

Promoting Positive Behaviour Approach and Policy

Purpose of this policy

Here at Child's Play, we use the promoting positive behaviour approach. There is mass amounts of scientific evidence that support this being one of the most beneficial behavioural approaches and highlights the positive impact it has on children. The benefits of positive behaviour support include:

- quality of life is improved for the individual and the support network who provide regular care.
- specific behavioural improvements.
- positive outcomes, such as being able to participate in the community.
- a preventative approach, reducing the likelihood, and limiting the need, for additional services such as mental health services.
- empowered support, reducing the need for restrictive practices. This is one of the approaches [cited by the Department of Health](#) in using a positive and proactive approach.

Behaviour lead: Andrea Askey (SENDCo)

- Andrea Askey will support staff with training and any guidance they may need with individual behaviour plans.

The 5 R's

1. Rights
2. Rules
3. Routines
4. Responsibilities
5. Relationships

Rights, rules, routines and responsibilities are all built from relationships. We need to build relationships with children to encourage and promote positive behaviour.

Unconditional positive regard = what ever happened in the previous day/days, start afresh.

Using the restorative-based questions

Restorative questions are a tool used to process an incident of wrongdoing or conflict.

USE THESE QUESTIONS/PHRASES	DO NOT USE THESE QUESTIONS/PHRASES
<ul style="list-style-type: none"> • Tell me what happened. • How did it happen? • What part did you play in it? • What do you need to make it right? • How can we make things better in the future? 	<ul style="list-style-type: none"> • Why did you do that? • Do you really expect me to believe that? • Do you know how much trouble you have caused? • What's you mum going to say when I tell her? • What are you going to do about it?

Remember ALL behaviour is COMMUNICATION

This principle underlies the adult response to the children's often challenging or difficult behaviour. "Given what I know about this child and their development what is the child trying to tell me?", understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.

Don't just focus on the behaviour. Remember behaviour is driven by feelings and feelings are affected by experiences. Try and understand the experiences that may have caused the behaviour.

Reacting to unwanted behaviours

Assertive behaviour management skills and de-escalation techniques:

- 70% of children are compliant with an assertive adult, we may need to work a little harder with the other 30%.
- Be pragmatic about unwanted behaviour-don't like it but not going to get to me.
- Be the "Conscious Calm Self" in order to calm others.
- Communicate your "calm" though brief, specific instructions using confident non-invasive body language and voice tone.
- Smile and use humour to deflect and diffuse: be relaxed.
- Use open body language to show that you are not a threat but looking for a solution.
- Address the behaviours not the person-avoid personal comments/labelling.
- Use distraction and diversion strategies: change the subject or conversation.
- Give reminders of coping strategies / previous situations where the child self-managed successfully.
- Focus on the primary behaviours and deal with secondary behaviours later if they warrant it.
- Be pragmatic: give time out where appropriate- you both need some breathing space.
- Be realistic: get other assistance if needed.
- Be aware of how you react when you're in your stress zone.
- Learn to regain your composure quickly / get out of your stress zone.

Avoid:

- Raised voices or counter-aggression/unnecessary confrontation.
- Getting drawn into arguments where the child takes situation control.
- Making threats that you most likely can't carry out or are unfair.

Therapeutic and assertive language

We need to get away from "no" and negatives and particularly avoid the use of "why...?"

The language below is much more emotionally healthy and supportive for all concerned:

- Gaynor...I can see something's made you angry.....how can I help?
- Billy...I can see you're not happy.....talk to me so I can understand
- Sharon...I see that upsets you....can I help you sort this out?
- John...I can see that something has happened....
- I'm here to help...talk and I'll listen
- Tyler...help me understand the problem...
- Let me see if I've understood the problem, and if I haven't, you could put me right...

- I want to help you but it's difficult when you're angry like this...
- No hitting, Sam. If you're angry at Donna, use words
- It is tricky but I think you can do this Stephen-let's have a look...
- I'm really pleased that you went back and picked up the chairs...
- I really liked it when you came into the room quietly-it shows you're calm...
- Oh look! You've collected everything up and put it away-I like that.

Notice that in therapeutic language and responses the focus of the language is on the underlying emotions behind the situation. It either helps the child to identify their own emotions or to recognise and empathise with the emotions of others around them.

Examples of assertive language

Corrective positive language including language of choice:

- I need you to be quiet-thank you.
- You need to be listening-thank you.
- Gary...what should you be doing?
- Where should you be now?
- Michelle...put that away in your bag or give it to me-make the right choice.
- Make a good choice and sit down-thank you.
- I don't like it when you shout at me-it makes me sad. Talk quietly to me instead.
- Ask Sarah if you can have the toy-she doesn't like it when you grab.
- I'm surprised you did that-how can you put it right?/you need to put it right.

Remember to PRAISE, PRAISE, PRAISE for good behaviour

<ul style="list-style-type: none"> • You remembered! • You're working really hard. • One more time and you'll have it • You chose a hard way-you'll learn from that! • It looks like you've been practising! • (child's name) looks really happy when you did that • I've never seen one like that before • That was a kind thing to do • Look at you go! • Keep it up • You've figured that out yourself • I can see you...(describe details of what child has done) • Good remembering • I like the way you • That is interesting • You're on the right track now • Keep working on it, you're nearly there • You are learning fast • You tried a few different ways 	<ul style="list-style-type: none"> • That's the way • You've got the hang of that • You're trying to do even more! • You're learning a lot about that • That's an interesting idea • You've been concentrating on that • Good going! You kept trying • You've found a new way to do that • You've done it just like you said you would • I think you've got it now • Good thinking. That does make sense • You haven't missed a thing • You tried harder and harder • You knew just what to do • I bet you're pleased with that • You really paid attention • You worked so carefully • That's it! It works • Which do think is the best part
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| <ul style="list-style-type: none"> • Good for you! | |
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Behaviour monitoring diaries and individual behaviour plans

- If a child constantly presents unwanted behaviours, they may need a individual behaviour support plan and a behaviour monitoring diary putting in place.
- Individual Behaviour Plans consist of **recommendations and strategies for children who consistently have difficulty in following whole nursery rules, or who display challenging or concerning behaviours**. Unlike general rules that are implemented, IBPs are made specifically for individual students.
- The Behaviour Diary is a **strategy for gathering specific information about positive or negative behaviours that occur occasionally during a school day**. This diary is put into place to help identify any behavioural triggers.
- If a child has a behaviour monitoring plan put into place this will be uploaded to their Family profile so it can be monitored by practitioners and parents/carers.

Have you seen conflict?

Here are a few easy steps to follow to help our children solve together.

1. Deep breath! Approach calmly and stop any hurtful behaviours.
2. Acknowledge feelings and needs....” Are you feeling upset?” “Your face looks very sad/upset/angry/worried.” Try to mirror these emotions, gaining a clear understanding as to what a child might be feeling.
3. Find out what has happened, ask, “What’s the problem?” and then restate the problem.
 - a. Zoe: “He took my ball; I was playing with it...”
 - b. Tommy: “It’s mine, I had it FIRST!”
 - c. Practitioner: “Ah, so Tommy wants the ball, and you want the ball?”
 - d. Both children: “YES!!”
4. Offer reassurance – again and again and again!! “It’s okay, we’ll work something out together!” (Reflect a positive, reassuring tone of voice and open, relaxed body language)
5. Creative problem solving – ask for solutions and choose one together. “I wonder how we could work this out?” (Make sure you give children enough thinking time!) At the beginning you may need to model and suggest solutions.
6. Celebrate children’s efforts, praise, praise, praise! Stay near and be prepared to offer follow up support.

Behaviour management plan – *Action plan for swearing*

1. Individuals not to be singled out. Explain to all children that all staff would like to help them not to swear.
2. If a child swears a lot, ignore what you can and praise the child for talking appropriately.
3. If everyone else is reacting to the child’s swearing, spend time individually with the child explaining which words can be used in the group and which cannot.
4. Explain what swearing means.
5. Help the child to find a nonsense word for expressing themselves instead
6. Share the nonsense word with the children.
7. Talk with parents/carers.
8. Suggest that parents/carers use the nonsense word.
9. Encourage parents/carers to laugh with their children when the nonsense word is used so that the children feel it clever and funny.
10. Ask adults to ignore any swearing at the same time so that the children do not find it attracts attention.
11. Praise the children whenever they are not swearing a lot.



Individual Behaviour Plan

Child's name:

Date programme commenced:

Review date:

Target	Strategies	Time	Criteria	Evaluation

Those involved with IBP:

Parent/carer signature:

Date:

Key person:

Policy last reviewed February 2024.



Behaviour Monitoring Sheet

Name:

Date:

Time/Date	Area/Activity	Event leading to action	Incident/action	Consequence