



**POSITIVE BEHAVIOUR MANAGEMENT
POLICY
(Children & Young People)**

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Philosophy

JRH Support believe that children and young people (CYP) flourish best when their personal, social and emotional needs are met and where there are clear developmentally appropriate expectations for their behaviour. JRH Support aim to promote positive behaviour, and to help CYP understand and respect the needs and rights of others.

Aims and Guidelines

These guidelines concern both the physical and emotional care of the CYP we support.

- All CYP have certain physical and emotional needs. The most obvious ones are warmth, comfort, adequate food and sleeping arrangements, cleanliness, exercise and rest as necessary. Some disabled CYP may have additional physical needs, such as extra warmth, physical supports and equipment, special exercises or physiotherapy and medical requirements.
- The emotional needs of all CYP include security, affection, consistent responses from those around them, a recognisable routine (e.g., at bedtime and mealtimes), exceptions which are appropriate for their stage of development, and opportunities for playing and having fun and approval.
- All CYP need to have limits set when their behaviour is not acceptable. If CYP feel secure and understood, the incidents of disruptive behaviour are greatly reduced. CYP rarely demonstrate inappropriate behaviour without good reason. It is the task of the support worker involved to try and understand why a CYP is behaving in a particular way.

Appropriate Use of Sanctions

Any response used must be related to the CYP's age and level of understanding. It must be realistic and sensitive; enforceable, and applied consistently. It is preferable, if possible, that there is continuity in the setting of limits and how behaviour is managed between all those involved in the care and support of the CYP. Any sanctions must be agreed with the CYP's parents/carers.

Positive Behaviour Management Procedures

- Reasonable steps must be taken at all times to ensure a healthy and safe environment. JRH Support staff should provide a positive role model for CYP, and the development of consistent attitudes to safety and good practice by staff should have a beneficial effect upon the CYP.

- Basic rules, drawn up in consultation with the CYP wherever possible, will help ensure support runs smoothly.
- JRH Support staff should endeavour to create an atmosphere that promotes mutual respect between themselves and the CYP.
- JRH Support staff should be consistent in the methods they use, and experiences should be shared with other support staff working with the individual through accurate record keeping.
- JRH Support staff should take positive action to overcome unacceptable behaviour. Strategies for dealing with this should be discussed with their line manager and parents/carers. Staff should talk to the CYP about their behaviour and consequences of negative behaviour.
- It should be noted that certain behaviour in some CYP can be a form of communication. Staff should always be sensitive and responsive to this.

Dealing with Conflict

Principles

JRH Support aim to promote support where CYP are encouraged to express themselves freely, and which fosters the social and emotional development of the CYP.

Conflicts can arise at times, and situations need to be handled sensitively and consistently. Conflicts can occur for various reasons, including frustration, disruptive/uncooperative behaviour, lack of space, lack of understanding etc.

When conflicts do arise, it is essential that:

- Actions are taken to calm the CYP down and to allow them to express how they are feeling in a way that is safe to themselves and others.
- A positive, calm approach is maintained, both physically and verbally
- Negative behaviour is not rewarded
- The response to a situation should take account of the CYPs level of understanding/ability
- The focus should always be on dealing with unacceptable behaviour. The CYP should never feel it is they who are unacceptable.

Effective and Appropriate Sanctions

The principles of effective sanctions are generally that they should:

- Be as informal as possible and not escalate
- Be balanced by rewards for good behaviour
- Be as near in time as possible to the offence, be relevant and understood, and be seen to be just and fair
- Follow on from clear rules and expectations from the support worker as to what is expected of the CYP

The following are examples of what sanctions might be used:

- Reasonable defence of oneself when a child is lashing out. ‘holding’ firmly but carefully can be helpful to a younger child. If, in the situation, any of these sanctions are likely to lead to injury, they must not be used. Particular attention should be paid to whether something may be safe in relation to the CYP impairment.
- Shouting or clapping your hands, for example, as a distraction to a toddler in a dangerous situation.
- Withdrawal of sweets or special food/drink treats, or TV, for a limited period – the younger the child, the shorter the length of time this should continue.
- Sending a CYP to another room for a short period (but checking on them regularly whilst they are alone is sensible and shows you are still caring).
- Imposing closer supervision (keeping the CYP with you)

It is very important to keep balancing the sanctions with rewards (especially praise) for good behaviour, so that the negative cycle does not take over. It is also important to keep an accurate record of any problems or sanctions so that you can refer to it to keep an account of the CYP progress and also for reasons of accountability if a complaint is made.

Examples of Unacceptable Sanctions

The list below is intended as general guidance of sanctions that are unacceptable and is not exhaustive. The omission of any particular practice does not imply that it is acceptable. Staff will have opportunities to raise issues arising from their work, for discussion and clarification within supervision and other contact with their line manager.

- Using corporal punishment e.g. slapping, hitting a child with an implement (for example, a belt or slipper) throwing a missile, shaking, rough handling, squeezing, pushing and punching.
- Imposing a punishment that ridicules a CYP, for example using clothes which draw attention to them inappropriately, clothes which are too small or too large, pyjamas during the day or humiliating a CYP deliberately in front of others.
- Denying a CYP food or drink or the normal ranges they expect
- Coercing a CYP to eat what you know they do not like and are not normally expected to eat.
- Deliberately frightening, intimidating, threatening or belittling a CYP, or locking them in a place such as a cupboard, bedroom, or send them to bed unreasonably early.
- Restricting or withholding medication.
- Depriving a CYP of sleep
- Involving the CYP in any physical contact which is inappropriate in view of their history, which they might see as threatening or uncomfortable.

Practice for Under 5s

Note: This section is additional to other information contained within this policy.

Principles

When working with younger children, JRH Support operates within the Early Years Foundation Stage (EYFS). Below are guiding principles from the framework that JRH Support staff should consider when working around positive behaviour with children under the age of five:

- Every child is a unique individual with their own characteristics and temperament.
- Encourage, listen and respond to babies' and children's communications, both non-verbal and verbal.
- Acknowledge the different ways in which babies and children learn, and be aware that learning is a process that cannot be rushed.
- Recognise that babies' and children's attitudes and dispositions to learning are influenced by feedback from others.

- Recognising and praising effort as well as achievement so that all children develop positive attitudes to themselves as learners.
- Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Setting Boundaries

The EYFS framework stresses the importance of boundaries, and JRH Support staff should work under the following principles:

- Explaining boundaries, rules and limits to children helps them to understand why rules exist.
- When children are clear about the limits on what they may and may not do they learn to distinguish right and wrong.
- Having consistent boundaries for behaviour at home and in other settings helps children feel confident because they know what is and is not acceptable in different settings.
- When children receive warm, responsive care they are more likely to feel secure and valued and to want to contribute to making the rules which make things 'fair' for everybody.