

St Michael's Playgroup Behaviour Support Policy

Policy statement

This policy reflects the values, ethos and philosophy of St Michael's Playgroup in relation to behaviour support. It provides guidance on the procedures in place when working with child behaviour including, the identification of needs within St Michael's Playgroup, and the organisation of specific arrangements. The behaviour support policy should be read in conjunction with the playgroup's Physical Contact / Touch policy (attached).

The Behaviour Support Policy is a working document and as such it reflects both the practices that are carried out and those to which the playgroup is striving. The policy is agreed upon by the staff and presented to the committee. The implementation of this policy is the responsibility of all staff.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.3 Supporting learning	3.3 The learning environment	
1.3 Keeping safe			

Procedures

At St Michael's Playgroup we recognise that positive experiences create positive feelings and that positive feelings lead to positive behaviour, whilst negative experiences create negative feelings and negative feelings lead to negative behaviour.

At St Michael's Playgroup all staff receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary *steps* to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement reflects the philosophy, policy and practice at our playgroup. It is intended that by adopting Hertfordshire Steps policy and practice we can avoid the need for complaints. All disputes which arise will be dealt with according to our Safeguarding Policy.

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 these hurtful behaviours are frequent, we work in partnership with the parents to try to find out the underlying cause. For example, the child may have difficulty in communicating his or her feelings in words and is therefore becoming frustrated or there may have been some change or upheaval at home, or a family bereavement.

Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'. As such, 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 St Michael's Playgroup 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 St Michael's Playgroup we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

Herts Steps provides guidance in assessment and planning which must be followed in planning for the individual child. It is the responsibility of every member of staff to seek to understand the behaviour of the child. The key elements to inform such understanding are: • Think • Plan • Respond

An important aspect of the training that staff receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a problem behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?

- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the child?

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. The Herts Steps programme provides an assessment / planning tool called "roots and fruits" to assist adults in this area.

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, using the Herts Steps planning tools. When faced with a challenging behaviour it is the responsibility of staff at St Michael's Playgroup to follow the guidance provided in the Herts Steps 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"
- 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.
- We do not raise our voices in a threatening way or force a child to say 'sorry'.

At St Michael's Playgroup staff have the responsibility to use consequences, which have a relation to the problem behaviour and as a result help the child learn and develop positive coping strategies / behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources, assisting with repairs. The use of constructive consequences must inform planning and practice at St Michael's Playgroup.

Intervention.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.

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. 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 intervention are used.

In all situations where physical contact between staff and a child takes place, staff must consider the child's age and level of understanding, the child's individual characteristics, health and history, and the location where contact takes place.

Techniques used to support, guide, and escort.

Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open Mitten



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Supportive Hug (Operational)



Closed Mitten

- Flat hand
- Fingers and thumbs together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



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Supportive Hug- To communicate comfort or reward

- Hip in
- Head away
- Sideways stance
- Closed mittens on each shoulder
- Communicate intention
- Use de-escalation script if needed

Supportive Arm

- Hip in
- Head away
- Sideways stance
- Near side closed mitten on shoulder or above elbow (penguin shape)
- Far side closed mitten above the elbow (penguin shape)
- Communicate intention

Open Mitten Guide

- Open mitten hand placed on arm above the elbow
- 'Penguin' not 'Octopus'
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use de-escalation script if needed

Open Mitten Escort

- Hip in
- Head away
- Open mitten hands above the elbows
- 'Penguin' not 'Octopus'
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking/dropping)

Procedures are in place for supporting and debriefing children and staff after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

This policy was adopted by St Michael's Playgroup

On

Manager's signature.....

Committee Signature.....