

Promote children and
young people's
positive behaviour



**ASSIGN
BUSTER**

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Summarise

the policies

and

procedures

of the

setting

relevant to

promoting

children

and

younger

people's

positive

behaviour

Evaluate

how the

policies

and

procedures

of the

setting

support

children

and young

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people to:

a. Feel

safe, b.

Make a

positive

contribution,

c.

Develop

social and

emotional

skills, d.

Understand

expectations

and limits

Explain the

benefits of

all staff

consistently

and fairly

applying

boundaries

and rules

for children

and

younger

people's
behaviour
in
accordance
with
policies
and
procedures
of the
setting.

Explain the
benefit of
actively
promoting
positive
aspects of
behaviour.

Demonstrate
ways of
establishing
ground
rules with
children
and young

people
which
underpin
appropriate
behaviour
and respect
for others.

Demonstrat
e strategies
for
promoting
positive
behaviour
according
to the
policies
and
procedures
of the
setting.

Demonstrat
e realistic,
consistent
and

supportive
responses
to children
and young
people's
behaviour.

Provide an
effective
role model
for the
standards
of
behaviour
expected of
children,
young
people and
adults
within the
setting.

Demonstrat
e strategies
for
minimising

disruption
through
inappropria
te
behaviour
of children
and young
people.

Demonstrat
e strategies
for
managing
inappropria
te
behaviour
according
to the
policies
and
procedures
of the
setting.

Apply rules
and

boundaries
consistently and fairly,
according
to the age,
needs and
abilities of
children
and young
people.

Provide
support for
colleagues
to deal with
inappropriate
behaviour
of children
and young
people.

Explain the
sorts of
behaviours
or

discipline
problems
that should
be referred
to others
and to
whom
these
should be
referred.

Recognise
patterns
and
triggers
which may
lead to
inappropria
te
behavioural
responses
and take
actions to
pre-empts,
divert or
diffuse

potential

flash

points.

Use agreed

strategies

for dealing

with

challenging

behaviour

according

to the

policies

and

procedures

of the

setting

Access and

manage

risks to

own and

others'

safety

when

dealing

with
challenging
behaviour.

Support
children,
young
people and
colleagues
to identify
the
situations
and
circumstan
ces which
trigger
inappropria
te
behavioural
responses
and ways
of avoiding
these from
happening.

Recognise

and take
immediate
action to
deal with
any
bullying,
harassment
or
oppressive
behaviour
according
to the
policies
and
procedures
of the
setting.

Demonstrat
e ways of
supporting
children
and young
people to
review
their

behaviour
and the
impact of
this on
others,
themselves
and their
environme
nt.

Demonstrat
e ways of
supporting
children
and young
people with
behavioural
difficulties
to identify
and agree
behaviour
target

Use own
knowledge
of

promoting
positive
behaviour
to
contribute
to reviews
of
behaviour
policies,
including
bullying,
attendance
and the
effectivene
ss of
rewards
and
sanctions.

Provide
clear and
considered
feedback
on the
effectivene
ss of

behaviour
manageme
nt
strategies
to inform
policy
review and
developme
nt.

Task 1. Everyone who works in the school setting needs to be aware of the policies and procedures and have the responsibility to model a high standard of behaviour. Policies offer consistency, all staff must treat the same sorts of behaviour the same and children will know what to expect. When a staff does not follow, the policy may lead confusion for children.

All staff has rules to deal with misbehaving behaviour by the children which never shout, respect children, listen, address the problem, establish the fact, use sanctions carefully.

At Drayton-green primary school, children are supervised when they are in a play time, when they are in the lunch hall and when they are lining up to the class, to the hall.

All staff is agreed to the positive behaviour promotion strategies and sanctions. To promote a positive behaviour, we all should encourage children to do their best with their learning and while they have a positive behaviour

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as that increase the motivation by recognising their success in which give suitable praise, writing a positive comment in the child's work, use suitable stickers, house points, celebration assembly that include nominate who has achieved a high standard of work or positive behaviour a star of the week then an award certificate from the head teacher, this will teach children that unacceptable behaviour is not acceptable in the school environment, this includes bullying, disruption behaviour, disrespect staff, etc. that will lead to have verbal warning, detention may be given, parent informed, discipline, etc.

Task 2.

1. Feel safe -Drayton-green primary school ensures that they are meeting the five aims and outcomes of every child matters such as feel safe and make a positive contribution. The school guarantees that all children feel safe and secure in the school setting from bullying and discrimination because the rules of the school rule are to have a safe and happy learning environment.

When the child worries from something happened, or will happen later, the school encourages children to talk if they have any concern and will ensure the child is secured and protected from any harm may cause to him also the school encourages parents to talk if they have any issue or worries may be experiencing.

2. Make a positive contribution-Drayton-green primary school ensures that children's views are reflected in the curriculum teaching and planning.

It's important that parents are encouraging their children to develop their positive behaviour and relationships as that increase their confidence with everyday challenges. The school awards children because of their hard work, good behaviour, help others as that present a good example to encourage others to do the same.

3. Develop social and emotional skills- it's important to ensure children's social and emotional skills are developed to develop a healthy, social and emotional life. It's important to ensure children learn social skills in which they need to know to take turns, learn to cooperate and able to respond positively in certain circumstances as that able them to gain confidence in social situations.
4. Understand expectations and limits- all children and young people in the school setting have the knowledge of the expectations and limits of how the school works. All children must follow the school's guidelines that are set such as golden rules and class rules by the school. Children know that within the school they must develop the sense of responsibility for which to apologise when needed, accept other actions and behaviour, the opportunity to help others and avoid over reactive and take one responsibility.

Task 3. Consistency is imperative to achieving good behaviour in schools. The entire staff must employ the same standards. Pupils have consistency from adults, so they know what they are expecting from them and know where they stand.

If one adult tells pupil one thing and another adult tell them something different then that will confuse children about what's right and wrong, the <https://assignbuster.com/promote-children-and-young-peoples-positive-behaviour/>

same as the rules and boundaries, all staff must say the same thing and the wording must fall into the policies of Drayton-green primary school.

At our school, we say, for example, your behaviour is not acceptable instead of saying you are naughty as this language is not allowed.

Task 4. At work setting, when I am working with a year 2 group, it becomes obvious that we have certain circumstances with inappropriate behaviour on a regular basis such as children talking to each other, taking others pencils, talking while the teacher describing a learning activity, not listening to the teacher, etc. and that would be good if we keep a record of their bad behaviour situation and if that happen again, then if possible we try to avoid it, but when the child is having unacceptable behaviour again then we need to remove the child from his place and make him sit somewhere where he can only listen to the teacher and in many time we need to speak to the child to show how their behaviours are, for example disturbing others, hurt others feeling, etc.

It's important to make it clear to the child so he/she will not have the same behaviour. When teachers recognising that children are behaving well and listen, then the teacher gives them praise for their good behaviour.

Once children realise they are obtaining teacher's attention, then they will repeat having the same behaviour. If children want the teachers' attention, then will know how to achieve it. Doing this will promote positive behaviour as B. F. Skinner discovered that it's important to concentrate on the positives and certain behaviours can be changed and improved. The alternative such

as nagging children to stop, being quiet, and sit down as that I am paying attention to children who are misbehaving.

Task 13. This is when there are situations require more staff for instance, when there is a child is dangerous, a child is behaving unpredictably and could be dangerous or when I don't feel in control of the situation then I need to call for help because the other staff have specialist knowledge and know how to deal with them.

When there is a child with behaviour issue, then the school will have many options in hand to deal with the child such as the school may give them a warning, inform the parents, inform the social worker, etc.