

Promoting positive behaviour

Staff support and training

Behaviour lead: Andrea Askey (SENDCo)

Andrea will support staff with training and any particular individual behaviour plans.

The 5 R's

Rights, Rules, Routines, and Responsibilities 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 smile and start afresh, smile and build the bridges.

Using restorative-based questions to restore and rebuild relationships

NOT:

- 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?

USE:

- 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?

Remember that 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" through 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 and more praise for good behaviour.

41 ways to say "Well done"

- 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
- Good for you!
- 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