

## **1.0 Achieving Positive Behaviour Policy**

### **Policy statement**

The Lloyd Park Children's Charity believes that children flourish best in an environment that is safe and secure and where they feel confident and valued.

We want to encourage all children to understand and develop qualities such as reliability, honesty, kindness and have the ability to consider others which will include sharing, turn taking and ability to play in harmony.

### **In order to achieve this:**

- We value all children and treat them with respect
- We praise positive behaviour
- We provide positive role models, demonstrating friendliness, care and courtesy.
- We take positive steps to avoid situations where children receive attention for unacceptable behaviour.
- We will create an environment in which challenging or unacceptable behaviour, is redirected into positive action.
- Adults and children will work together to establish a clear set of "rules" identifying unacceptable behaviour. These will be reviewed periodically so that children have input in these rules. They will be displayed within the centre.

### **When children behave in a challenging way:**

We have a clear consistent approach with our Behaviour Management Procedure it identifies the use of the word STOP and accompanying hand sign or visual cues/symbols to support children's understanding of what is expected / not expected.

It also includes:

- Redirecting behaviour and offering alternative activities.
- We consider the age and stage of development and needs of a child when dealing with any unwanted behaviour.
- We will remain calm when addressing challenging behaviour.
- We use strategies such as "thinking time" this is when a child is asked to sit for 2 -4 minutes (depending on their age and child's understanding) we help them to reflect on their behaviour.

We never use physical punishment such as smacking.

We do not use techniques to single out or humiliate children.

We will support children to find solutions for regulating and managing feelings which result in challenging behaviour. This is done by acknowledging their feelings, helping them gain control of their emotions and helping them learn a more appropriate response.

We work in partnership with children's parents to address any recurring challenging behaviour, using observations to help us understand the cause and to plan how to respond and support the child, and/or family.

If needed we will use physical restraint, such as holding, only to prevent injury to the child, other children, adults or serious damage to property. A written record of incident recorded and shared with the parent on the same day or as soon as possible. This information is shared with the Safeguarding Team.

If the negative behaviour continues we will work in partnership with parents/carers and seek guidance from outside agencies.

- In cases of serious misbehaviour, such as racial, or other forms of discriminatory language, or any other abuse, we make it clear the unacceptability of the behaviour and attitude, by means of explanation rather than personal blame.

\*If behaviour continues, we will work with the parents/ carers and follow the procedure of concern with the Special Educational Needs and Disability policy \*for SEND children

### **Dealing with negative behaviour**

When dealing with negative behaviour, staff will be clear to distinguish between 'disengaged' 'disruptive' or 'unacceptable'.

Disengaged behaviour may result in a child being bored, unsettled or unhappy. We will try to re-engage and re direct.

Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. We will explore the reasons behind this and suggest ways forward to prevent this.

Unacceptable behaviour is serious behaviours that will need clear consequences, this could include discriminatory remarks, violence, bullying or damage of equipment.

### **Rough and Tumble and Imaginative Play**

We recognise some children can have a particular interest in these types of thematic play, and can often allow opportunities for us to explore the concepts of 'right and wrong'.

### **Biting**

Biting can be an age and stage of development or sensory seeking need. Evidence suggests that up to a quarter of all children will bite others at some stage. We understand that this is a difficult situation for parents whether it is your child that has been bitten or your child biting others.

### **Hurtful behaviour**

Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, it is not helpful to label this behaviour as 'bullying'.

### **Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by the intent to hurt, often planned and accompanied by an awareness of intent.

We will help children understand that these actions are not acceptable, we will supervise and monitor the situation and try to find the reason why.

We will follow the procedure "When children behave in a challenging way" see above.

### **Behaviour of adults**

All adults who engage with our services are expected to follow this policy guidance to ensure the safety of all.

We all need to respect each other, treating others how we would expect to be treated ourselves.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect these differences.

We take positive steps to avoid negative situations, by exploring and actively listening.

We will not tolerate any type of abuse this includes non-verbal, verbal, threatening, or physical behaviour.

Should any persons show any types of this behaviour we will ask them to leave, and escort them off the premises. We will seek assistance from the police if needed.

For further guidance please see the 'Code of Conduct'.

### **Achieving Positive Behaviour**

Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are **adhered to**.

### **Training/CPD**

Appropriate Staff members (SEND) will be trained in Disability/Autism awareness as children with social interaction and communication difficulties will display some behaviours which need an individualised approach

Policy Name	Achieving Positive Behaviour
Version Number	V4
This policy was developed by	Governance Group
These people were consulted/involved in developing the policy	SEND team and Senior Leadership Team
This Policy was adopted by	Trustee Board
Date	April 2025
Signed	
Name	Bisi Oyekanmi
Role	Chairperson
Next Review Date	April 2026