Positive Behaviour Management Policy

Our Beliefs

All children and adults attending PIPS have the right to be treated with respect and to be in an environment that is calm, safe and secure.

At PIPS we recognise that all children are unique individuals and that we need to respond flexibly to their needs.

We are internationally minded and respect the beliefs and values of other cultures.

At PIPS we aim to set up a learning environment where all children can make progress and experience success.

We acknowledge the basic rights of children as laid down in the UNICEF Convention on the Rights of the Child and the aims as stated in the PYP Programme Standards and Practices and other documents.

All members of our community model the attributes of the PYP Learner Profile and the attitudes and values of the PYP.

Our Aims

• To encourage children to have positive attitudes towards learning and themselves.
• To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports every child's right to grow and learn.
• To encourage children to be considerate and to exercise self discipline.
• To provide the children with the skills to manage their own behaviour and to solve their own problems through talking.
• To ensure that the children respond to boundaries with encouragement and support and understand the shared behavioural expectations of PIPS.
• To give children opportunities to explore their feelings and those of others, and to help them make the right choices.
• To work closely with parents and carers in managing their child’s behaviour at home and at school.

Our Key Values

Respect, trust, patience, honesty, empathy, open-mindedness, sympathy, appreciation, forgiveness, understanding, fairness, caring, sensitivity, sensibility, perseverance, independence, confidence, awareness, responsibility, principled, caring, balance, reflection.
**Consistent Expectations**

It is important that all staff share the same expectations of acceptable behaviour and work together to guide the children. At the beginning of the year the teachers and children will share the expectations and will come up with an essential agreement. These are reinforced throughout the year with positive examples, using language from the learner profile if possible.

E.g.

We are gentle - we don’t hurt others.
We are caring - we are kind and helpful and say nice things about each other.
We are respectful - we listen to each other and take turns.
We are principled - we try to do the right thing and make good choices.
We are responsible - we look after our own possessions and those of our school and classroom.
We are honest - we say what really happened and tell the truth.
We are risk-takers - we try new things.
We are inquirers - we enjoy learning and finding out about new things.

**Clear routines and Transitions**

It is important that clear routines are established and that children are supported at transition times when they move from one room to another or change activities. Plenty of warning needs to be given before changes happen so that children remain calm and feel secure.

Visual symbols, photographs and visual timetables may help children understand the daily routines and help when English or Chinese is not the first language, or when listening skills are still developing. Any changes to the established routines are always explained clearly to the children, for example any fire drills or special visitors.

**Tidy Up Times**

At PIPS teachers encourage children to put things away as they go along, before getting new things out. Children are given warning that tidy up time is approaching. Counting down may help – “when I get to ….I want you to put your books away” etc.
Children may be provided with a visual or auditory signal that it is tidy up time such as an instrument, song or sign. All children are expected to help at tidy up time. Children’s constructions can be photographed to keep a record if they need to be tidied away.


**Meeting the Needs of All Children**

At PIPS a major priority is to establish positive relationships between parents, children and teachers. Teachers gather information at the beginning of the year about the child’s interests, development, needs and home circumstances. Some of this information must be regarded as confidential. Information gathered feeds into the planning of learning engagements to ensure that they are meeting the needs of all children. Teachers observe children playing and use this information to identify next steps in learning.

**Setting Boundaries**

We set realistic goals for children, taking into account their age and stage of development. Children need to have opportunities to make choices and to succeed. At PIPS we encourage children to be principled and caring. As adults we model, encourage and give praise when children demonstrate that they are principled and caring, or display the attitudes we foster as defined by the PYP.

Useful strategies for setting expectations:

- Create an ESSENTIAL AGREEMENT with the children about how they should behave at school and why. Ask the children to sign it as an acknowledgement.
- Be clear and specific when you say what you want children to do e.g. “I would like you to ….please.”
- Phrase statements positively. Say ‘yes’ rather than ‘no’ e.g. “Yes, you can have a turn on the computer after…”
- Give choices within boundaries e.g. “would you like to tidy away the cars or the bricks?”
- Explain the reasons for acceptable behaviour and the consequences for inappropriate behaviour.
- Use ‘when’ statements e.g. “When you have your shoes on then you may go outside.”

**Children’s Health**

Children’s behaviour can be adversely affected if they are feeling unwell, tired, hungry, thirsty, have a poor diet or are on medication. Physical problems can mean that children are not able to cope with additional stresses. Teachers need to be vigilant in observing children’s behaviour and any sudden changes. Children who are obviously unwell may be sent home, after contacting parents.
Rewards

At PIPS we want children to be motivated by the satisfaction of doing the right thing, making the right choices and beginning to understand why, rather than for a reward such as a sticker, stamp, sweet or other extrinsic reward. However, for some children, such rewards may be necessary and may work for a limited time. We would encourage child to move away form stickers or stamps in time. Teachers give specific rewards such as a smile, praise, a gesture or sign or by telling another member of staff or the children in the class. Examples of good behaviour may be recorded on the learner profiles displayed in the classroom or for portfolio inclusion. Children are encouraged to say positive comments to each other and talk about how they have helped each other, taken turns, shared, tidied up etc.

Large and Small Group Times

Large group times (circle time) are geared to the age of the children and meet the needs of different learning styles by using visual props and opportunities for movement. The length of circle time should only be enough to sustain interest. Waiting time should be kept to a minimum. Teachers may use visual prompts to support the expectation that children sit still, listen carefully and look at him or her. Circle time is a good time to reinforce the rules of school behaviour e.g. sitting still, taking turns etc.

Many learning engagements allow for children to meet their teachers in small groups. These times allow the children to talk about their feelings or any problems they may have encountered. Teachers encourage all children to become involved in creative problem solving. Visual images may be used to support children in the early stages of language acquisition or for those for whom English or Chinese is an additional language. In both large and small group times children are given opportunities to identify and discuss boundaries and why they are there.

Supporting Children’s Emotional Development and Well-Being

At PIPS teachers believe that children’s emotional needs must be met and supported. This is achieved by direct and discreet teaching. All teachers make the most of opportunities to talk about feelings with children. During story times adults can explore the emotional content with the children.

Puppets can be used to teach emotional literacy. They can be used to act out scenarios that may have taken place between children without it becoming personal. They can also be used to explore feelings and negative or positive emotions.

Social stories may also be used to help children understand specific social situations and how to deal with the situation.
The Role of the Teacher/Adults in School

Teachers or adults in school will:

• Provide a positive role model by being caring, friendly, understanding and courteous in the way they respond to children, each other and parents, amahs or care givers.
• Demonstrate and model the IB learner profile attributes.
• Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
• Avoid raising voices or shouting in a threatening way.
• Be aware that some kinds of behaviour arise from a child’s special needs.
• Be confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
• Help the children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person.
• Shadow a child or spend quality time playing with and building a positive relationship with a child who has been displaying unwanted behaviour.
• Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
• Ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
• Ensure children are free from judgements and labelling, whether based on previous behaviour or on the behaviour of other family members.
• Never humiliate, label, make fun of, or talk negatively about children under any circumstances. DISCUSSION OF SPECIAL NEEDS OR CONCERNS ABOUT A CHILD SHOULD NEVER BE CONDUCTED IN THE CLASSROOM OR WITH PARENTS WHEN THE CHILDREN ARE PRESENT.
• Respect the fact that children will make mistakes, reassure children that this is perfectly acceptable, and ensure that children learn from them.
• Be willing to listen to children sensitively.
• Ensure adequate supervision and interaction at all times to limit stressful situations.

Behaviour Management Strategies – General

• Praise the children showing appropriate behaviour.
• State the positive (‘no running’ can become ‘walk inside, it’s safer)
• Offer a choice (“Jim has the red car, you can have the blue or green one”).
• Divert the children (become a referee, encourage children to work together
Rearrange the activity)
• Help the children to express their feelings (“You look angry, what is the matter?”)
• Assertiveness- if a child has done something inappropriate towards another child; encourage the child to say what they did not like.
• Explain rules – why we have them. Devise rules with the child,“essential agreement”, and remind them of them when they forget.
Dealing with Difficult Behaviour

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<th>Conflict – six steps model</th>
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<tr>
<td>1. Approach calmly</td>
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<td>2. Acknowledge feelings ‘you look cross’</td>
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<td>3. Gather information – what happened</td>
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<td>4. Restate the problem</td>
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<td>5. Ask for ideas to solve the problem- give follow up if necessary</td>
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<th>Physical Aggression</th>
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<tr>
<td>• Interrupt and stop calmly</td>
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<td>• Comfort victim</td>
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<td>• Talk to both children about alternative behaviours</td>
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<td>• Enact alternative if appropriate</td>
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<th>Destructiveness</th>
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<td>Talk about what has happened, make the child tidy up the mess etc.</td>
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<th>Unwillingness to Share</th>
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<td>Enough toys? Give permission to finish playing, use time, and praise children for sharing.</td>
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<th>Uncooperative Child</th>
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<tr>
<td>Give warnings of changes or use auditory or visual prompts. Find steps to help child join in slowly, find different equipment</td>
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<tr>
<th>Superhero and Gun Play</th>
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<td>Find out about the programmes, incorporate themes, and redirect play into rescuing or saving. Remind the children that no one gets hurt as it is ‘pretend’. Extend play into making props, teach dramatic skills e.g. trapped or frozen, support setting limits e.g. ‘you can’t shoot me if I’m not in the game’</td>
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<th>Biting</th>
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<tr>
<td>Focus on hurt child. Inspect bite and treat. Say ‘NO’ firmly. Involve biter in reparation. Use language that reinforces that biting causes pain. Encourage biter to care for bitten child. Encourage being gentle. Persistent biting needs careful observing to identify the causes, drawing up a plan to involve parents. Biter needs cuddles, hugs and friendliness at various times too, to convey that they are still liked but the biting is not.</td>
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<th>Tantrums</th>
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<td>Normal – trying to deal with emotions</td>
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<tr>
<td>Move objects away form child to safeguard them</td>
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<td>Do not try to talk or reason</td>
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<td>Hold child gently, if allowed</td>
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<td>Talk calmly</td>
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<tr>
<td>Reassure by saying ‘it will be OK’</td>
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<th>Withdrawn or Distressed Child</th>
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<td>Work closely with parents or helper</td>
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<td>Use symbols to communicate with the child e.g. visual timetable</td>
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<td>Allow personal items at school e.g. comfort blanket</td>
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<td>Pre-warn child of any changes/transitions about to happen</td>
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<tr>
<td>Listen to child in different ways – puppets/ small world – observe the play</td>
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<tr>
<td>Provide lots of fun and laughter</td>
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Provided lots of fun and laughter
Seriously Challenging Behaviour

Inappropriate behaviour:

- Physical abuse/violence
- Kicking, biting, hair pulling, scratching
- Verbal abuse, swearing, racist comments, derogatory comments or actions
- Throwing objects in a rage (severe tantrums), spitting, deliberate destruction of PIPS property or other people’s property

Consequences and Sanctions

If the above strategies have not been effective then further measures may be needed as a last resort. These may include the child being removed from the classroom and taken to the Principal or CCS/CCC.

Children need to be told ahead of time what will happen if they continue with a chosen type of unacceptable behaviour. They are then more able to make a choice.

Children may need to hold the hand of the teacher, if in the playground. This can be for one minute for each year of the child’s age. They may need to sit and think about their behaviour for a few minutes.

Record Keeping

A record of serious incidents needs to be kept.

It should include:
- Events that provoked the incident
- Behaviour – what actually happened
- Consequence – what happened afterwards and how the child is to be supported.

When another child has hurt a child, an accident record should be completed. These records need to be signed by the teacher and a copy kept in the child’s file. A copy is sent home to the parents.

If a child continues to display inappropriate behaviour parents/carers will be invited to a meeting that may involve Senior Managers. Senior Managers must be informed about any unacceptable behaviour that has happened in school. Such meetings will help to establish the cause and possible strategies to adopt to help the child. The emphasis will be on improving the child’s behaviour through positive actions and enhancing the child’s self esteem, whilst making it very clear that such behaviour is unacceptable. Strategies must be consistent at home and at school.

Referrals to outside agencies may become necessary in due course. This can only be done with parental consent. Teachers must discuss any notion of suggesting a referral with the Principal before taking any action. Under no circumstances should teachers attach labels to children’s behaviour.

Steps to take if you have a Concern About a Child’s Behaviour

HK PIPS 2011
- Share concerns with colleagues/CCS/CCC/Principal
- Share concerns, strategies and plans with parents/carers
- State clearly what is the behaviour that concerns you
- State clearly what you would like to see the child do instead
- State priorities
- Draw up a behaviour plan
- Review with parents/carers
- Seek outside help, with parent consent

Safe Handling of Children

PIPS follow the guidance set out in the Early Years Foundations Stage that states

‘Physical intervention should only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child’s behaviour should be recorded and parents/carers informed about it on the same day.’ EYFS page 28

Under no circumstances should children be dragged by the arms or pulled.

Any physical restraint of a child should be recorded on an incident form.

Corporal Punishment

Physical punishment, such as smacking or shaking, will neither be used nor threatened. No one is permitted to use any form of physical punishment on the premises.

Withdrawal of a Place

We must acknowledge when we continue to be unable to meet the child’s needs at PIPS. On very rare occasions we may need to give support to parents in finding an alternative kindergarten.