

MANAGING CHILDREN'S BEHAVIOUR

'PART OF MANAGING AGRESSION AND CHALLENGING BEHAVIOUR – INCLUDING BULLYING'

Principle

Children within the setting are provided with a simulating environment, space and comfortable atmosphere to express themselves through play. Within this environment children are rewarded through praise and are encouraged for positive behaviour. Children imitate and learn from adults therefore it is the role of the playworker within the setting to set a good appropriate example towards the children and adults.

Statement of Intent

St. Colmcille's After School Club believes

- Children are given respect and their ideas and opinions are 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 and the method of the Highscope approach 'Conflict Resolution' will be put in to place.
- No adult within the unit 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 along side 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.
- The unit does 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 themselves. By engaging in dialogue and conversation we are enabling the child to this.
- Consideration must be given to stages of development. 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. Information will be gathered from these to help understand the behaviour more. The unit manager will discuss this with the Area manager and they will work together on helping with this behaviour.
- Staff within each group must agree on rules and boundaries for the room. This is to ensure that children are not receiving mixed messages which could create negative behaviour. The 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 playworker and

parent. This can be particularly important when building on positive behaviour and addressing negative behaviour.

- If at anytime a staff member has a concern or worry about a child's behaviour they can seek advice and support from the chairperson of the management.

Conflict Resolution

We believe that combining the above strategies of praise and encourage with conflict resolution is the way forward for the setting as a whole.

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.

1. Approach calmly, stopping any harmful actions.

- Place yourself between the children, on their level.
- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.

2. Acknowledge children's feelings.

- "You look really upset."
- Let Children know you need to hold any object in question.

3. Gather information

- "What's the problem"

4. Restate the problem.

- "So the problem is"

5. Ask for ideas for solutions and choose one together.

- "What can we do to solve this problem?"
- Encourage children to think of a solution.

6. Be prepared to give follow-up support.

- "You solved the problem!"
- Stay near the children

*This policy was adopted at a meeting of St Colmcille's After School Club Management Committee held on **18th May 2016**.*

Signed: _____ (chairperson)

*Review date: **May 2017***