



Allsorts Positive Behaviour Policy

1. INTRODUCTION

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

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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.

2.2.1 Get to know each child well. A strong relationship based on trust and respect is one of the most effective preventative measures.

2.2.2 Involve the children in decisions about activities that are available, and about reasonable limits, appropriate to each child's age and understanding.

2.2.3 Lead by example. Model respect for children and young people and for each other in all of your work.

2.2.4 Encourage good behaviour. Notice and respond when children are being helpful, constructive or friendly.

2.2.5 Be flexible 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.

2.2.6 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 person understands.

2.2.7 Consult with Parents. Whenever possible, parents will be asked how they handle specific behaviour exhibited by their child.



For families who have children
with additional needs

- 2.2.8 Avoid situations which are likely to upset an individual child whenever possible, reasonable and appropriate.

3. CHALLENGING SITUATIONS

The following principles should be followed when challenging situations are encountered

- 3.1 Try to avoid head on conflict. Try distraction or compromise – diffuse the situation wherever you can, and stop it escalating.
- 3.2 Use the opportunity for the child to learn. Try and teach a positive alternative to an unacceptable behaviour
- 3.3 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”.
- 3.4 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.
- 3.5 Children and young people may need space and time to ‘cool down’ on occasions; respect this.
- 3.6 Keep your own self-control. Be ready to ask for help from another person.
- 3.7 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

- 4.1 Do not try to manage challenging behaviour alone. Ask for help, ideas or advice or just talk things over with someone.
- 4.2 Do not issue punishment or sanctions unless they are formally described in a positive behaviour plan for the child.
- 4.3 Do not inhibit a child’s freedom of movement unless they or others are at risk.

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, or to avoid immediate danger of injury to another individual, and where any other course of action would be likely to fail.
- 5.2 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.

6. RECORD KEEPING, REPORTING AND POSITIVE BEHAVIOUR PLANS

- 6.1 Any challenging behaviour displayed by a child or young person should be recorded using the format in appendix 1 of this policy.
- 6.2 The report should be given to the activity coordinator who should then make their line manager aware of this.
- 6.3 If a child or young person displays challenging behaviour more than twice in a two month period, or has a single, serious incident, the following approach should be taken
 - 6.3.1 A diagnostic tool should be used in order to identify the motivation for the behaviour.
 - 6.3.2 A positive behaviour plan for the young person should be developed with parents, any relevant education providers, and if necessary, social care.
 - 6.3.3 Both of these measures should be taken before the child or young person next attends an Allsorts activity.