

# Behaviour Management Policy

Askea Community Childcare Centre believes that behaviour management should be positive and consistent and respect the child at all times. It is essential that all staff, volunteers and students set a good example for the children by showing respect for each other. Positive reinforcement, encouragement and choice must be used to support positive behaviour and manage unacceptable behaviour.

## Principle for Behaviour Management

This policy is underpinned by the Childcare Act 1991 [Early Years Services] Regulations 2016  
Our Duty to Care 2002 and Children First National Guidelines for the Protection & Welfare of Children

## Procedures for Behaviour Management

Behaviour management is promoted by using a range of **positive and supportive procedures** which will result in developing acceptable behaviour:

- A positive and calm approach is taken by staff to all situations, always being conscious of the effect of the adult reaction to the behaviour of the child
- Staff will assess each situation on its own merits and discover any problem which may be provoking the behaviour
- It is the unacceptable behaviour that must be challenged and changed
- Staff will develop positive and ongoing relationships with parents/guardians, encouraging feedback
- Through discussion with parents/guardians in relation to behaviour management contact may be made with professionals if necessary
- Keep up to date and accurate records of the children to show the progress of the behaviour changes
- Children will be given positive choices/options – encouraging children to change behaviour and to focus on positive outcomes
- The use of “when and then” option will help children to learn how to change their actions and help develop independence skills e.g. if toys are to be tidied up staff will say: ‘when’ the toys are tidied up ‘then’ we will go outside to play
- Children will be given short, simple and clear age appropriate positive instructions to help children change the unacceptable behaviour
- Children will be encouraged to develop skills to deal with issues such as turn taking and sharing

Exhibitions of challenging behaviour are natural at certain ages and stages of development and children need to be supported through this behaviour. Some of the reasons that children behave in a challenging manner could be as a result of a learned behaviour, boredom, attention seeking, sickness or frustration.

**There are three levels to problem behaviour:**

1. **Mild**
2. **Moderate**
3. **Severe.**

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries, according to the child's level of understanding, children become aware of the service's routines and procedures and therefore understand what is expected of them.

One of the key skillsets for staff members in relation to behaviour management is good observation of the children. Analysis and observation of behaviour is essential.

**A common strategy is to look at is, Antecedent, Behaviour and Consequence.**

**The Antecedent is what went on before the onset of the problem behaviour.** It may be possible for the practitioner to identify a pattern of behaviour or a trigger that sets off the problem behaviour.

An analysis of **The Behaviour** of the child can help in attempting to prevent a recurrence of the behaviour. This analyses can also help to break the behaviour down so that it can be tackled in small steps. For example; tackling outbursts which include among other things, bad language. The practitioner should focus on dealing with the bad language before tackling the other elements of the incident.

An analysis of **The Consequences** of behaviour may give clues as to how a situation occurs or develops. Attention seeking behaviour may be considered successful by a child in that it attracts attention from the teacher and the other children. An extreme example might be that following a particularly bad outburst the child's parents might be called in and the child taken home, which may have been the child's desired outcome.

### **There are different types of challenging behaviour which can be displayed by children**

**Aggressive Behaviour:** pushing, punching, kicking, biting, scratching.

**Disruptive Behaviour:** screaming, tantrums, verbal abuse, non-co-operation.

**Destructive Behaviour:** Destruction of property and the environment.

**Withdrawn Behaviour:** failure to respond, refusal to join in activities.

**Stereotypical Behaviour:** occurring mostly in children with learning difficulties and autistic spectrum disorders. This includes, rocking, repetitive vocalisations, ritualistic hand movements.

**Self-injurious Behaviour:** including head banging, scratching and poking.

### **Positive Strategies for Supporting Positive Behaviour Management**

- **Corporal Punishment will never be used by the Staff of Askea Childcare**
- One to one adult support will be offered to the child that has misbehaved to help the child to see what went wrong and offer possible solutions.
- Comfort and support will be offered where another child has been hurt in an incident.
- Explanations for unwanted challenging behaviour will be made clear immediately to the child/children.

- Staff will use simple language, speak calmly and quietly to the children when dealing with these situations.
- It will always be made clear to the child in question that it is the behaviour and not the child that is unacceptable.
- Staff will demonstrate respect and empathy by listening and being interested.
- By offering alternatives, positive behaviour is encouraged and helps to teach children about the value of compromise.
- Reoccurring problems will be dealt with in an inclusive manner following observations and involving the child's parents, and other appropriate adults.
- Books and activities including circle time, will be made available to help the children explore and name their feelings, where appropriate, in conjunction with an adult.
- Good behaviour will be rewarded as soon as possible, rewards will be small and attainable.
- Rewards will never be revoked they will be cumulative.
- Make the rewards co-operative to encourage group work.
- **Parental involvement and acknowledgement of this policy is essential for it to work effectively.**

**For Staff:**

**I have read, understood and will implement the above policy.**

**Name:** \_\_\_\_\_

**Room:** \_\_\_\_\_

\_\_\_\_\_

This policy was agreed and adopted by Askea Community Childcare Centre.

Date: \_\_\_\_\_

Signed by \_\_\_\_\_ on behalf of management

This policy will be reviewed on 1<sup>st</sup> September 2017 in collaboration with staff and parents

