



Positive Behaviour Management Policy and Procedures

All children and adults attending Conker Club have the right to be treated with respect and to be in an environment which is calm and safe. This policy takes into account guidance from the Early Years Foundation Stage.

We recognise the uniqueness of each child and the need for flexibility according to need. This policy provides a range of strategies which can be used as we aim to be consistent in our approach but requires the importance of meeting individual needs.

Aims:

To encourage children to have positive attitudes towards learning and themselves.

To encourage children to be considerate of others and exercise self-discipline.

To provide children with the skills to manage their own behaviour and solve their own problems through talk.

To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the club.

To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.

To work in partnership with parents/carers in managing their child's behaviour at home and at Conker Club.

To support children, we ensure a range of strategies and procedures are in place.

Consistent Expectations

The following behavioural guidelines were created after consultation with children, parents/carers, and will be reviewed regularly.

- 1) We are gentle - we don't hurt others
- 2) We are kind and helpful - we say nice things to each other, we smile, we tidy up
- 3) We listen - we take our turn to talk
- 4) We look after toys and books - we don't break things

- 5) We say what really happened - we tell the truth
- 6) We try new things - we enjoy learning

Clear Routines

It is important that all staff are consistent in dealing with children. Photographs, symbols, and other visual aids are used to support children's understanding of the daily routines.

Tidy up time

Staff encourage children to put away as they go along, before getting new things out. Children are given notice when it is nearly tidy-up time. "When the bell rings it is tidy up time". Staff are consistent across the board and encourage all children to actively participate during tidy-up time. Children are asked to come off the bikes, climbing equipment. Children's constructions can be photographed to keep a record if they need to be cleared away.

Providing sufficient equipment or materials

It is important to provide numerous items of the same toy so that children do not have to wait too long for a turn.

Meeting all children's needs

Developing positive relationships between parent, child and key worker is a priority at Conker Club. We gather information from the parent's "All about me" to ensure activities provided meet the needs of the children. Staff observe children playing and use this information to identify next steps in their learning.

Limit setting

We are aware of having age appropriate limitations and expectations; we set realistic limits for children according to their age and stage of development. Children need choices and opportunities to succeed. At conker club we want the children to learn the basic polite rules of saying 'Please' and 'Thank You' and knowing when to say 'Excuse me'. Staff need to model, encourage and praise children.

Useful strategies to use when setting limits:

- 1) Say what you want the children to do "I would like you to....."
- 2) Say '**yes**' rather than '**no**'. "Yes you can have a turn on the bike when the sand-timer is finished".
- 3) Give limited choices "Would you like to tidy away the cars or bricks?".
- 4) Use "when....then" ie. "**When** you have your coat on **then** you can go outside".

Large Group Times

Staff should ensure group sessions meet children's different learning styles by providing visual props and opportunities for movement. The length of group times should be long enough to sustain interest.

Rewards

At Conker Club we want children to be motivated by 'the feel good' feeling of doing the right thing. We reward children in different ways, ie. Stickers, stars, or by social rewards such as: a smile, a high 5, a gesture or sign or by telling another member of staff, another child and talking to parents. We encourage children to say positive things about each other and talk about how they have kept the rules.

Adult Role

Staff will:

Provide a positive role model for children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents.

Demonstrate and model positive behaviour especially when playing with children.

Take positive steps to avoid a situation in which children receive adult attention only for bad behaviour.

Avoid shouting or raising voices in a threatening way.

Help children to understand the effects of their behaviour on others, praising children for taking turns, sharing and helping others.

Will ensure all children feel respected and included, regardless of gender, race, religion, ethnicity, background or family circumstances.

Never humiliate, label, make fun of, or talk negatively about children.

Respect that children will make mistakes and ensure that they learn from them.

Praising children showing appropriate behaviour

If a child is displaying unwanted behaviour, staff can praise a child sitting close who is displaying the correct behaviour ie. I like the way you are sitting and listening so well at show and tell time.

Stating the positive

Staff use positive language and focus on 'do' rather than 'don't', Rather than say "No running" say "walk inside, it is safer". Rather than say "No don't throw the toys", lets say, "We can put the toys away together".

Expressing Feelings

Children have strong feelings. We encourage children to express themselves ie. "You look very angry" or "You don't look very happy, what's the matter?".

Conflict

If children become involved in conflict, staff use the following 6 steps for resolution:

Approach calmly - Stop any hurtful language or actions, A calm manner will reassure children that things are under control, and can be worked out. If an object is causing the conflict, a staff member holds the object until the issue is resolved.

Acknowledge feelings - Children need to express their feelings. Staff can make simple statements like: "You look cross" or "Yes you want the bike".

Gather Information - Staff do not make assumptions or take sides. We ask "What happened?" or "What is the problem here?".

Restate the problem - Use the information the children have given and restate the problem using simple and clear working.

Ask for ideas for a solution and choose one together - Encourage the children to suggest a solution. We accept their ideas rather than imposing our own.

Give follow-up support as needed - staff make sure that no one remains upset.

Physical Aggression

Interrupt and stop any violent behaviour calmly and firmly. Deal with any injuries first then take the children through the following steps:

Comfort the victim, encourage the other child to make amends, saying sorry, giving a hug, offering to play together.

Talk to both children about what happened and discuss an alternative way to behave.

If appropriate encourage the children to re-enact the play with correct behaviour.

Physical Aggression towards staff

Should a child become violent towards staff members, the following steps are in place:

Step 1

The parents will be called to come into Conker Club early for discussion and to collect their child. Consequences will be explained.

Step 2

Should a second act of violence occur, the parents will again be asked to come in early to Conker Club, and consequences will be explained, that should a third act of violence occur, the child will be excluded from Conker Club for 3 days the following week.

Step 3

The child will be excluded from Conker Club the following week for 3 days.

Step 4

It will be explained to parents that should further acts of violence occur, then unfortunately permanent exclusion will be the only option.

Swearing

"We don't use those words here", praise appropriate language,. If swearing continues speak to parents.

Unwillingness to share

Make sure there are enough toys to avoid disputes

Give children permission to finish playing with a toy before expecting to hand it over to another child.

Praise children for being "kind" when they are willing to share.

Destructiveness

Point out what has happened

Encourage the child to clear up the mess or reconstruct a child's work that has been damaged.

Uncooperative child

Give plenty of warning of activity or changes.

Speak or use visual aids to pre-warn children.

Find steps to help the child join in slowly.

Provide a more appropriate activity.

Biting

Focus on the hurt child and involve the other child, of appropriate.

Say "No" firmly, a visual aid such as a red cross can be used.

The victim will be checked immediately for any injuries, and treated.

Use language that states that biting causes pain.

Encourage child to help look after the hurt child.

Encourage the child to "be gentle".

Identify challenging behaviour

Physical abuse/violence

Kicking, biting, hitting, hair pulling, scratching, verbal abuse, swearing, racial comments, throwing objects in rage, spitting, deliberate destruction of other people's property.

Consequences and Sanctions

Consequences and sanctions are used as a last resort. We tell children ahead of time what will happen if they choose to behave in a particular way. If a child continues they are given a warning and can be shown a yellow card. Staff will state " This is a warning, if you choose to carry on you will choose to miss 2 minutes of your play time". If the behaviour continues a red card will be given and time out given (1 minute per year of age).

Record Keeping

Staff observe and keep records.

Events that occurred before the incident happened.

What actually happened

What happened afterwards and how children are to be supported

Both positive and negative behaviour is recorded.

Incident reports to be completed.

Steps to take if you have concern about a child's behaviour

Share concerns with colleagues

Share concerns, strategies and plans with parents.

State clearly what is the behaviour that concerns you.

State clearly what you would like to see the child do instead.

Draw up a behaviour plan if necessary.

Review with parents.

Inclusion

We believe in providing care which meets all children's needs. We are aware that some children need additional support in managing their behaviour. Staff encourage all children to play together and be aware of their different needs. Staff need to use gestures, body language, supplementary signing systems. Visual materials can be used as much as possible.

Partnership with Parents

Discussions with parents about strategies used at home is a very important part of supporting a child's behaviour. It is important that staff share children's positive behaviour regularly with parents especially when supporting a child who is displaying negative behaviour. Staff need to be sensitive to parents when they ask for help in managing their child's behaviour.