

PROMOTING POSITIVE BEHAVIOUR POLICY

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning experiences without fear of being hurt or hindered by anyone else. We believe in 'getting it right for every child' ensuring that all children are Safe, Healthy, Achieving Nurtured, Active, Respected and Responsible and Included.

We aim to always provide an environment in which children can be helped to become confident, caring and co-operative individuals, developing self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

- Ensuring all staff, volunteers and students are familiar with the promoting positive behaviour by including it in our policy induction procedure.
- Involving children in developing a code of conduct of acceptable behaviour.

The centre should strive to achieve this by:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed at the centre and explained to all newcomers, both children and adults.
- All adults at the centre will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful and desirable habits of behaviour.
- All adults will promote positive behaviour for the children at all times.
- Adults in the Centre will praise and endorse desirable behaviour such as kindness and a willingness to share.
- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We will access regular sources of expertise on promoting positive behaviour including attending in-service training and taking advice from other professionals.
- We keep up to date with legislation and thinking on positive behaviour management

When children behave in challenging ways:

- Physical punishment, such as smacking or shaking will never be used or threatened.
- Adults will not shout, or raise their voices in a threatening way.
- Children will never be sent out of a room by themselves but, where appropriate a period of "thinking time" with an adult may be implemented.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and if the situation can be rectified by helping them to work towards a better pattern of behaviour.

Persistently Challenging Behaviour

Managing persistent negative behaviour

Our Centre uses the ABC methodology in dealing with recurring challenging behaviour.

A – Antecedents

(What led up to the incident? Who was involved – is there a pattern? When does it occur and is this following a pattern too?)

B – Behaviour

(What is the child doing or saying that is inappropriate? Is he/she breaking community rules? Is he/she causing another child to be upset or hurt? Is the behaviour aggressive, destructive or both?)

C – Consequences

(What has happened to the child as a result of the behaviour? For example, lots of adult attention or child got out of doing something they didn't want to do.)

Staff should remember the Six Steps when intervention is unavoidable

1. Approach calmly
2. Acknowledge feelings – your and the child's
3. Gather information – listen with understanding – remember Antecedents and Behaviour
4. Restate the problem back to the child or children
5. Invite solutions and choose one together – Consequences
6. Be prepared to give follow up support - Consequences

Staff should ensure instructions are given clearly to support compliance

- Remove background noise
- Give clear firm instructions
- Choose your words carefully
- Raise your voice slightly at the end of an instruction
- Stand still when giving instructions
- End requests with 'thank you' rather than please

Remember when trying to re-shape children's behaviour

- The behaviour may well get worse before it gets better – persevere, be consistent and avoid nagging.
- Have realistic expectations as it may take weeks, and often months, to see a measurable improvement.
- Target specific behaviours at any one time and avoid drawing attention to others if they are not the target focus.
- Praise & reward all children and not just the child with challenging behaviour – don't overdo – older children will see through the rationale
- Remind yourself of your success
- You are not superhuman so don't be afraid to seek help and support from others
- A reward system may help, e.g. sunflower chart, stickers.

- With a particularly difficult child it may be useful to concentrate on the positive and use praise to reinforce good behaviour.
- Keep parents informed when a child has been good and build on this positive image with child and parent.
- Staff should always try to involve parents to promote and reinforce positive behaviour.
- In cases of serious misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity, as adults we are aware that some kinds of behaviour may arise from a child's developmental stage.
- Recurring problems will be tackled by staff with support as required, in partnership with the child's parents. An initial informal meeting with child's parents and staff member will take place over the course of time
- The next steps taken would be several meetings with the parents and staff to evaluate and discuss the best strategies to support the child's needs.
- If after using all the strategies available, staff and parents feel the child's needs have still not been met it may be necessary in agreement with the parents to involve other professionals to aid in the right and best outcome for the child.
- Staff will refer to supplementary guidance and incidence of violence & Aggression policies for additional information.
- Staff to refer to 'Anti Bullying Policy' for children of school age. This policy has been written and updated with input from the children attending the Out of School club

Date last reviewed May 2019

Date of next review May 2020

Signature _____

Designation _____