

Supporting positive behaviour audit



.....setting

Forward

Supporting positive behaviour audit

This document is revised and updated from 'The behaviour environment audit (2008).

'The environment and how it is planned is a powerful regulator of behaviour ... it communicates clear messages of intent and feeling.'
(Sebastian 1987:95 in Poulter 2003:27)

Providing an inclusive environment requires practitioners to consider the Early Years Foundation Stage (EYFS, 2012) themes of the 'Unique child', 'Positive relationships' and 'Enabling environments' in order to meet children's needs and to prevent avoidable behavioural difficulties from occurring.

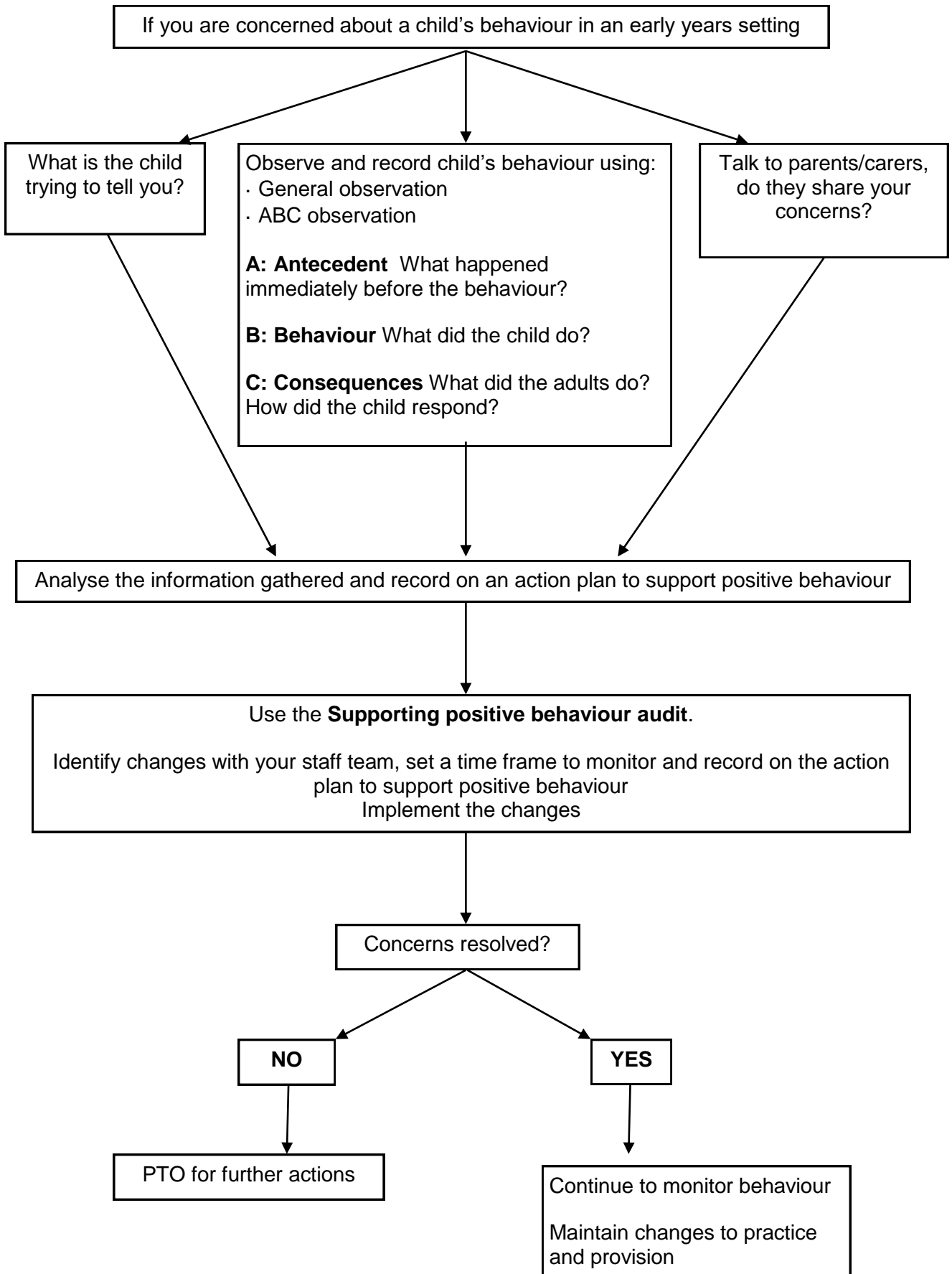
The audit has been produced to enable practitioners to look at their own practice and provision to identify where changes may need to be made and to ensure that positive behaviour is promoted. It can also be used as part of the evidence that is required by specialist agencies, to demonstrate the different strategies that have been used in order to support the needs of individual children.

It has been designed to be as user friendly as possible. It is envisaged that the audit will be completed by whole staff teams working through the process together, taking into account the views of the children. Once completed, the identified areas for development can be written in an action plan.

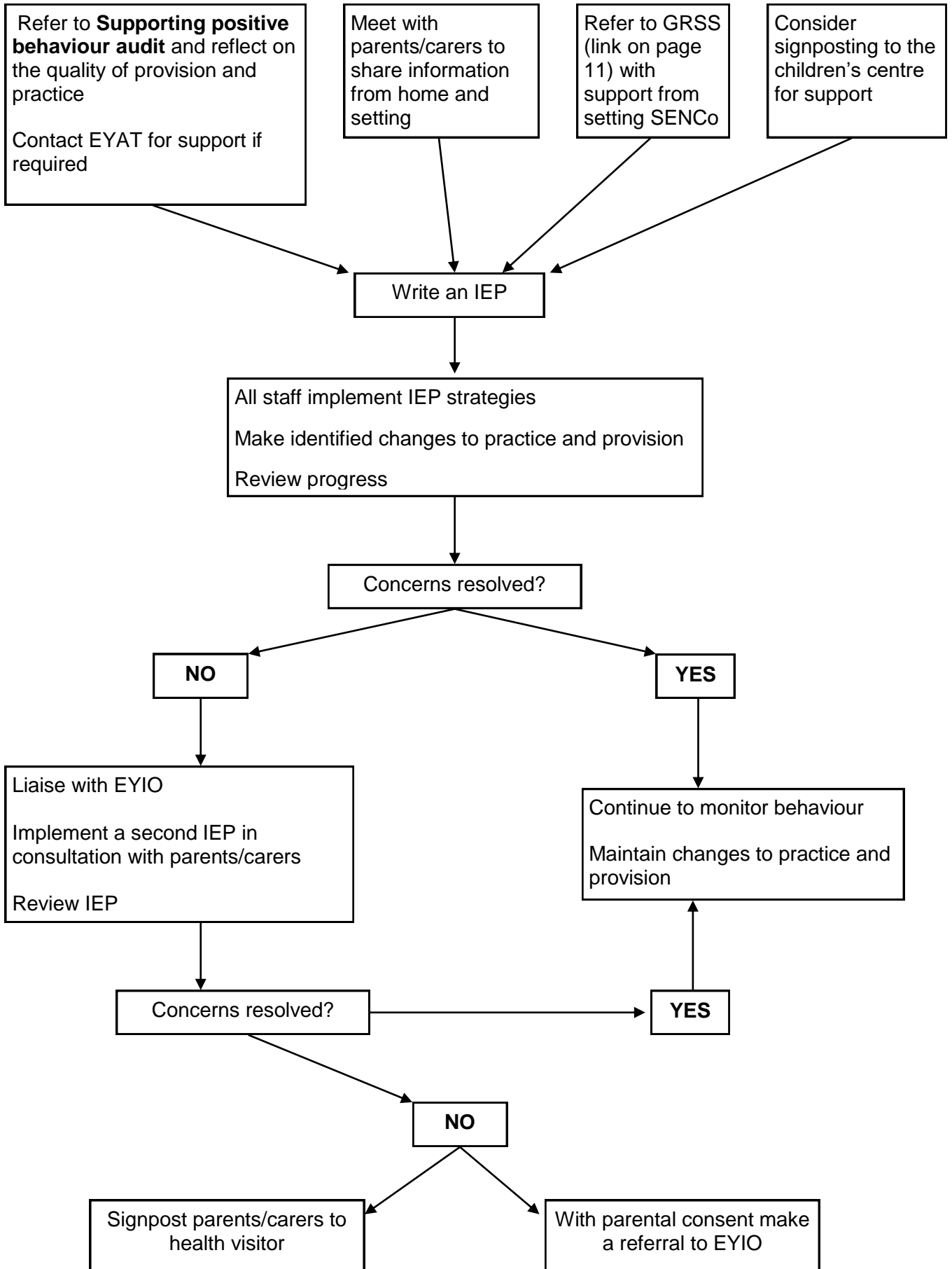
The 'Supporting positive behaviour audit contributes to the Wiltshire Business Plan 2013-2017 action four 'Provide opportunities for every child and young person to improve their attainment and skills so they can achieve their full potential'. The audit links with EYFS Statutory Framework 2014 –which 'seeks to provide **equality of opportunity** and 'anti-discriminatory practice, ensuring that every child is included and supported' and 'Providers are responsible for managing children's behaviour in an appropriate way' by ensuring that provision keeps children safe and secure and fostering children to be emotionally resilient they are able to thrive and achieve.

'A carefully planned environment can foster in children and adults, a sense of support and control; safety and trust; independence and choice; stimulation and challenge.' (Sebastian 1987:95 in Poulter 2003:27)

New behaviour flowchart



New behaviour flowchart page 2



Supporting positive behaviour audit

This audit is designed to help you to look at the provision and practice to promote positive behaviour within your setting. Discuss each statement with members of your staff team and complete the audit based on your observations and evidence. Record your staff team's response to the statements by ticking the appropriate column.

Once the audit is completed it will help to identify areas where changes may be made enabling you to complete your action plan. You may decide to complete the most relevant section first and then gradually complete the other sections over time.

Enabling environments		Usually	Sometimes	Never
Most equipment is easily accessible to children	Inside			
	Outside			
Materials well labelled and located with visual prompts	Inside			
	Outside			
Appropriate storage of children's belongings				
Sufficient ventilation				
Lighting sufficient, no-glare blinds if appropriate				
Appropriate temperature				
Sufficient space for children to move around the room without disturbing others but without creating running spaces				
Furniture arranged so that children are not easily distracted (Consider communication friendly spaces)				
Furniture is the right size and fit for purpose				
Space is organised to meets the different areas of learning	Inside			
	Outside			
Quiet areas available (Consider communication friendly spaces)	Inside			
	Outside			
Spaces reflects the cultural make up of the community				
Visual timetables are displayed at child level and used in everyday practice.				
Equipment and activities are well prepared	Inside			
	Outside			
Spaces are prepared before the children arrive	Inside			
	Outside			
Risk assessment is carried out and any hazards identified and dealt with.	Inside			
	Outside			

Positive relationships	Usually	Sometimes	Never
Key person system is embedded in practice			
Practitioners build rapport with children			
Designated practitioners greets children and parents/carers on arrival			
Practitioners encourage children to make choices during the session			
Practitioners join in play sensitively supporting the children in developing their ideas			
Practitioners get down to child's level before starting a conversation			
Practitioners slow down speech			
Practitioners do not ask too many questions			
Practitioners show genuine interest in children's conversations			
Practitioners encourage children to learn from each other			
Practitioners give children time to talk and think			
Practitioners use gestures, visual and physical cues to support spoken language			
Praise is given for small and readily achievable tasks			
Practitioners speak in a lively animated voice and use gestures and facial expressions to back up their words			
Effort is noticed and acknowledged so children feel safe to take a risk with a new idea			
Practitioners acknowledge children's positive and negative feelings			
Parents/carers are valued in knowing their own child			
Practitioners use observations to monitor and evaluate children's progress, interests and behaviours			
Practitioners act as a role model for desirable behaviour			
The nearest practitioners deals with incidents quickly and effectively			
Practitioners focus on the behaviour, not the child			
Practitioner support is used where appropriate			
Peer support is used where appropriate			
Practitioners use specific praise that labels the appropriate behaviour			
Practitioners actively look for children behaving appropriately and reward with specific praise.			
Small achievements are recognised and praised			
Appropriate behaviour is 'named' and reflected back			

Unique child	Usually	Sometimes	Never
Learning opportunities are appropriate for the age and stage of the children			
Children are able to make choices			
Parents/carers are actively encouraged to use positive strategies for behaviour management			
Parents/carers are routinely told of children's appropriate behaviour			

Routines	Usually	Sometimes	Never
Routines established reflect the developmental stage of children			
Routines are established for changing activities			
Routines are established for gaining quiet and attention			
Routines are established for 'Tidying up'			
Practitioners eliminate long waiting periods and make short waiting times as active as possible			
Routine is flexible to meet the needs of individual children			
Transitions and changes of activity within the session are planned and run smoothly			

Expected behaviours (rules)	Usually	Sometimes	Never
Are few in number			
Are negotiated with, and clearly understood by, the children			
Are positively worded e.g. Look after myself and Look after my friends			
Are regularly referred to and reinforced			
Are visually displayed in the setting			
Expected behaviours are taught			
Expected behaviours are communicated frequently and effectively to children, all staff and parents			
Praise is awarded fairly and consistently at the same level by all staff for appropriate behaviour			
Praise is clearly related to appropriate behaviour			

Resolving conflict	Usually	Sometimes	Never
The 6 steps for solving problems and resolving conflict are used			
Practitioners use language that sets limits			
Practitioners support children to develop self control			
Practitioners use 'I' statement such as 'I feel sad because the book is ripped; your choice is to do a puzzle or use your thumping cushion in your quiet space.			
In challenging situation do practitioners stop, think and remain calm?			
Practitioners offer limited choices to help children feel as if they have some control, "You can do this or this?"			
Is there space and resources provided to help children calm down?			
Are strategies shared and understood with parents/carers and visitors?			

Whole setting procedures	Usually	Sometimes	Never
A behaviour procedure exists and is reviewed to evaluate its effectiveness			
Practitioners and parents have a clear understanding of the settings procedures			
Practitioners have a clear idea of the range of rewards available to the children			
Staff team have clear idea about managing conflict			
Practitioners are aware of the EYFS statutory guidance on 'Managing behaviour and physical interventions'.			
Practitioners actively encourage parents to use national and local support such as websites, Health Visitors and local Children Centre's			
Behaviour concerns are dealt with effectively in the light of Equality Act 2010			
As a team, practitioners acknowledge children's feelings			

Support for individual staff – could be part of supervision meetings	Usually	Sometimes	Never
There is collective responsibility for promoting positive behaviour in the setting			
During supervision practitioners have the opportunity to discuss how confident they feel and acknowledge difficulties and concerns.			
Practitioners have clear means of gaining support			
Practitioners have effective guidance in dealing with inappropriate behaviour			
Behaviour concerns are recorded fairly and efficiently			
Practitioners roles are clearly defined			
Practitioners are aware of a good range of strategies that can be used to promote positive behaviour.			
Practitioners are aware of the support services available locally			

Gathering children's views

'Documenting children's voices directly revealed their attitudes about their role in their surroundings'. Penny Lancaster, 'Listening to young children'

To gather information on children's views, you will need to make careful observations and imaginative ways of engaging children. These can include drawings, photographs (when children are taking photographs adults need to annotate the child's views and record them with the photograph) and circle time activities, such as using puppets to introduce questions, rather than more formal methods of questioning children.

Use **one or two** of the questions below to prompt children to express their views. Then discuss the children's responses with your staff team. Puppets can be used to introduce a question or problem and the children can give advice to the puppet about what it should do.

When **choosing one or two questions** you may like to link the questions to areas in which you have identified there is a need for change or areas where you require more information to identify whether changes would be beneficial.

A few points to consider and discuss with your staff team before you start to use the questions.

- Young children often find it easier to share or confide with puppets, dolls and/or inanimate objects.
- Using a toy avoids the problem of asking children questions to which children would expect adults to know the answers.
- One-to-one conversations may effect and increase inadvertent power.
- The use of too many questions can reduce utterance and the degree of initiative in their response.
- Consideration also needs to be given to the development level of individual children's communication skills.

Possible ideas to explore with the children

Do the grown-ups listen to you when you talk to them?

Do you like to help the grown-ups when they have jobs to do?

Is there anything you must do in the playroom? Or Outside?

Is there anything you must NOT do in the playroom? Or Outside?

Who do you like to play/be with, in the setting?

Do you know where to get help if someone is unkind?

Can someone be different but still be friends?

Do the grown-ups like to help you?

What is there that is interesting or exciting to do in the playroom? What do you like to do? What is your favourite thing to play with inside/outside?

Can you choose what to play with?

When something goes wrong, do you know who to ask for help?

Do you like to come to the setting, and is there is always someone to say hello when you arrive?

Where is the best place to be in the playroom?

Is there anything you would change about your playroom?

Are there any play things you would like to change, what are they?

How do you feel when you have made something?

What happens when you have tried really hard to do something?

What makes you feel happy?

What frightens you, what don't you like to happen in the playroom?

For **younger children** introduce the questions in a more indirect way. Consider using a puppet, sticker or smiley face cards to represent a child's voice, placed next to their favourite things; or a sad face if they don't feel confident in different areas.

What I like best about this place is...

What I don't like about this place is....

My favourite play things are.....

Photographs or drawings of activities in the setting can be used to prompt choices.

Reference material:

Inclusion Development Programme (IDP) – Supporting children with Behavioural, Emotional and Social Difficulties

Index for Inclusion, Tony Booth and Mel Ainslow

Listening to Young Children, Penny Lancaster

EEL Children's Questionnaire, Tony Bertram and Christine Pascal

London Borough of Lewisham, Early Years Service 'Behaviour Checklist'

Link for the GRSS documentation [https://www.wiltshirelocaloffer.org.uk/useful-documents/#Wiltshire EY Graduated Response to SEND Support EYGRSS Guidance Oct 2016](https://www.wiltshirelocaloffer.org.uk/useful-documents/#Wiltshire_EY_Graduated_Response_to_SEND_Support_EYGRSS_Guidance_Oct_2016)