



Positive Behaviour Management 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 without fear of being hurt or hindered by anyone else here at Little Staggy's. We aim to work towards a situation in which children can develop resilience and build positive relationships in a safe and secure environment, they will develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Practitioners at Little Staggy's aim to achieve this by:

- Where able children, will help contribute to the rules of their learning environment, which will give them a sense of responsibility, belonging and ownership of their environment.
- Practitioners will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up positive attitudes towards behaviour. These attitudes will be encouraged, supported and modelled by the practitioners with the use of the SHANARRI language.
- Practitioners will praise and endorse desirable behaviour such as kindness and willingness to share.
- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Praise

Praise will be used to-

- contribute to an ethos of warm, friendly acceptance
- encourage positive self-esteem
- reinforce simple rule following and demonstrate general rules
- promote positive relationships with staff and other children
- draw other children's attention to appropriate behaviour
- give emphasis to the wanted behaviours rather than to the unwanted

The qualities of praise are that it is-

- natural and warm
- appropriate to the developmental stage of the child
- varied and imaginative (aural only)
- frequent and consistent
- relates to a clear set of rules

When a desired behaviour is being established, every occurrence should be rewarded, but once it is established, intermittent reward serves better to maintain it.

Sanctions should be appropriate to the misdemeanour and to the individual child. This will be dealt with in a calm, professional manner. The child may be asked to remove themselves off to a quieter area to defuse the situation or de-escalate their intentions. Reprimands for unacceptable behaviour should be followed shortly afterwards by praise for appropriate behaviour.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Where appropriate this might be achieved by a period of “time out” with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
- Recurring problems will be tackled by the whole staff, in partnership with the child’s parents, using objective observation records to establish an understanding of the cause. Staff and parents will aim to resolve the problem together.
- Adults will be aware that some kinds of behaviour may arise from a child’s additional needs.
- Occasionally when unacceptable behaviour has occurred, staff may need to take action for the child’s own safety, or that of others.
- Staff should try to involve parents to promote and reinforce positive behaviour.
- A reward system may help, e.g. using stickers, star chart, etc.
- 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.

RESTRAINT

Restraint will only be used if a child poses a threat/danger to another or him/herself. It should only be used as a last resort.

If the need does arise, then care must be taken to do it in a calm manner. The child should not be shouted at and afterwards it should be explained to the child why the adult had to do it. The child will need reassurances and careful handling. This should be provided in a quiet area if possible. Parents/Guardians should be informed either immediately or when the child is collected.

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The details of the restraining should be entered into the incident book and signed. Witnesses should sign too.

The Manager should be informed.

The centre should ensure that staff and parents are fully aware of the Behaviour Management Policy.

Using Behaviour Management Tactics

Difficult behaviour often happens quickly and needs to be dealt with immediately. There may be little time to think out the best solution and your reaction to it might almost be a reflex. Nevertheless, here are a few principles and suggestions for managing, along with a warning that the behaviour may seem to get worse at first if you change your way of dealing with it, but in the long term there will be definite improvements and benefits.

- Ignore when (and if) possible.
- Divert and distract, especially if the child is younger, or if you catch a situation early enough and anticipate trouble ahead.
- Set clear limits and stick to them. For example, if you ask a child to put away some toys, see it through, even if you have to give a lot of encouragement, or a little help.
- Choose only the most important things to correct. If you constantly tell a child off it loses its effect.
- Explain briefly why you are telling a child to do (or not to do) something. "Because I say so", teaches a child nothing.
- Make explanations and instructions short and simple, especially if the child is quite young, or may have a language problem.
- Be specific – tell the child exactly what you want rather than a vague instruction to "be a good boy/girl".
- Tell (instruct), don't ask, if you want something done. "Are you going to pick that up?" invites the answer "No!".
- Give clear messages. For example, if you say, "No, don't do that", make sure your face is serious with no hint of laughing.
- Show that you are pleased (with praise, smiles or whatever) when the child is behaving well and has done what was asked (maybe picked something that was thrown, or said sorry to someone).
- Use your voice, face and body to reinforce the message you want to get across.
- Find out and talk about the feelings that are underlying the behaviour, so that the child learns that the feelings are acceptable, but the behaviour is not.
- Think the best of children and try to see it their way. If they do not do what they are told try to think why, rather than assume they are disobedient. There may be a conflict of interests, or a lack of understanding, rather than a deliberate attempt to provoke.
- Try to keep as calm as possible. If a child is deliberately trying to annoy you, don't rise to the bait!