



## **Positive Behaviour and Support Policy**

This policy represents the agreed principles for Positive Behaviour support in the Nursery. All Nursery staff, representing Carter's Sunflowers Nursery have agreed this policy.

At Carter's Sunflowers we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Carter's Sunflowers, the professionals this information may be shared with and the retention periods this data is held for.

This policy reflects the values, ethos and philosophy of Carter's Sunflowers in relation to behaviour support. It provides guidance on the procedures in place when working with child behaviour including, the identification of needs within our setting, and the organisation of specific arrangements. The behaviour support policy should be read in conjunction with the nurseries Touch policy and safeguarding policy.

At Carter's Sunflowers, we aim to work in an environment which children can develop self-regulation and self-esteem, with respect for others ensuring everyone knows what is expected and children are free to develop their learning in an atmosphere of mutual respect and encouragement. Lucy Oliveira is the named person responsible for leading pro-social behaviour within the setting, setting a clear behaviour vision for all.

At Carter's Sunflowers all staff working with children receive training in understanding behaviour and behaviour support. All staff also receive Hertfordshire's Therapeutic Approach to Behaviour (TAB) training.

When children's behaviour is challenging we recognise this as a way of communication. We also recognise that the strategies for supporting them will need to be developmentally appropriate. We know that some children are unable to regulate their own emotions, such as fear, anger or distress and some children may be seeking sensory input through their behaviour. Common behaviours might include hurting self, others or directing frustrations towards equipment. Staff will help children to regulate their feelings and behaviour by being calm and patient, offering comfort to children experiencing intense emotions and helping children to manage their feelings and behaviour through practical activities, modelling expected behaviours, using stories and visuals to promote understanding.

## Positive Behaviour and Support policy

If a child's behaviour is challenging we spend time observing the child to establish the function of the behaviour and the triggers causing the behaviour by using ABC charts. We complete a Zone of Regulation document for each child. This document states what different behaviours the child may show under each zone of regulation, the trigger for certain behaviour and a range of pro active, active and re active strategies to support the child. This is reviewed each term or more frequently if required. We use strategies that are developmentally appropriate to the child's understanding to support positive behaviour.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

At Carter's Sunflowers we understand that children learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

At Carter's Sunflowers we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Offering limited choices
- Positive phrasing
- Planning
- Positive reinforcement
- Comfort

At Carter's Sunflowers we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every member of staff to seek to understand the reason why a child is presenting problem behaviour and change the circumstances in which the behaviour occurs. We use ABC charts as well as anxiety mapping to identify points within the day of behavioural changes and put a plan in place to support the child during times they are finding difficult.

A few of our children may be conscious of their behaviour and use behaviour to gain attention or to gain a tangible. In these cases we link consequences to their behaviours. Staff ensure through careful explanation, modelling and visual support that our children learn to understand the link between inappropriate behaviour and consequence. We are committed to teaching children how to behave we do not use punishment as a method for teaching them.

## Positive Behaviour and Support policy

We talk to parents regularly and behaviour support plans are sent to parents for review and input.

When a child repeats a behaviour(s) that may place themselves or others at risk of harm, the staff must undertake an Individual child risk assessment plan. When faced with a challenging behaviour it is the responsibility of staff at Carter's Sunflowers to follow the guidance provided in the Herts Therapeutic Approach to Behaviour (TAB) training to support the child. This can be achieved through one of or a combination of the following as appropriate:

- Positive phrasing e.g. - "sand has finished" - "Put the toy in the box" - "Garden time"
- Limited choice e.g. - "sit on the chair or on the carpet" - "When we are inside, Lego or water" - "garden or quiet den"
- Disempowering the behaviour e.g. - ignore behaviour that doesn't need attention and that is not dangerous.
- Use a De-Escalation Script e.g. - Use the person's name - "David" Acknowledge their right to their feelings - "you are angry. The train has finished". Tell them why you are there - "I am here to help" Offer help - "Talk to me and I will listen" Offer a "get-out" (positive phrasing) - "Come with me and....."
- Some children may need may need visual support and extra time to process this information and so will be allowed longer to 'take up' the information and react.

### Intervention.

We believe that all our children, staff, and visitors need to be safe and to know that the staff around them are able to manage them safely and confidently. Only for a very small minority of children will the use of physical intervention be needed. There are occasions when staff will have cause to have physical contact with a child for a variety of reasons. For example;

- To comfort a child in distress
- To reinforce praise
- To direct a child
- For activity reasons (personal care, physical activity)

All staff follow Hertfordshire STEPS techniques whilst directing a child.