent/carer asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner. The third stage may be considering withdrawing the child's place at ESCSC.

Review and Amendments

This policy will be reviewed yearly to ensure its effectiveness and relevance. Amendments to the policy may be made as necessary and all staff should be made aware of the new changes.