Leapfrogs Pre school and Out of School Club 2.

Promoting Positive Behaviour Policy

Leapfrogs expects high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at Leapfrogs.

**Aims and expectations**

It is the main aim for every member of the setting to feel valued, respected and that everyone has a right to be treated fairly.

To provide a caring setting, where ethos and values are built on respect for all.

To promote an environment where everyone feels happy, safe and secure.

To help children to develop a sense of caring and respect for one another.

To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.

To develop confidence, self discipline and increase children’s self esteem.

To promote sound behaviour patterns throughout the setting both formally and informally

To arrange a differentiated curriculum for those children with poorly developed personal and social skills including those with challenging behavior and other related SEN.

To support parents in establishing positive behavior patterns at home.

**Implementation of the Policy**

The Manager’s Role: The Manager is the named person, responsible for behavior management and is responsible for the implementation and day-to-day management of the policy and procedures. She will monitor the implementation on a regular basis, review incident reports address any children’s or parents concerns and support staff with behaviour issues. She will make sure that behaviour management is routinely discussed at whole-staff meetings and between staff working together in the setting. The manager will regularly review staffing ratios, staff competence and general provision and resources which may impact on behaviour management.

Staff role: Staff and volunteers are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff members have a key role in advising the manager on the effectiveness of the policy and procedures. Staff monitor the behaviour of children and make sure rules, routines and sanctions are being implemented consistently and that information about individual children is shared with appropriate adults.

Senior staff will be responsible for the day to day deployment of support staff to support individual children or activities to reduce the risk of negative behaviours.

All staff will deal with behaviour issues in a consistent way. Staff will work together to apply the agreed rules and routines. Staff will regularly discuss issues and individual children. Staff will liaise between the team to make sure all practitioners are aware of children’s needs and issues.

Staff in the setting will agree behaviour rules with the children each year. The rules will be displayed for children and parents to see and the rules and expectations will be regularly referred to and reinforced during session times.

Staff will teach positive behaviour discreetly and also through planned activities. Staff will place an emphasis on developing self-discipline by directly teaching the principles of choices and consequences which result from those choices.

Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where children and adults respect and value one another and treat each other with respect and care.

Staff will be aware of children’s health and well being as their behavior can be affected if they are feeling unwell, tired, hungry etc and will inform other members of staff.

Staff will implement consistent routines. Photographs, symbols timelines etc will be used to support children understanding of the routines. Any changes will be explained and practitioners will focus on supporting children who find transitions difficult.

Staff will support children’s emotional development and plan in opportunities to discuss feelings e.g. through puppets.

Staff will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people and will ensure that all individuals feel respected and included, regardless of race, gender, religion, ethnicity, background, family or social circumstances.

Staff will ensure that there is adequate supervision and interaction of children at all times to limit stressful situations.

Staff will support children identified as having specific Emotional and Behavioural difficulties or other Special Educational Needs linked to their behaviour through Individual Education Plans.

Parents and carers: are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. Leapfrogs will encourage parents to work in partnership with the setting to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise any issues arising from the operation of the policy.

Children: are expected to take responsibility for their own behaviour and will be made aware of the rules and the expectations.

**Good Manners**

Staff will promote good manners on a daily basis by being positive role models and having high expectations. Children will be encouraged to say or sign in makaton please and thank you, acknowledge and listen to each other and the adults in the room, say or sign in makaton hello and good bye and learn appropriate table manners.

**Rewards**

Leapfrogs do not as a matter of course use sticker charts or similar reward schemes unless a very specific need has been identified e.g. toilet training. Leapfrogs believes that singling individual children out for a specific reward highlights children who do not conform and may disadvantage children who always behave appropriately. Instead descriptive praise and encouragement will be used with all children. Example: “Thanks Norman you have cleared the sand pit really well”.

**Agreed Procedures**

**Positive Phrasing**

All staff will use positive language and communication with the children. Staff will focus on the positive behaviour they want from children rather than emphasizing the negative behavior e.g. “please use your walking feet” rather than “don’t run”.

Staff will use the word “do” rather than “don’t”.

**Limited Choice**

Staff will offer a choice to children e.g. “first you need to do….., then you can do …..” “Put the paints in the box or on the table”. Simple clear language will be used, with a calm voice. Children should be given time to answer and if they still need support the instruction should be repeated firmly and it often helps if it stated as a simple fact rather than a command e.g. remember you need to put your shoes on before you can go outside.” This give a child the information he needs to make the right choice on his own.

**Disempowering the behaviour**

Sometimes challenging behaviour will be dealt with by the adult ignoring the behaviour that isn’t disruptive as far as possible, as long as there isn’t a risk or it disrupts the activity for other children

**Educational consequences**

– what does the child need to learn? How am I going to teach it? E.g. completing tasks, helping with repairs.

**De-escalation script**

Using the child’s name, acknowledging their right to their feelings, why you are there, offering help and positive phrasing e.g. Sarah I can see something is wrong. I am here to help. Talk and I will listen, Come with me and …

**De-escalation body language and stance:**

Outside of an outstretched arm, good distance, sideways stance, leaving an open door, relaxed open hands, managing height

Reflect, Repair, Restore

An opportunity for children to learn from their behaviour must happen when the child has had time to cool down.

• Focuses on harm that has been done • How the harm can be repaired • Looks at experiences, feelings and needs • Plans to ensure conflict is less likely to happen in the future

**Record Keeping**

When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour an incident form is filled and shared with the parent.

When there are more frequent challenging behaviour practitioners use the ABC sheet.

Where a child continues to display negative behaviour the key person and SENCO will work in partnership with the parent/s using records to establish an understanding of the cause. Parents/carers will be invited to a meeting to discuss the behavour.

If the situation continues to occurs, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice.

If a child’s behaviour causes injury to themselves or others a risk assessment will be completed.

**Positive Physical Management**

There are occasions when staff will have physical contact with children for a variety of reasons e.g. to comfort a child, to reinforce praise, to direct a child, for personal care and physical activities.

In all situations where physical contact takes place staff will consider the child’s age and level of understanding, the child’s individual characteristics, health and history and the location.

If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the dynamic risk assessment that is made at the time. Staff will record the use of physical interventions and will then be placed in the child’s personal file and ensure the manager is informed and it is recorded. Parents will also be informed.

**Training**

Behaviour management competency is addressed and supported as part of the performance management cycle and through staff observations. The manager will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy and to support individual children’s needs.

**Strategies for dealing with specific unwanted behaviour**

Swearing

* Practitioners reinforce expectations by saying “We don’t use those words here.”
* Praise child’s use of appropriate language.
* If swearing continues this needs to be discussed with the family.

Unwillingness to share

* Ensure there are enough toys to avoid disputes.
* Give children permission to finish playing with a toy before being expected to hand it over to another child.
* Structure turn-taking by using a sand-timer.
* Praise children for being “kind” when they willingly share equipment.

Superhero and Gun Play

* Become familiar with the programme children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.
* Engage in the play and redirect the play to have a ‘rescuing’ or helping focus. 
* Remind children to pretend play and they must not have physical contact, this ensures no-one gets hurt.
* Extend the play into making props to support the story lines.
* Teach ‘dramatic’ skills .e.g. showing how to pretend to be trapped or frozen.
* Support children in setting limits, “If I’m not in your game, don’t shoot me”

Biting

* Focus attention on the hurt child but involve the other child in reparation if appropriate.
* Say “No” firmly.
* The victim will be inspected immediately for any visible injury and any broken skin is treated with a cold compress.
* Use language that reinforces that the biting caused pain.
* Encourage child to help look after the hurt child.

Serious Biting

If a child continues to bite, practitioners will track the child and make observations to identify any causes. The practitioner and parents/carers will record details and draw up a behaviour plan.

Practitioners ensure the biter receives cuddles, hugs and friendliness at various times of the day and reinforce that we like the child but we don’t like the biting.

Tantrums

Having tantrums is a normal part of a child’s development, it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to make sure the child is safe by moving away objects.

* do not try to talk or reason with the child at this stage;
* hold the child gently if allowed;
* de-escalate the situation by talking calmly;
* reassure by saying “It will be OK.” If a child is prone to tantrums practitioners need to identify the triggers.

Withdrawn or Distressed Children

Practitioners should;

* Work closely with parents/carers and may need to ‘resettle’ the child. Provide a visual timetable.
* Use symbols to help communicate with the child.
* Provide a bag or basket of personal items.
* Pre-warn of any changes to routines.
* Listen to the child in different ways e. g. using puppets or small world play.
* Provide lots of opportunities for fun and laughter.

Strategies to support behaviour in young autistic children

* Aim to ensure routine, structure and predictability through the day. Use visual timetables
* Use the child’s interests as rewards.
* Find new ways of using the child’s interests to engage them in new learning experiences.
* Provide the child with clear boundaries.

Strategies to support children with attention difficulties

* Provide children with special responsibilities and encourage other children to see them in a positive light.
* Practitioners encourage parents/carers to introduce clear routines at home.

Encourage the children to think positively about themselves by promoting positive self-talk. “You sat really well today, how do you feel?”

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child/children

* We intervene to stop the child harming the other child/children
* We explain to the child bullying why their behaviour is unacceptable
* We do not label the child who is bullying
* We discuss with the parents what has happened and work with them to find a plan for handling the child’s behaviour
* When a child has been bullied we share what has happened with the parents explaining that the child who bullied is being helped to adopt more acceptable ways to behave

**Dealing with inappropriate behaviour in Out of School Club**

Suspension and exclusion

There are occasions when our strategies alone will not alter or prevent negative behaviour. In such cases, further action will become necessary, including reviewing a child’s place at the Out of School Club, on either a temporary or permanent basis.

Persistent unacceptable behaviour from a child will result in them receiving a formal warning from staff about their actions. Staff will explain to the child why their behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoid repeated incidents.

Details of all warnings, suspensions and exclusions will be recorded and kept in the child’s personal file. Each warning should be discussed with the child concerned and their parent/carer. All staff will be made aware of any warnings given to the child. In the case of three warnings being issued and as a last resort, Leapfrogs Out of School Club has the right to temporarily suspend or permently exclude a child in the event of persistent and irresolvable unacceptable behaviour.

Only in the event of extremely serious or dangerous incident will a child be suspended from the club with immediate effect. In such circumstances, the child’s parent/carer will be contacted immediately and asked to collect their child. Children will not be allowed to leave the premises without a parent/carer or named person given by the parents/carers.

After an immediate suspension has taken place, the manager will arrange a meeting with the child concerned and their parent/carer to discuss the incident and decide if it will be possible for the child to return to the club.

Suspensions and exclusions should be seen as consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration should be given to the child’s age an maturity. Any other relevant information about the child and their situation should also be considered. Children will only be suspended or excluded as a last resort, when there is no alternative action that could be taken, or when it sis felt that other children, and/or staff are potentially at risk.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the cause of disruptive or unacceptable behaviour. No member of staff should impose a suspension from the club without prior discussion with the manager. Staff will consult the manager as early as possible if they believe that a child’s behaviour is in danger of warranting suspension or exclusion.

When a suspension is over and before a child is allowed to return to the club, there will be a discussion between staff, the child an their parent/carer, setting out the conditions of their return if this is considered a suitable course of action.

If the parent/carer is not willing to attend such meeting, the meeting will go ahead in their absence and the child’s parent/carer will be informed of the outcome.

Fees will apply up to and including the date of formal exclusion.

Policy adopted on: 23/03/14

Policy reviewed on: 25/01/16

Signed on behalf of committee…………………………………………………………………………………..

Name & role………………………………………………………………………………………………………………

Date: ……………………………………………………………………………………………………………………….