

## Leverstock Green Playgroup Behaviour Support Policy

Here at Leverstock Green Playgroup we believe that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This policy is clear and concise and will be followed by the team to give a consistent approach to behaviour in the setting. The team work together to discuss any concerns they may have about any child in the setting and work together to implement strategies for unwanted behaviour and the parent of the child will always be involved.

At Leverstock Green Playgroup all staff working at our setting will receive training in behaviour support. Our manager has completed TAB training ( Therapeutic Approach to Behaviour ) and will ensure it will be cascaded to the team.

We believe that positive experiences create positive feelings and positive feelings create positive behaviour which is within the therapeutic approach.

All staff will complete Attachment and Trauma aware training and ACES training ( adverse childhood experiences) before TAB training so we can be aware of this when looking at a child's behaviour.

All behaviour is communication and all behaviour has a function . There are 4 types of functions- Sensory ( meeting a known or unknown need), escape or avoidance, attention ( interaction or reaction ) or tangible ( to obtain something or someone).

We have a Behaviour toolkit where we have various forms/ resources that the staff can use to help with behaviours-

- ABC forms
- Anxiety mapping
- roots and fruits
- nurture plans
- risk reduction plans
- inclusion circle
- Reflect, repair and restore#

We are aware that every child is an individual and unique so we identify and use appropriate resources from our toolkit to help support the individual child. We ensure we work together with the parents.

### Children under three years

When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to identify the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

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

Emotions and how to self regulate need to be taught so at our setting we use The Colour Monster book to help with this along with Gary our imaginary tree frog . We have laminated emotions for the children to choose so they can express how they are feeling. We use breathing techniques and yoga to help our children to self regulate.

At Leverstock Green Playgroup we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning

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 reduction plan, using the TAB tools . When faced with challenging behaviour it is the responsibility of staff at Leverstock Green Playgroup to follow the guidance provided in the 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. - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g. - "Put the pen on the table or in the box" - "When we are inside, Lego or drawing" – "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g. - "You can listen from there" - "Come and find me when you come back"
- Use of a De-Escalation Script e.g. - Use the person's name – "David" Acknowledge their right to their feelings – "I can see something is wrong". 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....."
- Children with SEN may need extra time to process this information so will be allowed longer to 'take up' the information and react.

### Intervention.

We believe that all of 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 restrictive physical intervention be needed .It would only be used in extreme circumstances eg someone is injuring themselves or others , someone is damaging property, there is suspicion that injury or damage is about to occur. Restrictive restraint would only be used for as short a time as possible. This means to use physical force intentionally to restrict a child's movement

against her/ his will . No physical intervention will impact on breathing , pain or a sense of violation. If we have to use restrictive intervention it will be recorded and shared with the child's parent /carer.

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)

On such occasions, acceptable forms of interventions will be used. Please read alongside our touch policy.

**This policy was adopted by Leverstock Green Playgroup**

**On .....**

**Manager's signature.....**

**Committee Signature.....**