

Fun 4U Club

16 Managing Aggression and Challenging Behaviour Policy & Procedures

Principle

Fun 4U Club aim to offer a stimulating, comfortable environment for our children. We will reward children with positive praise and actively encourage caring behaviour in our club. Children imitate and learn through what they see themselves therefore it is our aim that all staff and adults within the club emulate this caring attitude to the children and each other at all times.

Statement of Intent

Fun 4U Club believes

- Children are given respect and their ideas and opinions valued. This enables the child to build on their confidence and self-esteem, making them a valued member of the group.
- Positive behaviour can be reinforced through encouragement and praise.
- Negative behaviour is dealt with promptly
- No adult within the setting should ever raise their voice to a child, nor do we promote the use of time out in any form.

Procedures

- Children should always be praised for their efforts and participation within the group. Giving positive attention for good behaviour will encourage this to occur again within the setting.
- As the setting is a group care environment our approach on behaviour is the same for every child.
- If a child within the setting requires additional support and help on behaviour management then this is done with the partnership of his/her parents and any outside professionals who work alongside the family.
- When negative behaviour is shown we believe that the best way to deal with this behaviour is through talking to the child and understanding how he/she feels.
- We do not believe in time out. We feel that this is ignoring the issues and children need to be given the language and vocabulary to express them selves. By engaging in dialogue and conversation we are enabling the child to do this.
- Consideration must be given to the age and development of the child. If children display ongoing negative behaviour there may be an underlying reason. We will carry out observations to try and understand or to pin point a particular difficulty the child may be experiencing.
- Staff must agree on rules and boundaries for the setting, this is to ensure that children are not receiving mixed messages which could create negative behaviour. Older children must be involved within this process.
- Parents play an active role within the setting. To enable children to achieve and develop there must be clear communication between the caregiver and parent. This can be particularly important when building on positive behaviour and addressing negative behaviour.
- If at any time a staff member has a concern or worry about a child's behaviour they can seek advice and support from the manager/owner.

Conflict resolution

We are aware that in order for children to learn and develop the adult can be looked upon as a resource of guidance and knowledge. This is how we should view the adult while engaging in conflict resolution; he/she will guide children through the conflict by communication, understanding of the situation, providing and extending vocabulary, supporting and recognising each child's feelings, building on the child's problem solving skills by involving them in and asking for view or solutions to the problem. Listed below are the six steps which each staff member will follow when situations arise.

Skills for Conflict Resolution

The skills needed for effective conflict resolution include thinking skills for problem solving, as well as skills for managing emotions and communicating with others.

The key conflict resolution skills are;

- being able to control angry and anxious feelings
- learning to listen when you disagree
- understanding the other person's opinions and feelings
- being able to think of different solutions
- exchanging ideas with the other person
- finding win-win solutions

How we can help

Using the steps of conflict resolution to coach children to come to their own solutions helps them learn the skills they need. Learning to resolve conflict successfully takes good coaching and lots of practice

Coaching children to resolve conflict

Step 1. Help children see conflict as a problem they can sort out fairly with help. For example, you might say "It looks like we have a problem here, I'm sure if we talk about it we can sort it out."

Step 2. Get each child to explain how they see the conflict. Get them to focus on what they want or need and what concerns or worries them rather than blaming the other person.

Step 3. It is often helpful for the adult to then re-state the concerns of both parties. For example, "So, Anna you are worried that you won't get a turn; and Cara, your trying to make it to the next level of the game and your worried if you stop now you won't get it."

Step 4. Get children to suggest at least three different solutions. For example, "What are some ways to solve this so you can all feel okay about it?" If they can't think of any, offer some ideas for them to think about.

Step 5. Help children agree on a resolution that will work and put it into action.

Step 6. Praise them for sorting it out.