



Positive and Behaviour Support Policy

This policy represents the agreed principles for Positive Behaviour support in the Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box 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 Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for.

The only person's behaviour you can control is your own.

It's the behaviour that's the problem, not the child.

All behaviour is a form of communication.

Behavioural mistakes are learning opportunities

Fight fire with water

Analyse, don't personalise

This policy reflects the values, ethos and philosophy of Jack in the Box 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, positive Behaviour policy, safeguarding policy and biting policy.

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 nursery is striving. The policy is agreed upon by the staff. The implementation of this policy is the responsibility of all staff.

At Jack in the Box all staff working with young people receive training in behaviour support to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. At Jack in the Box we take necessary steps throughout our philosophy, policy and practice and 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 hitting. 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 find out 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 to the child.

At Jack in the Box 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 Jack in the Box we teach positive behaviours through:

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

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?

At Jack in the Box 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 challenging behaviour and change the circumstances in which the behaviour occurs. At Jack in the Box adults use anxiety mapping to identify points within the day of behavioural changes.

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 Jack in the Box to follow the settings policies and procedures. 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 garden"
- 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 SEND may need extra time to process this information so will be allowed longer to 'take up' the information and react.

At Jack in the Box staff have the responsibility to use consequences, which have a relation to the 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 certain play resources, assisting with repairs. The use of constructive consequences must inform planning and practice at Jack in the Box.

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. 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

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- To direct a child
- For activity reasons (personal care, physical activity)
- Adverting immediate danger of personal injury to any person (including the child or to manage a child's behaviour if absolutely necessary)

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. Records are kept in the behaviour file of any occasion where physical intervention is used, and parents and or carers are informed on the same day or as soon as reasonably practicable.

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.



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.



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. Every interaction is an well-being intervention.

This policy was adopted by Jack in the Box on September 2021

Manager's signature.....

Staff Signatures: