|  |
| --- |
| **Safe After School****Behaviour Top Tips: What works** |
| 1. Support each child in developing a sense of belonging, so that they feel valued and welcome.
2. Acknowledge and praise considerate behaviour such as kindness and willingness to share.
3. Rules and routines underpin all good behaviour management. Rules should be displayed and clearly understood. Routines may need practising to get them embedded e.g. lining up, where they sit, how they ask for help etc.
4. Fun and enjoyment are crucial to engagement, as are interactive activities. Activities might be differentiated so that not all children are expected to undertake the same tasks. This enables children to reach their own potential and is not just a general expectation.
5. Assume and encouraging a positive response. Try prefacing requests with 'Thank you’; this has a marked effect on how the request is received. 'Thank you for putting your bag on the hook'. You are assuming and encouraging a positive response; making it awkward for the child to respond negatively
6. Evidence suggests that rewards act as positive motivators as opposed to punitive consequences. Rewards have to be manageable, small and what the children want. Rewards like praise letters home or texts home can be very positive. We catch children being good at all opportunities and use verbal praise. However, we have to limit set poor behaviour with consequences as clearly some children will push boundaries.
7. If you need to address poor behaviour, the message needs to be simple, clear and non-negotiable. Focus on moving in, delivering your instruction as discreetly as possible and then moving out quickly. No one likes being told off and the longer the interaction the more chance of a defensive reaction or escalation.
8. Behaviour management strategies need to be understood and used by everyone consistently.
9. Good role modelling is important so that adults are seen to resolve conflicts calmly, without increasing anxieties.
10. A positive, safe environment supports all children to learn and behave responsibly. Children may need supportive vocabulary, aide memoires, a secure environment, a visual timetable, rules displayed etc.

NEVER: * Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child’s well-being.
* Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
* Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
* Shout or raise your voice in a threatening way to children.
 |