



Allsorts Gloucestershire

Positive Behaviour Management Policy

1. Introduction

1.1 Access to information

If you require this information in any other accessible format please contact:

Allsorts
The Exchange
Brickrow
Stroud
GL5 1DF

info@allsortsglos.org.uk
01453 750474

1.2 The purpose of this policy

All of the children and young people Allsorts works with have the right to be safe and to be treated with dignity and respect. The guidelines below are designed to support staff and volunteers, so they can respond with confidence when they are finding the behaviour of children or young people challenging.

2. Overall approach

2.1 Allsorts champions an overall approach of supporting positive behaviour in children.

2.2 The following ways of working should be used by all who work with children in order to foster a positive behaviour environment:

- Get to know each child well. A strong relationship based on trust and respect is one of the most effective preventative measures.
- Involve the children in decisions about activities that are available, and about reasonable limits, appropriate to each child's age and understanding.
- Lead by example. Model respect for children and young people and for each other in all of your work.
- Encourage good behaviour. Notice and respond when children are being helpful or constructive or friendly or just quiet and co-operative.
- Be consistent as far as you can, set consistent limits within your team and find out about the limits the child is used to at home and elsewhere.

Allsorts Gloucestershire

Version: 1.0 – Created October 2012

Updated: May 2017

Page no. 1

- Be clear. Children need to be aware of what is expected of them. Problems often occur when expectations are unclear or unreasonable. Ensure you are using a method of communication the child or young person understands.
- Consult with Parents. Whenever possible, parents will be asked how they handle specific behaviour exhibited by their child.
- Avoid situations which are likely to upset an individual child whenever possible, reasonable and appropriate.

3. **Challenging situations**

3.1 The following principles should be followed when challenging situations are encountered:

- Try to avoid head on conflict. Try distraction or compromise – diffuse the situation wherever you can, and stop it escalating.
- Use the opportunity for the child to learn. Try and teach a positive alternative to an unacceptable behaviour.
- Make a distinction between the child and the behaviour, “I do not like things being thrown” rather than “I don’t like you now you’ve thrown that”.
- Avoid confrontation. Make sure the child has a way out of a confrontation without losing face, and make sure there are positive responses to acceptable behaviour.
- If you have to use sanctions make them immediate, fair and reasonable – ideally use sanctions agreed with the child and with other members of the team in advance, wherever possible in liaison with parents.
- Children/young people may need space and time to ‘cool down’ on occasions; respect this.
- Recognise the child’s feelings. It might be unreasonable to kick or bite or scream, but it is not unreasonable to feel cross or unhappy: help children find acceptable ways to express their feelings.
- Keep your own self-control. Be ready to ask for help from another person. If it is appropriate walk away from the situation, but remembering that not all children can safely be left unsupervised even for short periods of time.
- A change of staff can sometimes diffuse a situation – recognise that this is not an indication of failure, it is often a way to give a child a way out of a difficult situation without ‘losing face’.

4. **The following approaches to positive behaviour management should not be used:**

- Do not try to manage challenging behaviour alone. Ask for help, ideas or advice or just talk things over with someone.
- Do not issue sanctions which you cannot carry out.
- Do not smack or threaten or use any physical punishment.
- Do not use sarcasm, tease or belittle or shame a child/young person.
- Do not inhibit a child’s freedom of movement unless they or others are at risk.
- Do not expect a child to communicate when they are upset; be patient and wait until they are calm. Once the situation has resolved, it is usually best to avoid discussing the incident further with the child. Discuss with senior staff strategies to avoid the situation recurring.
- Do not leave a child alone when they are upset unless you are sure they are safe, and only use ‘time out’ when this has been agreed with senior staff as appropriate for the child.

5. **Physical restraint**

5.1 Physical restraint is only permissible in circumstances where staff are attempting:

- To avoid immediate danger of injury to the child
- To avoid immediate danger of injury to another individual

and where any other course of action would be likely to fail.

5.2 Physical restraint should only be used as a last resort. If a child is presenting a risk to himself or others, any restraint should be gentle, with the minimum force necessary and for just long enough for them to calm down. The use of "holding" (which is a commonly used, and often helpful experience for a distressed child) is used if all other intervention is inappropriate or has failed, but only by staff trained in positive intervention techniques.

5.3 Any use of physical restraint should be recorded and documented fully in the incident book, and reported to the activity coordinator.

5.4 Allsorts does not permit the use of corporal punishment. The term 'corporal punishment' should be taken to cover any intentional application of force as punishment, including slapping, throwing missiles and rough handling.