

Positive Behaviour Policy

Apple Blossom Nursery works on the understanding that all presenting behaviours are a form of communication. By understanding this, all children have their individual needs met and the opportunity to reach their full potential. We believe that learning is most effective when in a happy, calm and purposeful environment and recognise that inappropriate behaviour poses a barrier to this. We aim to teach the children to be considerate of others' views, needs and feelings and develop an awareness of the impact of their behaviour on others.

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
- Enable pupils to recognise, identify feelings and emotions and gradually acknowledge appropriate behaviour
- Provide a Key Person system enabling practitioners to build a strong and positive relationship with children and their families.
- Ensure that all children feel safe and secure within our setting
- Use the five to Thrive model which had five elements: Response, Cuddle, Relax, Play, Talk

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.
- Managing child transitions

BITTING

Biting is fairly common amongst young children, we understand that this can be a difficult situation for parents, whether it is your child that has bitten or your child that has been responsible for biting. There are many different reasons behind why a child may bite, including teething, exploration, attention, frustration and imitation. The Star Chart can be used to identify the reasons behind the behaviour in order to prevent it from recurring and effectively manage it.

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

It is the nursery's policy to deal with each biting incident on a case by case basis, making sure that parents/carers involved are kept up to date with what is happening, whilst respecting the confidentiality of the children involved.

What we can do

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.