



## Next Generation Nursery & Schoolies club Ltd

### Positive Behaviour Support Policy

#### Aims:

Here at Next Generation Nursery and Schoolies club, we recognise the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly treated by anyone else.

#### We aim to:

- Provide an environment in which there is acceptable behaviour and where children learn to respect themselves, others and their environment.
- Ensure all children develop a sense of caring and respect for each other.
- Support children to build caring and cooperative relationships with each other and the adults.
- Support all children to develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect.
- Support staff in recognising different behaviours and what might cause these
- Have realistic expectations for our children at different ages and stages of development
- Recognise age and stage appropriate conflict / turn taking abilities and support these where needed
- Train all staff in-house with regards to behaviours and the operation of this policy throughout
- Work as a staffing team to ensure consistency across the setting when dealing with any behaviours, supporting each other to embed strategies and to recognise when additional support may be needed
- To work in partnership with parents and any other agencies involved with the child

#### Method

We have a named person who has overall responsibility for issues concerning behaviour. **Zoe Morgan** is the named lead and she is supported in her absence by **Nicola Hilton**, both staff have accessed behaviour management training provided by the local Authority.

We require the named person to:

- keep her/himself up to date with current legislation and research.
- Access sources of expertise on handling children's behaviour, accessed through the local authority
- Continue to support and advise all staff on behaviour issues

- Have experience and knowledge of what behaviour is expected at different ages and stages, what is of the norm and what may require intervention
- Be able to liaise with outside agencies as necessary
- Be able to upskill practitioners in support differing behaviour throughout the differing ages ranges/abilities of children, including the modelling of any approaches/strategies
- Maintain this policy to ensure it is current
- Be responsible for the disposition and attitudes of staff and children – positively promoting and supporting this as part of the setting ethos

We require all staff, volunteers and students to:

- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy, promoting an atmosphere where children and adults respect and value one another.
- Be able to work effectively with parents to provide a consistent approach – in turn supporting practitioners
- Be able to share any concerns with the behaviour lead as necessary
- Be able to work alongside parents in providing a consistent approach
- Be able to recognise differing behaviours at differing ages and stages of children's development – recognising what is age and stage related, what may be an additional need, what may be as a result of our environment etc
- Follow the strategies included in this policy and to be aware of each of its sections on how behaviour may differ and why
- To work as a team in supporting children throughout so that strategies are embedded thoroughly
- Have awareness of the different tools, strategies and techniques that can be accessed to support any behaviours observed or to prevent them from occurring in the first place

**Behaviour management at Next Generation Nursery is structured around the following principles:**

- Staff and children will work together to establish a clear set of 'Golden Rules'. These will be reviewed regularly so that all children can input into these. (Age and Stage appropriate)
- All staff, volunteers and students will use positive strategies for handling conflict by helping children to find solutions in ways which are appropriate for the children's age and stage of development i.e distraction, praise and reward.
- All staff, volunteers and students will praise and endorse desirable behaviour such as kindness and willingness to share.
- Situations in which children receive adult attention only in return for undesirable behaviour will be avoided unless specific strategies are in place for any particular children as decided by the behaviour lead.
- All staff, volunteers and students will recognise that codes for interacting with others may vary between cultures and require staff to be aware of - and respect - those used by members of the nursery.
- We never use any physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.

- We only use physical contact, to prevent physical injury to children. Details of such events are brought to the attention of the nursery manager and are recorded in our Incident Book. The parent/carer will be informed on the same day and they will sign the incident book to document that he/she has been informed. (safeguarding and Welfare requirement 3.52) – Please see policy section on physical intervention.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. Raised voices will only be used to gain the child's attention to prevent any immediate danger.
- We handle children's behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are informed about their child's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, this may involve using an ABC observation record to help us understand the cause and to eliminate the triggers and to decide jointly how to respond appropriately. This will only be used where it is necessary after the environment, positive relationships and availability of resources have been audited to highlight any cause.
- We will be aware of each child's developmental level when giving instructions and use other supporting strategies eg visual support, egg timers, visual timetables, now and next boards etc to promote understanding at each child's level. Our Manager (Zoe Morgan) will support this depending on children's level of understanding using the ELKLAN blank levels as well as any other trained elements that can be exercised to support. As can other ELKLAN trained practitioners.
- We will work with parents/carers to ensure a consistent approach is gained.
- We will continue to foster the Characteristics of effective learning to support all children's engagement, motivation and thinking.
- All staff will have knowledge on Schematic learning and Sensory needs of children at different ages, stages and abilities/and or with additional needs
- Where necessary, our setting lead/SENCO will liaise with our TSW (should there be one) or our LA link to gain support on whether any matter of nursery provision may need to be changed, adapted, removed, anything added to better support any behaviours being displayed.
- IPMs/ SLT IPM are accessible each Half Term for setting's to book on to discuss a named child if parents have given permission( EYInc02 is signed/SLT forms signed) so individual strategies/ advice can be sought or an unnamed child where settings can book on to attend to discuss a scenario and gain more generic behaviour strategies/ advice. The person attending, usually the SENCO attending will take with them any supporting information around triggers, consequence already in place and the results of using such strategies etc.
- If a child is of Preschool age but is presently working at an age and stage of development below, the practitioners will be mindful of their planning/ routine/ expectations to ensure they are meeting individual children's needs.
- If termly data submission is displaying significant number of children below or monitoring across the setting or in a particular room then an action for the setting will initially be to relook at and ensure their routines are flexible, practitioners have realistic child expectations, group sizes/ frequency/length are appropriate to the age and stage of child development, staff deployment have all been observed and revisited to ensure these are not encouraging behaviours.

- Practitioners will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour

### **Disengaged, Disruptive and Unacceptable behaviours:**

- Disengaged behaviour may indicate that a child may be bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child purposefully. Staff will ensure that the child's likes, interests and abilities are known and subsequently planned for to help engage them, ensuring that some age and stage appropriate challenge is set.

-Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree consistently on the best way to deal with it. Staff will be mindful to any sensory need or schematic way of learning ensuring that opportunities are provided for redirection and to fulfil any desire.

-Unacceptable behaviour refers to non-negotiable actions and may include inappropriate remarks, violence, bullying or destruction of equipment. With this behaviour the above process will be put into place. Any persistent behaviours, after all other strategies have been exhausted may require agency involvement as well as further liaison with parents to give a consistent and appropriate approach. Staff members, but mainly our DSL will support to unpick as to whether there are any underlying matters that may be causing such behaviour. She may at times need to delve deeper into a child's background meeting with families to discuss, potentially resulting in the seeking of further agency input. Our DSL will work with families to put together any actions necessary to ensure the child and/or family are fully supported.

### **Use of rewards and sanctions e.g. praise, stickers, time out**

All children need consistent messages, clear boundaries and guidance if they are to manage their behaviour through self-reflection and control. Rewards such as stickers are not used often and would only be used in the event of an outside agency coming in to hold a group activity whereby all children receive a sticker for participating. We do not believe that stickers are an effective way of praising behaviour and that much more effective praise can be given verbally, through high fives, through open praise across the staffing team to reinforce the behaviour and through allowing participation in a small task – for example 'You can be my helper today and give out the toothbrushes'. We also recognise that excessive praise does not teach children about what is expected as standard if they are continually praised as they then seek this praise ongoing instead of displaying expected behaviour naturally. Therefore, although praise is given daily for routine matters such as helping to tidy things away, being kind, following nursery rules, eating their lunch etc this is often done openly and collectively across a peer group instead of being directed at individual children, which is done so verbally or possibly with a high fives/thumbs up (positive gestures), unless this is a new moment for a child in displaying wanted/desired behaviour – this will then be praised individually to reinforce the behaviour moving forward. (This would usually be part of the child's current next steps and seen as a learning moment).

At times – during known or suspected needs – a child may have a behaviour chart put in place if this supports their understanding and way of learning. Again, no stickers are used on the child

directly, however it may be that stickers go onto a chart with an end goal. Strategies will be tailored to individual children and what works for them and their needs.

Individual classes, particularly Preschool and Schoolies, may have their own 'class reward schemes' or 'Pupil of the week' once the children are considered to have sufficient maturity to understand such schemes. It's use and effectiveness is monitored as to whether or not it is serving a purpose to help reinforce the wanted/desired behaviour across the cohort.

'Time out' where the child remains within the room or play area is used to withdraw a child from an activity when they have hurt or been hurtful towards another person. Staff speak to the child calmly and encourage the child to reflect on what has happened before allowing the child to return to the activity (age and stage appropriate). This is not done in a way to single out the child – it is done to give the child time to calm away from the situation. For example, a child may be asked to "go and have a minute on the couch to calm down" before any escalation occurs. However, if necessary, the child may be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened away from their peers as to not cause any further issues. Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and leaving them alone. Corporal (physical) punishment of any kind is never used or threatened.

### **Use of physical intervention**

The term 'physical intervention' is used to describe any physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Staff do not use physical intervention or the threat of physical intervention, to manage a child's behaviour. The only situation where physical intervention is acceptable is where "physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary" (EYFS 3.52). "Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property" (EYFS 3.52). If "physical intervention" has been used for any of the reasons shown above, the event is made known to the manager, in her absence, the Deputy manager and a record of the event is made on a 'physical intervention form' which is stored in the child's file (what happened, what action was taken and by whom, and the names of witnesses). Parents/carers are informed on the same day, or as soon as reasonably practicable. A parental signature is also required.

### **Children under three years**

When children under three behave in inconsiderate ways we recognise that 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.

The EYFS states under the developmental section for PSED that "growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, eg may have tantrums." Therefore, we accept that many toddler behaviours are age and stage appropriate but continue to channel such behaviour through the supporting of strategies. For example, providing trajectory toys/experiences should children like to throw, providing ample resources as to not require toddlers to be able to turn take without adult support. We also ensure that our environments are skilfully planned for the cohort of children, providing opportunities to practice, consolidate and challenge as well as considering the day to day life of a child under 3yrs and what might in turn affect their behaviour – such as lack of sleep and therefore tired, feeling hungry and

not being able to share this need with adults, being possessive over something they see to be theirs.

During inconsiderate or hurtful behaviours such as tantrums, biting or fighting, staff remain calm and patient, offering comfort to intense emotions, helping children to acknowledge and manage their feelings and talk about them to help resolve issues and promote understanding. Sometimes a child has not settled in well and the behaviour may be the result of “separation anxiety”. We focus on ensuring the child’s attachment figure in the setting is building a strong relationship to provide security to the child. If tantrums, biting or fighting are frequent, the room leader will liaise with the setting behavioural lead and/or SENCO to unpick what may be the cause of such behaviours. The key person/room lead/SENCO will speak with parents to gain their views on identifying any underlying cause such as a language delay.

### **Schematic learning**

What may be seen as disruptive behaviour may actually be the child’s way of learning. For example children that throw toys, children that gather toys for themselves to line up not wanting others to touch them, children that post items/toys into places where they shouldn’t necessarily be posted. These all lend themselves to Schematic learning and the way in which each individual child likes to explore but can be seen as children being possessive over items, doing things they shouldn’t and misbehaving.

All staff here at nursery are supported to understand schematic learning and what this may look like in the differing age ranges and developmental stages of children. Staff are supported to channel and redirect any schema desire with something that is appropriate for the child to explore. For example, instead of throwing toys across the room the practitioner can plan for there to be trajectory experiences on offer to children – such as running water experiences, throwing balls into a bucket or rolling bobbins down a ramp. Children that gather items from around the room can be supported with experiences that require the filling and emptying of containers or by providing small paper bags or baskets for children to gather a selection of resources into rather than gathering everything they can possibly find around the room.

Schemas are used in all of our Early Years rooms but particularly form play experiences in our Under 3’s.

Should experiences like the above not be provided then behaviours are likely to be seen, which can cause disruption to others. All staff have access to ‘Schematic Play ideas’ document to support such planning of environments and to support them to recognise such play behaviours in children. They can liaise with management/SENCO/Behaviour lead as they feel necessary.

### **Sensory seeking or avoiding behaviours**

Some children’s behaviours may be shown through sensory seeking behaviours or sensory avoiding behaviours. Both of which need to be considered should persistent behaviours be displayed by a child. Although this can usually relate to children who have additional needs or a specific SEN, it can also relate to children who are typically developing but are seeking or avoiding something in turn affecting the way they are behaving. For example a child may be quite boisterous and unintentionally physical towards others which may show that they are seeking the sensory feeling of physical exertion – this can be channelled through providing heavy resources (with supporting adult) such as tyres to roll or flip, getting the child to push against a wall with all their strength or pushing heavy furniture/helping to move furniture that requires physicality.

When a child has sensory avoiding behaviours, this may also come across as a child misbehaving or not doing as they are asked to. For example, a child may hide under tables – this may be due

to a sensory overload from the room itself such as being too busy or too noisy and the child is trying to get away from this. They may then not comply when asked to come out which can come across as though they are misbehaving.

When children display any form of behaviour, we do our utmost to determine whether there is a sensory need behind this behaviour, whether this be a sensory seek or avoidance. Practitioners are invited to look at the sensory processing document that is available to them as well as the sensory ideas document that gives lots of ideas on how some seeking or avoidance behaviours can be channelled. This may also involve looking at the environment on the whole and ensuring that the needs of each and every child can be met, taking into consideration any sensory behaviours.

Children can be affected by any one of their 7 senses; smell, taste, touch, vision, hearing, vestibular (balance) and proprioception (movement). These can also at times link in with a child's schematic way of learning and often go hand in hand.

Our children are given time outdoors each day to help support such sensory needs and are encouraged to take part in physical activities such as climbing, risk taking, balancing games/experiences and much more – skilfully planned by the adults to support such needs and to rid of any pent-up energy.

With children identified to have an additional need or SEN, it may be that further agency involvement is needed to support with such sensory needs. For example, occupational therapy, when supporting children who avoid certain food types or cannot tolerate different texture. More expertise can be sought through outside agencies. This could also be the case for any child should nursery have exhausted all strategies and require further support or advice (consent needed to refer).

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children are pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. Staff work with the children to help them to understand and adopt acceptable behavioural boundaries to contain play to ensure others are not distressed or hurt. We recognise that fantasy play may contain violent dramatic themes such as blowing up, shooting etc., and often refers to “goodies and baddies”. As such this play offers opportunities for staff to explore real world concepts such as right and wrong and conflict resolution with the children. We tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. We recognise that most children under the age of five will at some stage hurt or say something hurtful to another child because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We do not believe it helpful to label this behaviour as “bullying”. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Staff help the child to manage their feelings by calming them through holding and cuddling, particularly for pre-verbal children, and by discussing the incident with them at their level of understanding. For example, by naming feelings, making a verbal connection between event and feelings and encouraging older children themselves to talk through the feelings that motivated the

behaviour. By verbalising the event we help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. We help children develop pro-social behaviour, such as resolving conflict over who has the toy. We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them. We help a child to understand the effect that their hurtful behaviour has had on another child. We do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together and may at times seek further advice from health professionals or our local authority.

## **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others. If a case of bullying arises staff show the children who have been bullied that they will listen to their concerns and act upon them by giving reassurance and intervening to stop the child who is bullying from harming the other child or children. The room leader informs the parents of the child who has been bullied of what has happened, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving. Staff explain to the child doing the bullying why her/his behaviour is not acceptable and help the child who has done the bullying to recognise the impact of their actions. We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour. We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour. We do not label children who bully as "bullies". We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

## **Conflict resolution**

We recognise that sometimes children struggle to share the space and the resources with other children in the setting and this can sometimes cause conflict which can lead to disruptive and sometimes unacceptable behaviour.

We aim to support children in developing the necessary skills to deal with this type of conflict by adopting a clear technique which models the correct language and allows the children to come up with their own solutions and ideas on how they can negate the situation.

The technique is detailed below:

- Approach the situation calmly



- Acknowledge all the children's feelings. For example " I can see that you are angry" or " look George is very upset"
- Gather all the information. Be mindful to ask " What happened" rather than "Why has this"
- Restate the problem
- Ask for solutions, support the children if appropriate. Choose a solution together
- Prepare for follow up support

By adopting this technique, we are aiming for all our children to become strong, resilient and confident characters who are able to use their thinking and negotiating skills when resolving any further conflicts.

## Self-regulation and co-regulation and the validation of emotions

### [BirthTo5Matters – self-regulation](#)

Co-regulation requires emotionally available adults to support children by being warm, responsive and nurturing to help babies and children understand how to cope with their emotions which is referred to throughout multiple areas of this policy detailing how adults are available to validate emotions, support conflict and to calm children where it is needed. We aim to support children to see their emotions through validating what we see as the observing adult, using phrases such as "I can see that you're sad..." or "That's a really angry face... I wonder why your face is like that" – at times being helped with the use of a mirror to support the child to understand and see what we as adults are seeing. Co-regulation and the validation of emotions lets the child know that we understand, even if their behaviour has resulted in a challenging behaviour being displayed. This at times can require skilful intervention and knowing children well to be able to have the biggest impact.

Staff are supported and encouraged to find time for children where it is needed to support them – such as times cuddling in a comfy area, sitting and 'chilling' with children and being available to them when they need it. Staff are supported to be flexible with the routine during the nursery day to meet the needs of the children. No two days are the same and practice should work around the children being at the centre with the adults being attentive to their needs.

Self-regulation is a child's ability to be able to control their own emotions and impulses which should be developed in the Early Years for children to progress into self-regulatory adults. Co-regulation and self-regulation go hand in hand. A child that has not been supported through co-regulation will struggle to self-regulate. Children will still require adult support to be able to self-regulate through differing strategies. Some strategies that are used are:

- Turn taking games – to help children to regulate themselves and understand that others need to take part
- Books about emotions
- Age-appropriate group times discussing or looking at emotions/faces
- Encouraging independence and to keep on trying
- Opportunities to consolidate skills to increase self-confidence
- Zones of regulation (specific)
- Character reference activities – 'Inside Out'
- Floor Books sessions/writing projects

## Looking at the bigger picture of environment and practices

It may become apparent when there are behaviour patterns in children that something is not quite right with the environment they are accessing or the input they are gaining from practitioners day to day. Before looking towards the child or children to unpick their behaviours we will initially look at our environments, our interactions, what we have to offer, what resources we have etc through the use of learning walks and audit tools to ensure we are providing the best possible outcomes for children. We also carry out room observations on the whole to help determine any next steps or actions needed to further support the whole cohort of children. This may be done through hot and cold spot observations – which would highlight less used areas in comparison to most used areas and how they are accessed. We will make any changes as necessary that become apparent in such observations and audits, giving time for things to settle and for the children to be engaged before looking for positive changes to behaviours being observed.

The environment itself can lend itself to the behaviours of children when accessing it – for example not having a big space for the area that is accessed the most is going to cause conflict if it is overcrowded. Therefore an action could be put in place to enlarge that area to support/prevent the behaviour.

We may also utilise the scales of involvement and the scales of well-being for children when carrying out observations on bigger groups but it is also at time useful to determine these for single children to help understand their behaviours and what may be the cause.

## Understanding triggers to behaviours being displayed

- Frustration – particularly if the child cannot physically do something and/or cannot communicate their needs
- Anxieties, fears and phobias – can be an issue if a child cannot bear any change in routine or appears to be frightened of something
- Lack of understanding – when they are very young, or have certain needs, it is possible that children will have very limited understanding so do not know what is expected; or it might take a long time for a child to work out what is being asked, so might not respond
- Emotions – children could be unhappy or angry and if they cannot express it in words then it becomes a problem for them and they may show this in their behaviour
- Hyperactivity – if children have excess energy and need to be constantly on the move in the day and then cannot sleep at night, this can create a number of problems for parents and carers in turn affecting the behaviour of the child
- Discomfort – children might not be able to bear certain noises or textures or they might be hungry, thirsty or in pain, which could show itself in their behaviour – particularly when they can't communicate this to us
- Misplaced attention – it is possible that some children have learned that a particular behaviour gets a welcome reaction – any kind of attention can be rewarding for a child, even if that attention is negative and is meant to stop them doing something. If they experience this as a welcome reaction then they are more likely to continue that behaviour.

In events where we are unsure about the actual triggers, it can be helpful to keep a behaviour chart to try to learn more about the child and what may be triggering such behaviours. A good example is an ABC Chart. We may also advise parents to keep a log at home too to support.

A is for Antecedent (something that happened before the event);

B is for Behaviour;

C is for Consequence.

To complete an ABC chart we would look at the following questions:-

• **Antecedent**

What was happening in the environment before the behaviour occurred? Who was there? Where did it happen?

• **Behaviour**

What did the child do?

• **Consequence**

How did the behaviour finish? Any changes in the environment? What did you or the child's carer do? How did the child feel at the end?

Behaviour charts as above are not often used but can be in the event that all other measures have been exercised in support of understanding a child's behaviour.

## Supporting children with SEN

Children with additional needs can at times display many different behaviours that can be affected by for example sensory needs or the child's level of understanding. When supporting a child with additional needs it is important to tailor any response to behaviours to the individual needs of the child with the understanding of why we feel the behaviour is arising. At times this may result in elements of this policy not being upheld in order to support them individually and to see through any strategies put in place by other agencies such as SLT or a TSW. For example, we refrain from using reward charts or stickers however if this is needed as a visual support for a child with limited understanding and has been advised, this should be considered and monitored when used for its effectiveness. We will also work alongside parents/carers and what strategies work for them in the home, gaining and giving advice to support a consistent approach.

It is also important to consider a possible SEN/Additional need when looking at and trying to unpick a child's behaviour. The child's level of understanding of what is being asked of them should always be considered, the level at which they are developing is also key.

We would liaise with Local Authority Inclusion Team at IPM where necessary to discuss children who we feel need additional support, with parental consent in place.

The use of visuals are important in supporting children with SEN as well as supporting all children throughout. Some visuals that may be used are:

- Visual timelines
- Now and Next
- Visuals on a lanyard
- Visuals around the room to support the embedding of rules – Eg stop sign
- The use of the actual object to represent what is about to happen – Eg nappy for nappy changing time
- Visual behaviour support chart

This policy should be used in conjunction with our SEND Policy, Involving and Consulting children policy and our child protection policy.

Developed, reviewed and amended by: Zoe Morgan Date: December 2021

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Reviewed by/date:	Changes made: