

Children with Behaviour Difficulties: Social, Emotional and Mental Health needs

Universal provision

How will you keep my child safe and cared for?

- ◇ Setting has a policy for promoting positive behaviour based on positive re-enforcement and is applied consistently.
- ◇ Setting has a common language to describe behaviour.
- ◇ Setting has a clear positive Code of Conduct agreed by staff, children and parents and carers.
- ◇ All staff model the behaviour and social skills they want the children to use.
- ◇ Induction of new staff includes a specific introduction to the settings policy to promote positive behaviour.
- ◇ Mutual support between parents/carers and setting in how to support development of children's Personal Social and Emotional Development (PSED).
- ◇ With advice all staff understand how to differentiate the settings policy for promoting positive behaviour to take account of individual children's SEMH needs.
- ◇ Recognition of the stress and difficulties that children with SEMH can experience and positive support taken to support the children.
- ◇ Rewards and recognition of progress.
- ◇ Regular sharing of information with parents and carers.
- ◇ Children aware of who they can go to, should they need support

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review which provides differentiated opportunities for individual children's needs and specific strategies to support Social, Emotional and Mental Health Needs.
- ◇ Setting has a lead for SEMH (Behaviour) that staff can seek guidance and support from.
- ◇ Personal Social Emotional Development (PSED) provision is appropriate for different age groups and is reviewed regularly. Staff support this with appropriate learning environment, schedule, interactions, resources and strategies.
- ◇ Ethos of setting provides a nurturing environment and positive interactions, reinforcement and praise; building children's self-esteem and self-worth.
- ◇ Learning through play with adults modelling appropriate behaviour and ways of being social with others (e.g. simple turn taking with toddlers, teaching children how to ask to join in others play for 4 year olds, small group play focussing on interaction).
- ◇ Key person builds positive and supportive relationships with their key children and support their attachment and bonds with them and others.
- ◇ The provision supports the development of children's PSED and provides opportunity for staff to interact and to support children's sociability at a developmentally appropriate level. I.e. adults naming the emotion / behaviour for toddler outbursts, helping them to understand these feelings. Teaching strategies on how to calm down when upset for a 4 year old. Interactive games and activities that are age appropriate i.e. problem solving, interactive story books, persona dolls.
- ◇ Staff use a range of strategies to support children who are struggling to conform i.e.
 - ◇ Distraction
 - ◇ Positive reinforcement
 - ◇ Praise
 - ◇ Giving choices
 - ◇ Giving alternatives
- ◇ Staff use observations and the support materials (on early years website) that enables them to reflect on how the routines, organisation and practices are impacting on children or are impacting on a particular child's SEMH.
- ◇ Staff are proactive and are flexible to meet the SEMH needs of children with appropriate timings (based on age i.e. waiting no longer than 3 minutes for 2 & 3 year olds, group size no bigger than 6).
- ◇ The curriculum for PSED is well established children are supported to understand their emotions and appropriate boundaries and staff are consistent in maintaining these.

How will I / you know my child is making progress

- ◇ Whole setting awareness of the link between behaviour and learning.
- ◇ All staff aware of the characteristics of SEMH and able to contribute to early identification.
- ◇ All staff aware of the broad continuum of SEMH.
- ◇ SENCO / staff are able to use the support materials available on EY website.
- ◇ All staff aware of the impact SEMH needs have on the child's development.
- ◇ Regular review of progress to include children in the process.
- ◇ Referral to Early Years Team re support for individual children having used the appropriate support materials.
- ◇ Consider the use of the Common Assessment Framework (CAF) and referral to other agencies.

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Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ All staff are aware of specific strategies to support the inclusion of a child with SEMH needs and are consistently implemented.
- ◇ Specific interventions need to be discussed and agreed with parents about how staff are to re-act to specific identified situations. These will be recorded and shared with parents when they have been used.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Differentiation to support individual child's inclusion with specific opportunities to access activities when appropriate for the child i.e. access to outdoors, going to a peace space.
- ◇ Additional individualised support to continue and maintain strategies to support a child's inclusion.
- ◇ More significant adaptations are made to ensure group size, activity is meeting the individual child's SEMH needs.

How will I / you know my child is making progress

- ◇ Individual behaviour plan in place and reviewed regularly with parents. Ensuring there is a reduction in incidences.
- ◇ Specific plans in place with small steps to ensure there is progress and success for the child.