



Behaviour

Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular needs.

Encouraging good behaviour

At 1st Place, we uphold the right for all members of our community to be treated with respect and equality.

The attitude and behaviour of all those who work or have contact with children in the centre should be characterized by warmth, respect and encouragement. These attitudes and behaviours should extend towards all those who use our service.

Aims and objectives

- To help children to develop a sense of caring and respect for one another and the adults who care for them
- To encourage children to co-operate with each other and respect each other
- To encourage the development of social skills and help children learn what is acceptable behaviour
- To develop children's confidence and self esteem
- To help children to develop self discipline and self esteem in an atmosphere of mutual respect and encouragement
- To ensure that staff seek to understand the child's motivation for both positive and negative behaviour

Expectations

Staff encourage good behaviour consistently and positively, setting limits for children and supporting other team members by:

- Reinforcing 'good behaviour' by noticing and praising it and rewarding to reinforce positive behaviour.
- Promoting and modeling positive behaviour and language for all children.
- Ensuring the safety of other children. This may involve the use of distraction techniques to defuse a potentially explosive situation

Reviewed August 2023

Review August 2024

between children.

- Calmly challenging any unacceptable behaviour or language and if necessary using consequences.

Adults are strictly forbidden to

- administer physical punishment of any sort, such as smacking, slapping, dragging or shaking a child.
- deprive a child of refreshment or forcing a child to consume refreshment
- tease, humiliate, scape-goat, frighten or isolate a child
- shout inappropriately at a child

If a staff member commits any act of violence, abuse or any of the above on a child they will be dismissed.

Procedure

If a child displays any unacceptable behaviour or language staff at 1st Place will take to following steps:

1. Record the behaviour on an incident form and spreadsheet
2. Consider what the communication/meaning/motivation or cause behind the behaviour might be and ensure that you take account of any individual education or behaviour plans that might exist before responding.
3. Calmly come down to the child's level. Clearly name the unacceptable behaviour.
4. Clearly describe and model the appropriate behaviour, encouraging them to make this choice next time.
5. Acknowledge and express an understanding of the child's feelings and the feelings of others involved. Encourage the child to express their feelings verbally to those involved. E.g. 'I don't like it when...'
6. When the child is calm, send them to return to play.
7. Staff will observe the child and respond with praise to any positive behaviour displayed shortly after the event.

If the child continues to display unacceptable behaviour staff should:

1. Again, clearly name the unacceptable behaviour. Clearly state that if the child does not listen and respond as requested they will be asked to spend time with their key worker (or familiar adult) 'calming down'.

If the child chooses to continue with the unacceptable behaviour the staff should:

1. Display consistency by moving the child away from their play and asking them to spend time with their key worker (or familiar adult) 'calming down'. This may take place in a designated 'calm down' area within the room.
2. The key worker (or familiar adult) should reinforce the message that has just been given to the child by: a. stating why they have come to the key worker; b. pointing out what they could be enjoying; c. again stating the appropriate behaviour.
3. The child stays with their Key Worker until they are calm and ready to join their peers.

If individual children do not respond to this procedure, the key worker should consult the named behaviour co-ordinator. This individual child may require extra support. It may be appropriate, at this level, to consult with the parents/ carer.

Partnerships with parents

If necessary, staff should discuss a child's behaviour with their parent/carer to ascertain if there any underlying issues we may have missed. We recognise that in some cases the child's social, cultural and linguistic backgrounds that may impact their behaviour.

monitor behaviour on ABC form and share with Parent

Before engaging in a lengthy or in-depth discussion with a parent/ carer regarding a child's behaviour, staff should consult the Manager on duty, SENDCo* or other relevant manager for support.

* SENDCo is the Special Education Needs Coordinator.