



Positive Behaviour Policy

Apple Blossom Nursery works on the understanding that all presenting behaviours are a form of communication. We also understand that a fundamental barrier to achieving successful behaviour is appropriate communication and interaction to stop or prevent deliberate damage which may harm a child or others and to prevent dangerous situations.

- to prevent a child or children from coming to any harm (safeguarding)
- to support a child in learning self-control in any of the above situations.

Procedures we follow:

1. We seek advice from relevant professionals on the type of intervention or support required.
2. Star charts are made to log and show any recurring patterns in behaviour.
3. We agree support strategies with parents and/or carers.
4. We record the strategies on the child's risk assessment and support plan and share with all practitioners, ensuring that all practitioners understand and agree to the procedures.
5. We ensure senior practitioners routinely check that all practitioners follow physical intervention appropriately and as agreed.
6. We record any individual incidents involving physical restraint and report to parents and/or carers as soon after the event as possible.
7. We monitor and review the support plan and progress made with parents and/or carers on a regular basis.

BEHAVIOUR MANAGEMENT SUPPORT

Strategies for support will include the teaching of turn taking, calming, sensory break taking and developing children's tolerances of environments they find particularly difficult: e.g. playing alongside others, sharing attention, sharing toys, managing sensory stimuli and so on. Children's own motivators will be utilised to support their ability to comply with external agendas and adhere to social norms.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way, which helps the child know what to do and how to do it. We acknowledge that some children are likely to be experiencing developmental delay in developing their self-awareness so our support will need to be primarily directive and supportive at this stage.

We aim to:

- Support the child with a plan for managing his/her behaviours through the Individual Support Plan which will be overseen by the SENDCo.
- Demonstrate, model and explicitly teach turn taking activity, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Work in partnership with parents and carers by communicating openly.
- Support children to identify their own motivators that will enable engagement, offering praise and reward for the effort and intent rather than the outcome
- Encourage all practitioners working with the children to accept their responsibility for implementing the goals in the policy.

- Provide a Keyperson system enabling practitioners to build a strong and positive relationship with children and their families.

The SENCO will keep up to date with legislation and strategies on positive handling, access relevant sources of expertise on understanding children's behaviour; attend regular external training events, and check that all staff receive relevant in-service training. A record will be kept of practitioner attendance at this training.

When we are called upon to address behaviours which are challenging to us as adults and our wider nursery environment including other children, we will routinely:

- act to support all children to be safe and free from harm.
- review the Individual support plan.
- redirect children towards alternative activities.
- talk to children/prompt responses that are safe.
- undertake follow up in the form of visual social stories, role play of preferred responses, talk time if appropriate, drawing and talking respecting the child's level of understanding and cognitive competences.
- use quiet, calm, steady voices.
- Keep parents and/or carers informed so that strategies for support and modification of behaviours can be followed up at home where helpful. Parents and/or carers will also always be informed if their child has been upset by the action of another child with SEND so that they can reassure, and support as needed. In all cases inappropriate behaviour will be dealt with in nursery at the time within a context of unemotional, non-judgemental response but with consideration given to how the child can be supported to adopt preferred behaviour responses.
- Parents and/or carers may be asked to meet with practitioners to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an Educational Psychologist, Advisory and Outreach Team.
- If necessary, children will be distracted from the negative situation and supported in a different activity or environment, for their own well-being and that of others in the group.

BULLYING

Bullying is: 'deliberate and hurtful behaviour which is repeated often over a period of time. It is difficult for those being bullied to defend themselves'... (Unknown source)

Bullying can take many forms, but the main types are seen as:

- Physical hitting.
- Scratching.
- Biting.
- Kicking.
- Verbal name calling.
- Insulting.
- Racist remarks.
- The taking of belongings.

Due to the age and needs of our children they are under close adult supervision. Should an incident occur it is dealt with immediately by staff and it is made clear to both children this behaviour is not acceptable.

AppleBlossom Nursery aims to:

- Provide an environment where learning can take place.
- Ensure the safety and well-being of all children, practitioners and the general public
- Look after the nursery environment.
- Protect children from self-inflicted injury and abuse

- Divert a child from inappropriate behaviour to appropriate behaviour.
- Curb or divert obsessive behaviour in order to allow learning to take place.
- Teach children to have self-control.
- Teach children that actions and choices have consequences.
- Encourage children to develop and demonstrate positive attitudes.
- Encourage children to display standards of courtesy and co-operate with one another, practitioners and visitors.
- Nurture an understanding that bullying is unacceptable

BITTING

Biting is fairly common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all very young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has bitten or your child that has been responsible for biting.

Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults angry. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening using the start chart.

Apple Blossom Nursery follow the HPA guidance for the management of human bites in childcare settings.

Why children bite

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is the nurseries policy to deal with each biting incident on a case basis making sure that parents/carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved.

Whilst biting is more common at nursery or in other group situations than at home, a biting incident is not a negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together.

Exploration – Babies and toddlers learn by touching, smelling, hearing, and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. “Tasting” or “mouthing” objects is something that all children do. Young children do not always understand the difference between gnawing on a toy and biting someone.

Teething – Children begin teething around the ages of four to seven months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Sometimes the object they chew is a real person! Children this age do not truly understand the difference between chewing on a person or a toy.

Cause and effect – Around the age of 12 months, babies become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their cot, they discover that it falls. They may also discover that when they bite someone, they get a reaction.

Attention – Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others sit up and take notice. Being ignored is not fun! Biting is a quick way to become the center of attention – even if it is negative attention.

Imitation – Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves.

Independence – Toddlers are trying so hard to be independent – “mine” and “me do it” are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

Frustration – Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes have trouble in asking for things or requesting help.

They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

Stress – A child's world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful situations for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling, they just act.

WHAT WE CAN DO

Use the who, what, when and where method to pinpoint the problem:

- Who was involved?
- What happened before or after? How was the situation handled?
- When did the biting occur?
- Where did it happen?

Try prevention

If you determine that the biting occurs as the result of exploration or teething, you may want to provide the child with a teething ring or a chewy.

If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment.

Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective.

Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one, will not prevent some children from getting bitten.

If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or caregiving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.