



Positive Behaviour Policy and Procedures

Version 5

This policy and procedures is applicable to all Minibugs Nurseries sites

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1. Aim of the Policy

At Minibugs Nurseries we believe that the environment for effective play and learning should have a positive atmosphere where everyone should feel valued, respected and safe.

Our setting believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

We encourage respect for all by our example to others. We also encourage everyone to be kind, polite and helpful to each other. At Minibugs, positive behaviour is always recognised and praised, and undesired behaviour is discouraged through multiple management strategies. We recognise that being positive and challenging children appropriately is crucial for a healthy development and their wellbeing.

This policy sets out what strategies are to be used and where needed the types of physical handling.

2. Positive Behaviour Procedures

2.1. Encouraging Positive Behaviour

The following strategies will be undertaken to encourage positive behaviour:

- We ensure the child's needs are always met to prevent unwanted behaviour from boredom, hunger or tiredness.
- We ensure the activity offered is developmentally appropriate.
- We offer a secure environment with supportive adults who enjoy being around the children.
- We offer a consistent routine to enable the children to become familiar with the staff and their surroundings.
- Our Staff always set the children a good example and are aware of their actions.
- Our Staff avoid situations where undesired behaviour seems likely by distracting the children and then teaching and modelling positive behaviour to show them how to behave in different circumstances.
- We ensure clear, consistent boundaries are set for play time and where possible we allow children to be involved in the construction of boundaries for the room.
- We use circle time and other talk games to show children the appropriate behaviour and how to listen to others.
- Wherever possible, we give children increasing amounts of responsibility to enable them to grow and become more confident.
- Our Staff use of praise and rewards to encourage positive behaviour

3. Physical Intervention

There are very occasionally times when a child's behaviour may present particular challenges that require physical handling.

Physical intervention can include mechanical and environmental factors. These may be appropriate ways of ensuring a child's safety, for example putting an additional baby gate up.

4. Restrictive Physical Intervention

The term "**Restrictive physical interventions**" is **defined** as: "direct **physical** contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual. Restrictive physical intervention will be used in the context of positive behaviour management approaches.

We will only use restrictive physical intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will only be used in the context of a well-established and well implemented positive framework.

Restrictive physical intervention will only be considered an option if:

- Calming and defusing strategies have failed to de-escalate the situation
- The response is in the paramount interests of the child
- Not intervening is likely to result in more dangerous consequences than intervening.

The nursery setting will do all it can to avoid using restrictive physical intervention but may be forced to in the following circumstances:

- a child is injuring themselves or others
- a child is damaging property
- there is suspicion that, although injury or damage has not yet happened that it is about to happen
- that a child is trying to leave the site

In all circumstances involving restrictive physical intervention the force used is within the principle of reasonable minimal force in proportion to the circumstances. There is no legal definition of 'reasonable force', however all staff are aware that force should only be used in specific circumstances and that the degree to which force is used will always depend on the age of the child and the understanding of the child and that the degree of force used must always be in proportion to the circumstances of the incident, Our staff will use as little restrictive force as necessary in order to maintain safety. Staff will use this for as short a period as possible.

4.1. Who can use restrictive physical intervention?

All staff at Minibugs Nurseries receive training and support on general behaviour management strategies.

All staff are aware that only a trained member of staff who knows the child well can use restrictive physical intervention methods; this is the person most likely to be able to use other methods to support the child and keep them safe without using restrictive physical intervention.

If it is identified that a child is likely to require restrictive physical intervention, the SENCO will work with both the child's key worker and the parent/carers to understand factors that influence the behaviour and to identify early warning signs. Specific training on restrictive physical intervention will be undertaken by relevant staff as part of putting the agreed strategies in place.

However, in an emergency anyone can use restrictive physical intervention as long as it is consistent with this policy.

4.2. What type of restrictive physical intervention can and cannot be used?

Any use of restrictive physical intervention within Minibugs Nurseries is consistent with the principle of reasonable minimum force.

Our staff will:

- Aim for side-by-side contact with the child.
- Aim for no gap between the adult's and the child's body.
- Aim to keep the adults back as straight as possible.
- Hold children by 'long' bones i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe.
- Avoid lifting children.

The aim of using restrictive physical intervention is to restore safety, both for the child and others around him or her.

Staff will not use any form of seclusion under any circumstances (where a child is forced to spend time alone in a locked room).

After any restrictive physical intervention is used the Special Educational Needs Co-Ordinator (SENCO) will review the situation to establish any changes that need to be made to routine, the environment and any plans that are in place.

4.3. Recording and Reporting

If restrictive physical intervention has been used this will be recorded on a note taking form within 24hrs of the incident and the parent/carers will be advised immediately.

The form will detail the following;

- The details of the incident (date, time, locations, individuals involved, triggers, and a description of what happened)
- The techniques used
- The events following the incident

4.4. Supporting and Reviewing

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened. Support will be given to all those who were involved.

After restrictive physical intervention is used the SENCO will review the support in place for the child parent/carer(s) so that the risk of needing to use restrictive physical intervention again is reduced. This will include discussing whether additional support is needed from external agencies.

If physical intervention has been used on a child that doesn't have a specific support plan in place, then the SENCO along with the parent/carer must develop a plan that will support the child at both home and in the nursery prior to the child attending his or her next session.

4.5. Monitoring

Monitoring the use of restrictive physical intervention will help identify trends and therefore help with our ability to meet the needs of the children more effectively. Support can also be obtained from the SENCO where it is required.

4.6. Complaints

Where anyone (child, parent/carer, staff member or visitor) has a concern, this should be dealt with in line with our Complaints Policy

5. Parental Nursery Partnership

Whilst we do our utmost to promote positive behaviour, Minibugs recognise that sometimes children, at certain stages in their development, demonstrate behaviour that can be considered challenging. On occasion, children may demonstrate challenging behaviour through physical responses such as biting or kicking. We will have open discussions with parents and carers about this and involve them in implementing strategies, as a consistent approach from home and nursery is crucial.

If a child has demonstrated any unwanted behaviour that has hurt another, could have hurt another or has shown unwanted behaviour on more than a few occasions an ABC form to monitor the behaviour will be completed by the nursery. This allows us to monitor the unwanted behaviour and identify if there are certain triggers, such as certain activities or times of the day when these occur and put strategies in to place to minimise the risk of the behaviour happening.

Any incidents that are recorded on an ABC form must be shared with parents/carers to ensure they are aware of the displayed behaviour.

Minibugs will ask the parents' permission before sharing any information about their child with other professional bodies.

Minibugs Nurseries retains the right to refuse admission to any child or family whose individual or family circumstances may impact upon the ability of Minibugs Nurseries to meet its duty of care to other children in its settings or the ability of Minibugs Nurseries to fully safeguard all children and staff within its settings.

6. Training

Minibugs staff all receive ongoing training both in house and through external agencies, to enable them to promote positive behaviour management and provide consistent and current support for children who are struggling with behavioural difficulties.



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