



Essex After School Clubs

# **Achieving Positive Behaviour Policy**

## ***Achieving positive behaviour***

**Essex After School Clubs believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a task that requires support, encouragement, teaching and setting the correct example.**

We have a named Inclusion Coordinator within the Club, who has responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour.

The role of this person is to:

- Keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Work with the Club Manager to access relevant sources of expertise on promoting positive behaviour.
- Work with the Club Manager to ensure that staff have relevant in-service training on promoting positive behaviour. This can be achieved through accessing training external training and training through Havering Local Authority or by providing in-house training on inset days and at staff meetings.

### ***Promoting positive behaviour***

At the Club we require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines and ensure that they are applied **consistently**.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person (all children under 6). We work with parents to address recurring inconsiderate behaviour to help us to understand the cause and to decide jointly how to respond appropriately.

Staff and children work together to establish a clear set of '**golden rules**' for the Club. These will be reviewed regularly with the children and displayed at all times. Children will have a say in how the rules of the club operate and 'golden rules' apply equally to all children and staff.

We ensure that there are enough toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. We understand that the children have been in school all day and therefore we ensure that we provide a range of opportunities that will meet all of the children's needs eg; quiet play, outdoor play, art and craft and messy play, and provide an appropriate balance of child initiated and adult initiated experiences.

*(EYFS Requirement: 1.8-Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.)*

Considerate behaviour such as kindness and willingness to share is acknowledged and praised.

Children's achievements both individually and in groups will be celebrated through displays and photographs.

**Strategies with children who engage in inconsiderate behaviour** *(EYFS Requirement 3:52-Providers are responsible for managing children's behavior in an appropriate way.)*

We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for their age and stage of development. Such solutions include, facilitating peer negotiation, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings.

When children behave in inconsiderate ways staff will listen to the child or children concerned and hear their reasons for their actions. We will explain to the child what was inconsiderate about their behaviour and that the actions have consequences for both themselves and other people. We will make every attempt to ensure that children understand what is being said and children will always be given the opportunity (but never forced) to make amends for their behaviour and to rejoin the activity. Staff will always get down to the child's level when discussing their behaviour with them.

In incidents involving 2 or more children, staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.

If the behaviour persists children will be temporarily removed from the activity to enable them to have 'thinking time'. This is different to 'time out' and means a short spell away from other children and activities in a quieter area to enable the child to have space and calm and to come to terms with the situation.

At this point a member of staff will always explain to the child that:

- Such behaviour will always be stopped
- Why it is unacceptable to behave in such a way.

- That the child is still wanted and valued
- That if the unacceptable behaviour arose from strong feelings of anger or frustration, there is nothing wrong with the feelings themselves, only the way in which they were expressed.

We also need to recognise that a child who has 'lost control' (by, for example, swearing, or throwing things) is demonstrating that they may be feeling any of a range of painful emotions. They may be hurt, confused, angry, anxious. It is important for us, as practitioners, to confirm their feelings and let them know that it is our job to help.

- We never send children out of the room by themselves, nor do we use a 'naughty chair'.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- Staff will not shout at the children.

### ***Physical restraint***

We will use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will **never** be used to force a child to do what they have been told and when there is no immediate risk to people or property. *(EYFS Requirement: 3.53-Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.)*

All details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Club Manager and are recorded in the child's personal file, and a note made in the incident book. The child's parent is informed on the same day.

*(EYFS Requirement: 3.52-Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.)*

### ***Rough and tumble play***

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

## **Bullying**

At Essex After School Clubs we take bullying seriously. Please see our 'Policy on Bullying'.