



BEHAVIOUR MANAGEMENT POLICY

Who is this policy for?	All nursery and school staff, admin staff, therapists and volunteers
Date of this review:	May 2023
Date of next review:	May 2025
Who is responsible for monitoring and evaluating this policy?	Head teacher, SENCO, EP
Signed of Date: Governing Body	April 2021

The aims of this policy are:

- To explain Side-by-Side's (SBS) holistic approach to understanding and managing children's behaviour
- To describe strategies for creating and promoting a positive environment that engenders expected behaviour
- To provide guidance on how to manage challenging/inappropriate or negative behaviours, that ensures everyone feels safe and helps children learn to manage their own behaviours

This policy should be read with in conjunction with the following SBS's polices: Anti-Bullying, Curriculum, Dealing with allegations of abuse, Dealing with Peer to Peer Allegations, Equal Opportunity and Diversity, Exclusion, Health and Safety, Intimate Care/Physical Contact, Safeguarding and Spiritual, Moral, Social and cultural Development.

SBS take a team approach in supporting children's behaviours in a holistic way. Our LSA's, teachers, therapist and SENCO liaise and work together both to prevent/minimise inappropriate behaviour and to intervene when regular provision is not enough. For example, the Speech and Language therapists bring their 'zones of regulation', 'engines' and 'SCERTS' strategies into the classrooms so that there is continuity for the children and staff feel supported. Parents, our in house Educational Psychologist and outside professionals will also be consulted when necessary. Staff are encouraged to ask for help and support, and it will not be viewed in a negative way; i.e. that you are unable to cope; we are all working for the best outcomes for the children.

Prevention

Side by Side have high expectations of our pupils and our expectations for behaviour are clearly laid out in this and our other polices, and reinforced



throughout the school day. At SBS our main approach to behaviour is preventative, and considers:

- Relationships
- Environment
- Staff attitude
- Language
- Skill development
- Consistency
- Positive reinforcement

Relationships

A child's physical, emotional and mental health and academic achievements are linked to their abilities to form positive relationships to adults. When children feel they are valued and that they belong, they will have few reasons to behave inappropriately. We encourage all staff to bear in mind the impact on their relationship to the child in all their interactions with them.

In addition, through a keyworker system in the EY, and high staff: child ratio throughout the school, each child has at least one specific 'special' adult to connect to and to advocate for them.

Environment - Developing a positive classroom environment

We strongly believe that children's behaviour is affected by the environment in which they find themselves, and so we endeavour at all times to ensure that our school and classroom atmosphere is calm, structured and inclusive. We know that negative behaviours can be prevented by engendering an environment where everyone feels they belong, have a place and are valued.

To aid with this:

- Staff will endeavour to have minimal disruption to the classroom routine
- Staff will inform children in advance of any unavoidable changes to the regular daily routine
- Adults will talk with muted voices
- Staff will show children by their demeanour and body language, that they are available for children at all times. (Children will not feel confident to interrupt adults to tell them they have e.g. hurt themselves, been hurt by other etc. and therefore staff should only talk to each other when necessary.)
- Staff will move around the classroom so children are always with adult supervision. (Most inappropriate behaviour occurs in the short gaps when this is not happening.)
- Makaton and/or visual cues will be used consistently
- Staff will display and use visual or tactile timetables/objects of reference



- Children will experience getting more attention for positive than negative behaviours

Staff attitude

The attitude and behaviour of all those who work or have contact with the children in the school needs to be characterised by warmth, respect and encouragement towards each child. Staff are expected to provide a positive model for the children with regards to friendliness, care, courtesy and consistency in the way they carry out their practice. Staff need to be extremely mindful not to show favouritism to the better looking/better dressed or more responsive children. This can be especially challenging in a special needs school such as ours.

Language

The use of appropriate language helps maintain a good behaviour environment. For example, focusing on the behaviour you want rather than what you don't e.g. 'we want to keep safe, lets walk', rather than saying 'don't run', or, 'we listen to each other' rather than 'stop interrupting', guides the child in what to do immediately. Words such as 'naughty' and 'stubborn' should not be used. See Appendix A for more on language.

Skill development

We believe that the best way to support young children's behaviour is to help them develop the social and emotional competencies they need to regulate their own behaviour within school and beyond. These competencies include communication skills, cooperation, self-regulation, empathy, emotional intelligence and resilience. Adults can support development in these areas by modelling appropriate behaviours, helping children to build secure relationships and by promoting self-esteem. Staff should also point out the reasons why some behaviors are inappropriate.

Choices

Staff are encouraged to use a 'choices' formula whenever appropriate. Being allowed to choose helps children experience that they have the power/agency to control their behaviour and the ability to make good or bad choices. This helps them to develop a sense of the significance of their own behaviour, both in influencing their own environment and for those around them. Seeing their behaviours (positive or negative) as a choice also enables children to see their possible incidents of poor behaviour as a 'choice' and not something that is fundamentally part of themselves. Good choices should be praised and reinforced wherever possible. Please see the 'Good Choosing Strategy' for more information on this (Appendix B).

Consistency



Consistency encourages children's development of self-discipline, consideration for others and the environment, good social skills, confidence, self-esteem and helps them to learn what is and what is not acceptable behaviour. Thus, any boundaries that are in place need to be necessary, fair and consistently applied. To this end, we expect **ALL STAFF** to read and be familiar with this policy.

Class rules should be introduced into the classroom, however, care should be taken so that they are relevant to the pupils and their level of understanding, and focuses on the behaviour that is wanted. The following are examples of some rules that could be introduced.

1. Do be gentle – don't hurt anyone
2. Do be kind and helpful – don't upset people's feelings
3. Do listen – don't interrupt
4. Do work hard – don't waste time
5. Do look after property – don't waste or damage things
6. Do be honest – don't cover up the truth

Please see Appendix F for some specific early year's guidance and suggestions. These might also be appropriate for older children with SEN.

Positive Reinforcement – Rewards and Extra Responsibilities

SBS believes in promoting positive behaviour through positive reinforcement behaviour strategies. This means praising the behaviour we do want, and where possible, ignoring the behaviour we don't want. By not reinforcing this type of behaviour (i.e. rewarding it by giving it time, attention and energy) children realise that they receive positive feedback (attention, praise, positive comments, letters home and rewards) by behaving in the manner required by the school.

Positive feedback can be given in the form of rewards or extra responsibilities. Ensure that children receive any promised rewards; better still, give it to them immediately. Some examples:

- Attention – extra time given to work with a child or talk to a child.
- Positive verbal feedback - praise. The more specific the praise, the better. Rather than say 'good boy Moishe', say something like 'you really found that writing difficult but you kept on trying until you'd written a whole sentence'. This focus on children's actions send them the clear message that they are in charge of their learning and that the benefits are for their own growth and development. In addition, saying things like 'I really like how you've coloured the picture' etc. focuses on our feelings about children's efforts, and implies that the purpose of their actions are to please us. This can undermine a child's sense of self control and intrinsic motivation.
- A sticker or a tick feedback chart.



- A positive comment in the child's link book or a handwritten note to parents. Let the child see you write this and encourage them to dictate to you what to write – if they are able.
- 'Golden Time' at the end of the day where children can have free choice of their favourite activity.
- Class/School monitors –the monitor will have special responsibilities around the class/school

In the event of exceptional work or behaviour, the following additional options can be followed:

- The pupil can visit the Head teacher with the piece of work, or a note explaining their exceptional effort or behaviour. The pupil will be given a Head teacher's award sticker
- Parents can receive a letter home and the child's name and a reason will be printed in the school newsletter
- Class reward – if the whole class follows a routine or behaves exceptionally well, they will earn a class reward. Each reward earned adds up to a special class prize
- Rosh Chodesh Award - where the children have the opportunity to receive a special certificate they can take home as well as being displayed in school

Inappropriate/unwanted/negative behaviours

Things to consider:

- Underlying communication
- Developmental age and stage
- Skill building
- Language
- Staff attitude
- Other children

Underlying communication

SBS consider all children's behaviour as communication.

Inappropriate/challenging behaviour is often due to children trying to reconnect to an attachment figure (e.g. teacher, LSA etc.) when they feel their relationship with them has broken down. It may also be as a result of their feeling unable to cope with their emotions or frustrations. Therefore, in all interactions, staff need to ask themselves what is the child trying to tell us? This does not mean that inappropriate behaviour is ignored or left unsanctioned, but that by trying to 'listen' to the meaning behind behaviour we can put into place appropriate support so that the children have their needs met, and will no longer feel the need to request it by use of inappropriate



behaviours. Useful things to consider about what the child might be communicating:

- A change in the child's family life (e.g. birth, bereavement, parent travelling etc.)
- A change in the classroom routine (e.g. their keyworker is absent, indoor 'garden time' as raining etc.)
- Difficulty in managing transitions (e.g. coming in or going out to the garden)
- Been asked to do something beyond their skill set or without enough support (e.g. been asked to share)
- Being engaged in an activity that was not useful or of interest to them or not at their level
- Staff not interacting with the child in a positive and spontaneous way; and thus not being given a balanced amount of attention
- Experiencing overwhelming emotions and unable to express them appropriately

Developmental age and stage

The child's developmental age and stage needs to be taken into consideration when planning your intervention. Especially in a school such as ours, universal behavior systems are unlikely to meet the needs of all pupils.

Skill building

Staff should be mindful that all interventions should help to connect them to the child and not disconnect (which will cause escalation of the unwanted behaviour as the child enters into a fight or flight state). Interventions should also help the child learn skills they can use beyond the present incident. (See earlier for examples of some of these skills.) To aid subsequent cooperation and positive behavior, any sanctions actioned need to be appropriate, relevant, fair, consistent and immediate.

Language

The language used can have a profound effect on the child, and therefore needs to be carefully chosen. (See appendix A). For example:

- The use of the word 'we' helps children feel connected and communicates that we are all learning and developing together. This is especially relevant when you are dealing with an individual child's inappropriate behaviour, as they will already be feeling isolated and singled out (which might trigger a fight or flight/defensive response).
- Words like 'No', 'don't', 'stop' and 'you can't' are often perceived by children as threatening and they will respond in kind. (See later for strategies to use that are less of a trigger.)



Adults should never shout or raise their voices to children. However, in order to convey a sense of the inappropriateness of his/her actions, it may sometimes be necessary to assume an angry expression and slightly raised tone of voice in response to negative behaviour by a child with special needs who is not sensitive to nuances.

Staff attitude

Inappropriate/negative behaviour should always be seen as something distinct from the child, and not as an intrinsic part of them, the message being: “we like you – but we don’t like your behaviour”, “we want you – but we don’t want your behaviour” and “we want you in our group – we want to help you stop that behaviour”.

Other children

As much as the focus might be on the child who has displayed inappropriate behavior, the needs of the other children in the room/vicinity need to be considered. Be mindful of what the other children are witnessing. See the section on challenging behaviour for situations where it might be appropriate to remove the child or other children from the scene.

Procedures for dealing with inappropriate/unwanted/negative behaviours

SBS promote a staged approach to dealing with unwanted behaviours. Minor instances of undesirable behaviour can often be ignored, and where possible, the attention of the child can be distracted/diverted. Staff can help the child relax via a calming toy or calming activity such as deep pressure (as guided by OT), if appropriate. Sometimes all that will be necessary is to acknowledge to the child their feelings and communicate to them that they are legitimate.

The next section provides some useful strategies that can be used with an emphasis on helping children to manage and reflect on their own behaviour. When considering an intervention, staff should take into account all the above factors, their knowledge of the child and the level/severity of the inappropriate behaviour.

Whatever strategy is used, it is important the child is given ‘next time’ tips. These need to be specific. For example, after dealing with a child who snatched a toy from a friend, they can be told ‘next time you want a toy that your friend has got, say to them ‘please can I play with it when you have finished’ etc. You can remind and prompt the child about these if the negative behaviour incident repeats itself or is about to repeat itself.

Various strategies/sanctions for dealing with low level negative behaviours

Sanctions should only be used after a child has been given the opportunity to make amends or change their behaviour. Remember, a child should be



encouraged to see that their behaviour is a choice, and they have control over the choices they make to behave well, or badly.

- Talk the matter over with the child
- Move the child to another seat to facilitate good behaviour/learning
- Move the child to another room or group as a 'safe space' to help them calm down, away from the source that triggered the inappropriate behaviours. LSA/TA to stay with the child.
- If a child screams/tantrums, don't try to speak or reason with him/her. Just say, 'when you are ready, we can talk'. You may have to repeat this a few times. When the child quietens down just say 'sounds like you're ready, should we go over there to talk?'
- Use the following 'One, Two, Three' strategy to deal with the behaviour:
 1. Calmly remind child of the relevant rule - depersonalise it, e.g. 'Feet on floor, thanks.' The rule is that books go on the shelf.'
 2. If the negative behaviour persists, reward all the children who are co-operating (this usually has the desired effect!) e.g. if you asked all children to line up at the door, and one child does not, praise those already in the line i.e. 'I can see Shloimi is lined up, I can see Chani is lined up and I can see' This will often trigger the unlined up child to come running to the line in order to get praised too. It is suggested that the teacher face the children who are cooperating, when she does this praising.
 3. If this does not have the desired effect after 2/3 times, use "If ... then," e.g. "If you snatch x I will have to turn your chair away"
- For more able children use the 'Good Choosing Strategy' as an additional, highly effective tool for managing behaviours (see Appendix B).
- See Appendix F for specific strategies for the EY. These might also be appropriate for older children with SEN.

Various strategies for dealing with high level negative behaviours

Our priority is to ensure all children and staff remain safe (physically and emotionally) as well as ensuring our resources are cared for. Thus, when a child's behaviour endangers this ethos, this will need to be dealt with immediately. This might mean removing the child from the area, or occasionally it may be more prudent to remove the other children from the area and an LSA remain with the child e.g. if a child is throwing things about. When the child has calmed down sufficiently the reasons why they had to leave the area or why the other children left the area can be explained and he/she can be asked if they are ready to be re-join them or be re-joined by them.



Corporal punishment (slapping, pulling, grabbing, shaking) is illegal and totally unacceptable. Handling of children needs to be gentle - no pulling of limbs, or pushing a child's face to get them to concentrate. Please note, that grabbing a child's hands in order to 'make them' come in from the playground etc. is considered using restraint. Children should be offered your hand 'would you like to hold my hand as we go inside?'. In general, unnecessary use of touch should be avoided.

The use of restraint (see also SBS's Intimate Care/Physical Contact Policy).

For when it is known it might be required

When dealing with children with behavioural needs where it is known that it may be necessary to use restraint, it is essential that the appropriate behaviour plan (Appendix E) is completed as it includes risk management protocols. Staff who work regularly with such pupils will be trained appropriately in positive handling and suitable restraint strategies. The school uses the Team Teach Approach when there is a need for restraint, so the restraint is proportionate and safe for all concerned.

As a one off emergency measure

All staff members can legally use reasonable restraint to prevent children from injuring themselves or others. Using the strategies described above should help to create a positive learning environment where the likelihood of having to do so will be greatly reduced. However, occasionally some pupils' behaviour may give rise to the need to physically control or restrain a pupil. Whether the restraint that is used is 'reasonable' will depend on the circumstances of each situation, but a good test is whether the restraint used is **proportionate** to the consequences it is intended to prevent. Using restraint to control or restrain a child should be an extremely rare occurrence, but may need to be considered as an option when dealing with behaviour that is likely to lead to injury of a child or others.

Deciding if use of restraint would be appropriate

Restraint should be used as a protective measure and never as a disciplinary measure. The judgement on whether to use restraint and what restraint to use will always depend on the circumstances of the case, but typically, these decisions will need to be taken quickly as an incident unfolds. Therefore, it is crucial that staff (and cover staff where necessary) who work with children whose behaviour may require the use of restraint know these children and their triggers very well, and are well acquainted with appropriate risk assessments and positive handling procedures.

The clearest possible judgements need to be made on:



- The chances of achieving the desired result by any other means. The lower the probability of achieving the result by another means, the more likely it is that restraint is justified
- The seriousness of the incident, assessed by the nature of the injury the child, or another child or staff member may receive if restraint is not used
- The relative risks associated with physical intervention compared with using other strategies

Using restraint

Before using restraint staff should engage with the pupil in a calm, measured tone, making clear that their behaviour is unacceptable and setting out how the pupil should choose to change their behaviour. Staff should not give the impression of acting out of anger or frustration or to punish the child, and should make it clear that they only intend to use physical intervention as a last resort. Whilst engaging in the restraint, the child should be told why e.g. 'I am holding your hands down because I need you to stop you from hurting Mendy' and the child should be told how they can stop the restraint e.g. 'when I know you won't hurt Mendy, then I can stop holding your hands. How are you going to let me know this?'

Reporting an incident where restraint is used

All staff involved in incidents where restraint is used need to record what happened. Parents should also be made aware of the incident. There is a book in the Head Teacher's office for this. If parents have a complaint to make in relation to the incident, this should be handled following the guidelines set down in the school complaints procedure.

The school will ensure that all those affected by an incident will have support for as long as necessary to help them cope with any physical consequences, emotional stress or loss of confidence, and an opportunity to analyse, reflect and learn from the incident. In some cases, staff may consider whether there is a safeguarding issue involved, and should seek advice from the nominated children's safeguarding officer.

Repeated and escalating inappropriate behaviours

If the child continually displays inappropriate behaviours or these escalate, a behaviour plan might be needed. This will be written in consultation with the SENCO and/or the head teacher and after discussion with the child's parents, to ensure any changing home/family circumstances have been considered. The behaviour plan (see Appendix C) will be communicated appropriately to the child and a behaviour support plan suitable for the needs of the child, will also be put in place. This will be shared with the parents to ensure everyone is working together in a consistent manner. A monitoring sheet or a sticker chart ensures the child is actively involved in monitoring and tracking their own behaviour, and involved in the process of improving. The plan will be



monitored and if the behaviour is improving or stabilising, the plan can continue.

If the behaviours do not improve, it might be considered useful to use the ABC chart (see Appendix D). In addition, the SENCO will observe the child in class so they are in a position to have observed the behaviours prior to a review of the plan. All professionals (including therapists) who are involved in supporting the pupil should be included in the review and the teacher/s and key workers should be given time to discuss the strategies tried and successes (if any). If the EP or any other external professional has been involved they should also be invited to the meeting. The SENCO will also involve the parents as appropriate.

In the course of the meeting a new Behaviour Support Plan will be drawn up to document the behaviour, along with strategies, rewards and consequences. This will be more detailed and thorough than the original Behaviour Support Plan. This plan should also be communicated in an appropriate way to the child, and it should be reviewed after one month. At this point the plan can be adjusted if necessary, or it can be continued if progress is being made. If behaviour continues to deteriorate or no improvement has been observed at all, it may be necessary to consult with parents about making a CAHMS referral/EP input. If increased staffing, advice or therapy is required, an emergency Annual Review will be convened.

Serious misbehaviour, which places that child or another child at risk, requires an immediate intervention with the SENCO/Head teacher to chair the meeting.



APPENDIX A

Use of appropriate language

Language:

- Instead of “Why?” ask “What?” - “What should you be doing now?”
- Use a 3-part instruction that includes name, task, please... - “David, sit down please”
- Use “Stop” and “Wait” instead of “No”
- Say I need you to...” instead of “Can you” or “Will you”. Typically, if asked, “Can you take your work out now?” a child will respond, “No!” So don’t ask them- tell them
- Use either/or, when/ then... “Lewis, either put your phone in your bag or on my table...” “When you have put the chair under the table then you can go”
- Disassociate the behaviour from the child her/himself. Instead of saying ‘you are such a rude boy’, say ‘you are acting in a way that is very rude...’
- Emphasise that good and bad behaviour is a choice. Say, ‘I am so pleased you are choosing to share your pencils’ or ‘you are not choosing to listen at the moment...’



APPENDIX B

Good Choosing Strategy

This strategy works on the premise that since the child is making a choice, he will be happy to abide by it and this will eliminate the 'battle of wills' which parents/teachers find so draining. The parent/teacher must offer the child a choice of two options; the desired behaviour which leads to a positive outcome, and the undesired behaviour which leads to a negative consequence. It can be as simple as the following:

"If you come quickly, there will be time to read a book, if you don't come quickly, there won't be time to read a book" Or "If you finish your work/meal etc. you can go out to play. If you do not finish your work/meal quickly, you cannot go out to play." When you offer the positive choice, it is very helpful to point to your right palm while stating the positive choice and consequence and to your left palm while stating the negative choice and consequence. This pointing helps to focus the child's attention, allows a non-verbal child to respond and is a tool to enable a verbal child to verbalise his choice.

Of course you must know your child to ensure that you offer a meaningful and motivating consequence and you must give careful thought to the consequence you offer, since you might be in a position where you will be obliged to follow through on the negative consequence. If the child refuses to choose, this must be dealt with as a negative choice.

When your child has chosen positively, comment on his choice e.g., "that was good choosing" and praise him. This positive experience for your child will have a beneficial effect on his self-esteem and behaviour and will increase your confidence in your ability to gain your child's co-operation in a calm and positive manner. If your child has made a negative choice and received the negative consequence discuss with him "Did that work for you?" to help him understand and reflect that the negative choice was not to his advantage.

To summarise, if you would like to gain your child's willing cooperation to achieve your desired objective, offer him positive and negative choices:

1. You have a choice. You can choose (a) and (b) will happen, (while pointing to your right palm), OR



2. You can choose (c) and (d) will happen (while pointing to your left palm)
3. Always remember to praise your child when appropriate or discuss with him why his choice was not a good one, if he did choose the one with a negative consequence.



APPENDIX C

BEHAVIOUR SUPPORT PLAN AND REVIEW

Student		DOB	
Staff		Class	
Behaviour and Triggers			
Strategies to Prevent onset			
Strategies to be used if that behaviour occurs; including suitable sanctions and rewards		Rewards	Sanctions
How will the behaviours and use of this plan be recorded?			

Lead Teacher		Date		Date/s Reviewed	
Review of Plan					



APPENDIX D – ABC Chart

Setting Event (Where the behaviour occurred, date and time)	Antecedents What <i>triggers</i> the behaviour? Where? Who with? When? Why?	Behaviour What <i>exactly</i> does the child do that you want him or her to stop?	Consequences What follows the undesired behaviour? What might the child be finding rewarding that makes him/her carry on behaving in this way?
Actions	What can be done to avoid or improve the effect of the triggers?	What would you prefer the child to do?	How can you avoid giving attention? What encouragement or rewards could you give to encourage this?



APPENDIX E

Behaviour Plan – Significant risk of Physical Intervention

Proforma for assessing and managing foreseeable risks
for children who present challenging behaviours

Name of Child:

Class group:

Name of teacher:

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options			
Additional Information:-			
Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk.			
Early interventions to manage risk.			
Reactive interventions to respond to adverse outcomes.			



Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication method:	Date Actioned:

Agreed Behaviour Management Plan and School Risk Management Strategy		
Focus of Measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks.		
Early interventions to manage risks.		
Reactive interventions to respond to adverse outcomes.		

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Agreed by:

Relationship to child:

Reviewed and update:



APPENDIX F

Early Years

(See also the EYFS and the 'Developmental matters in the EYFS' guidance)

The behavior of children under the age of 4 is very often linked to their emotional state and not on their cognitions. This means that, they are unlikely to lie, unlikely to do something just to impress their friends etc. Thus, if they are misbehaving, it is likely because they are feeling out of sorts. It is important for their keyworker/s to acknowledge these underlying feelings e.g. frustration, pain, tiredness etc. If you know your key children well you will be able to identify what these might be. And you will know how you could try to help the child gain emotional regulation, distract him with his favourite toy etc.

Some tips: -

- Be consistent with other staff on behavioural expectations of children.
- Always try to pre-empt negative behaviours. Think about triggers (boredom, tiredness, having to sit too long, transitions) and minimise these.
- Give children lots of choices throughout the day. E.g. would you like the green or red crayon, would you like to ride on the bike or play in the playhouse etc.
- Give children attention throughout the day – they are then less likely to misbehaviour in order to get your attention. You can do this by, giving them a running commentary on what they are doing. E.g. 'I can see you like that book, you have been reading it so many times today!'
- Use clear, simple age appropriate language.
- When you praise, don't say things like 'good girl!' What you say should act as guide as to how the child can earn your praise again e.g. 'Wow, you were so helpful when you picked up all the rubbish', 'it was so kind of you to give Shimon a tissue' etc. (see main policy for more on this)
- NEVER belittle or label a child; focus on the behaviour not the child. E.g. 'I don't like it when you...' rather than 'you are....' (see main policy for more on this)
- NEVER SHOUT UNLESS ITS AN EMERGENCY!
- Don't expect nurse children to share, this is not an age appropriate skill. If a child is first playing with a toy, and another child wants it, it is unfair to make the first child give it up, or say he needs to give it up in 5mins etc. What is more appropriate and teaches children lifelong strategies such as respecting others rights etc. is to say to the child who wants the toy 'Rivky is playing with it, she had it first. You can



have it when she is finished playing with it. We can ask her to give it to you, when she has finished playing with it'. Model this, if the child is unable to do so. I have yet to experience a child not spontaneously ceding the toy spontaneously after hearing their 'rights' being confirmed!

- Squabbles between children can be dealt with using a STOP, LOOK, LISTEN and GO! Strategy.

STOP - make a hand signal (or other prearranged signal) to show that everyone should stop what they are doing. I believe a silent hand movement is more effective than a loud STOP, and also then sets the tone for the ensuing conversation.

LOOK - adult comments on what she/he sees e.g. I see 2 children wanting to play with the fire engine'.

LISTEN - each child gets a chance to say what happened whilst the other children listen and don't interrupt.

GO! - Adult encourages the children to GO and sort out the issue. Each child can suggest something and then the children decide what to do and ensure that everyone is happy with the solution. Some solutions may appear unfair to the adult, but it is important that children are allowed to sort this out themselves. Adults only make suggestions if children are unable to do so. Adults can speak for children who are nonverbal. Stand next to the child you are speaking for and confirm their agreement with what you are saying.

Some strategies to prevent and manage negative behaviours:

1.Distracton	Distract child to another toy or activity e.g. looking out of the window.
2.Positive Redirection	Inform children about acceptable alternative behaviours and teach them about socially accepted ways of dealing with emotions "crayons are for writing/drawing; here there are a variety of options for you to write on."
3.Say it	Model ways of verbalising feelings. Do this at the time of the incident and on a regular basis throughout the day so children can gain an emotional vocabulary to use. This can reduce the necessity for them to act out their feelings rather than verbally sharing them.
4.Natural Consequence	This suggests that when a child knocks over a friend's tower he should build it up for them or pick up the pieces.
5.Choices	Giving children two choices which will lead to the same desired action. "Do you want to pick the large or small blocks first".



6.Together	Offer to do the desired behavior together with the child. E.g. should I help you rebuild Sarah's tower for her?
7.Eye contact	Quite often the child stops the undesirable behaviour when you look at him/her directly.
8.Praise	Praise the child when he demonstrates the desired behaviour and then continually find reasons to praise them throughout the rest of the day.

The use of puppets in the early years can be very effective in demonstrating appropriate behaviour, and helping a child dealing with their inappropriate behaviours, difficult emotions etc.

APPENDIX G

Behaviour and Personal Development Flowchart

Saved as a separate document



APPENDIX H **Functional analysis questionnaire**

Functional Analysis Questionnaire

Questions to establish the function of a behaviour (Adapted from Willis & LaVigna, 1993)

1. What happens during a behavioural incident (ie, what does the behaviour look like)?
2. How often does the behaviour occur (ie, several times per day, daily, weekly)?
3. How long does the behaviour last?
4. How severe is the behaviour?
5. What time of day is the behaviour most likely to occur?
6. In what environment or where is the behaviour most likely to occur?
7. With whom is the behaviour most likely to occur?
8. What activity is most likely to produce the behaviour?
9. Are there any other events or situations that can trigger the behaviour (such as particular demands, delays or transitions between activities)?
10. What is gained by engaging in the behaviour (ie, what is the consequence or outcome for the individual)?
11. What is avoided by engaging in the behaviour?
12. Is the person experiencing any medical issues that may be affecting their behaviour (such as toothache, earache, sinus infections, colds, flu, allergies, rashes, seizures)?
13. Is the person experiencing difficulty with sleeping or eating?
14. How predictable is the person's daily routine (ie, to what extent does the person know what is happening throughout the day and when)?
15. Have there been any recent changes to routine?
16. How does the individual communicate the following: • Yes/no/stop • Indicate physical pain • Request help • Request attention • Request preferred food/objects/activities • Request a break.
17. What objects, activities or events does the individual enjoy?
18. What skills or behaviours does the individual have that may be alternative ways of achieving the same function as the behaviour of concern?