

Reading Early Years Schools Federation (REYS)



Behaviour Policy 2025

Therapeutic Thinking informed



Chair of Governors: Julia Cottee

Executive Headteacher: Joanne Budge

Date: October 2025

Date to be reviewed: October 2028

Aims of the policy

In the Early Years Foundation Stage, children are still learning about boundaries and what is acceptable in terms of behaviour. We teach tolerance and patience to help our children develop into kind and well-behaved members of society. we recognise the links between experiences, feelings, and behaviour.

Our approach to behaviour management is aligned with the Therapeutic Thinking Informed approach. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd.

We aim:

- To promote positive, pro-social and valued behaviour in our schools and wider community
- To provide a harmonious, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To help children feel good about themselves and achieve their potential taking into account a child's stage of development and emotional needs.
- To encourage self-regulation and discipline and help children to make positive choices and develop an understanding of the impact of their behaviour on others

The aims of the policy will be achieved through:

- A clear understanding by all of what is acceptable behaviour and how it is maintained
- Staff modelling positive behaviour, language and expectations
- A consistent whole setting approach to reinforce and maintain high standards of behaviour
- Liaison with parents and carers
- The curriculum for personal, social and emotional development
- Creating positive experiences for all children
- Protecting the physical and emotional wellbeing of all members of the school community
- Maintaining a safe, calm environment that enables all children to learn
- Analysing and interpreting all behaviour as a form of communication
- Ensuring all children are provided with what they need to develop valued behaviour
- Explicitly teaching valued behaviours, so that children make progress
- Analysing and reducing suspensions and exclusions
- Eliminating prejudice, discrimination, bullying, and all forms of abuse

Roles and responsibilities

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data
- Holding the Executive Headteacher to account for its implementation

School leaders are responsible for:

In addition to '**All members of staff and volunteers**', school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Challenging and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of children's behaviour, using this information to support REYS' aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about children's behaviour and this policy, as requested by the Executive Headteacher
- Contributing to the induction of new staff

All members of staff and volunteers will be responsible for:

- Analysing and interpreting children's behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for children
- Teaching and modelling valued behaviour
- Supporting children to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with children's parents/carers as appropriate
- Implementing this policy consistently

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy at an appropriate level of comprehension
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the relevant member of staff
- Collaborate with the school around the support provided for their child
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents/carers about their child's valued and detrimental behaviour as appropriate.

Behaviour Curriculum – Intent

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when children are supported and enabled to:

- Attend school regularly and arrive on time
- Share their experiences
- Ask for help when they need it
- Express how they are feeling
- Display pro-social and valued behaviours in line with our British Values
- Use verbal and non-verbal communication effectively
- Greet adults and peers
- Move calmly around the school
- Respond promptly to adults' instructions
- Speak calmly to all adults and peers
- Give thanks

Behaviour Curriculum – Implementation

Universal strategies under 'Ordinarily Available Provision' will be used to meet the aims of this policy and improve behaviour and include:

- Positive reinforcement through body language, (thumbs up, a smile, eye contact etc.)
- Spoken praise, which is specific to the child and the situation, getting down to the child's level to talk to them
- Strong partnership and positive feedback to parents
- High levels of staff engagement with the children
- Visual aids to support understanding of nursery expectations
- Actively teaching pro-social skills with all children and British Values
- Visual and verbal reminders of expected behaviour
- De-escalation of detrimental behaviours using the 4 R's approach (see appendix 3)

It is expected that a practitioner will intervene when behaviour is displayed which is detrimental. In most cases a look or quiet word, or distraction will have the desired effect. However, at times it may be appropriate to ignore the behaviour, but the practitioner should observe to ensure that the situation improves and praise the child once valued behaviours are seen.

Behaviours which are not acceptable in the setting- detrimental behaviours:

- Persistent disruption
- Refusal/ noncompliance
- Violence of any kind (pushing, hitting, kicking, spitting, biting)
- Racial or verbal abuse (name calling, teasing)
- Using detrimental language
- Damage to property
- Stealing
- Telling lies, blaming others
- Persistent detrimental behaviour

If there is detrimental behaviour, then the following gradual response strategy should be used:

1. Remind and highlight valued behaviour using visual prompts if needed
2. Minor matters will be dealt with by the adult getting down to the child's level, explaining why the behaviour is detrimental (considering the child's developmental age) and teaching valued responses where possible
3. If the detrimental behaviour persists the staff member will offer the child an alternative activity which will be supported by an adult with 'Time in' and teach logical/protective consequences

4. Staff may remove the child to a quieter area to give them time to calm down and to speak to them about their behaviour (time in). We will then use the 4 R's approach 'regulate, relate, reason, repair' during this time to work through emotions with the child. (See appendix 3 for detail of the 4 R's approach). This will only last as long as valued behaviour is not seen. The child will have an opportunity to practise the taught, valued behaviour and given praise and feedback immediately
5. If behaviour is out of character or persistent, the key person will discuss with the child's parents/carers at an appropriate time and signpost to relevant support if needed such as Family worker

(Appendix 5 Social, Emotional and Mental Health Ordinarily Available Provision can be used for more detailed strategies where there is an identified need)

Behaviour Curriculum - Impact

The school will continuously analyse and review the progress children make in relation to valued behaviour through the assessment processes in place which identify progress across the Early Years curriculum.

The progress measures that children make as a result of the Early Years Education they receive may include:

- Reduced frequency and/or severity of detrimental behaviours
- Increase in attendance
- Greater engagement in learning activities
- Deeper understanding of emotions and feelings
- Increased self-regulation
- Setting themselves goals and personal achievement
- Having more confidence in their own abilities
- Greater perseverance and more able to wait for what they want
- Looking after their bodies and managing personal needs independently
- Developing friendships
- Co-operating
- Resolving conflicts

The way we will analyse these measures are:

- Focus week observations and discussions with parents/carers
- Data recorded regarding severity and frequency of detrimental behaviours using the school system of STAR charts- Settings, Triggers, Action, Result (see Appendix 6)
- Termly discussion and moderating about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of children's voice observations, PSED circle times etc

Play fighting

Play fighting and/or superhero play and weapon play can occur in nurseries and can be a natural part of children's development. This play should not include any physical contact and should only involve children who wish to be actively engaged with it.

Physical contact

All physical contact should be kept to a minimum:

- Physical contact needs to come from the child e.g. if a child wants/needs to sit on an adult's lap for comfort/security.
- If a child instigates or needs a hug, staff may hug children until the child is comfortable
- If a child kisses an adult, we will remind them "kisses are for home not nursery" and offer to blow a kiss. Staff will not kiss or blow raspberries on children.
- Staff may use appropriate pressure, massage and sensory integration therapy as long as the child is comfortable with this and as part of an identified need.
- Staff may use physical, gentle touch to support a child in danger to assist them in getting down from furniture or equipment, but this will be done with the child's consent/awareness using coaching/encouragement and using language/visuals which are appropriate to the child's development stage and situation.
- Picking up and carrying a child is discouraged unless this is a strategy that is planned for due to their individual needs or as a decision made for health and safety reasons which are unavoidable.

This policy will be reviewed every three years or earlier if needed.

Link to other policies: Safeguarding, Wellbeing SEND, Staff Code of Conduct

Appendix 1

Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need or disability (SEND): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Pro-social behaviours: voluntary actions intended to benefit others, such as helping, sharing and cooperating. These actions help foster positive social relationships, build trust, and strengthen communities.

Appendix 2

Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

We recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

For some children, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some children their known additional / special educational needs may influence their behaviour.

Responding to detrimental behaviour

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach children about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour and in line with the 4 Rs of de-escalation. The responses will always consider the needs of the child displaying detrimental behaviour and be adapted accordingly.

Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Refocus – gain the child's attention, use their name, then restate the specific valued behaviour that is expected at that moment using visual prompts if required
- Non-verbal intervention – moving closer to the child, getting down to their level to promote eye contact and gentle touch, using simple hand gestures
- Proximal praise – recognising and celebrating those children who are doing what has been asked; restating the specific valued behaviour.
- Check-in – asking 'are you ok?' 'What do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Describe the behaviour – use the child's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the child's attention, give a clear instruction, delivered with clarity. End with 'thank you'. e.g., Adam, put the pen down on the table. Thank you.
- Limited choice – provides two options of equal value to give the child an element of control over what happens next, withholding the boundaries set by the adult. e.g. Adam, shall we pick up Lego or cars?
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. e.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.

Escalation of detrimental behaviour:

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to):

- dismissive/offensive language
- significant or repeated disruption to others' learning
- invading others' personal space
- Aggression or withdrawal
- damage to environment/equipment

Responses to these behaviours are likely to include those outlined above but in addition, adults may need to:

1. Intervene – gain the child's attention, use their name, then deliver an intervention or consequence designed to enable a change in behaviour by increasing the level of support / scaffolding / teaching and logical consequences. The intervention or consequence should only last as long as it takes for the child to make progress and demonstrate understanding. Consider the 4 R's approach to de-escalate before 'teaching or delivering a consequence if the child is dysregulated.
2. Apply consequences - educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching children about valued and detrimental behaviour. Educational consequences are best applied by those working directly with children not administrative staff/leadership. They may include one or more of the following:
 - Modelling valued behaviour in the moment (undertaken where possible away from direct view of other children so as not to highlight or shame)
 - Stating what is detrimental behaviour and how it impacts on others/ is unsafe and what will happen if the behaviour is repeated. (May have restricted access to activity for a short time)
 - Reteaching/ scaffolding the valued behaviour, for example through a social story, small group social communication game or task, using visual reminders e.g., turn taking cards
 - Increasing adult input / supervision for a defined period of time- moving away and checking in over increased periods of time, giving a now and next with your time in as the next
 - Use of limited choice; (e.g., 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
 - Increasing / adapting praise and celebration of valued behaviour when it is displayed

Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

Where children frequently display detrimental behaviour, the person engaged with the child will record these incidents on a STAR chart- Settings, Triggers, Action, Result (see Appendix 6). Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The STAR chart provides a structure for staff to record prevalence of incidences as well as to describe patterns of behaviour, consider what may be influencing the child, explore functions of behaviour (e.g. sensory, emotional, social), and plan adaptations. The Inclusion team can then use this to support staff in strategies using a Therapeutic behaviour plan and to inform senior leaders. The analysis will be presented to the Executive Headteacher and Head of School/Nursery Manager and the information will be used to inform immediate practice and develop strategy. All information will be evaluated according to child's protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of children are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this and support all staff to secure more equitable outcomes in line with the school's aims and values.

Extreme or serious behaviour incidents

If there is a case of serious or extreme behaviour, staff may need to intervene using as little physical contact as possible. Staff will not restrain children unless there is an immediate risk of injury to the child or others or if other strategies have been exhausted. If physical restraint is used it must be recorded (see appendix 4), reported to the Head of School or Nursery Manager to safeguard all involved. Restraints are methods used to limit a person's physical movement in order to prevent harm to themselves or others. These can include physical means like holding or supporting a child to move to a safe space. Restraints are a last resort, used only when other options have failed and are proportionate to the potential harm.

In the case of persistent concerning behaviour, the key person would follow the graduated approach which may result in a therapeutic behaviour plan to be put in place. The plan would be agreed by the Inclusion Manager, key person and the child's parents/carers. If it is necessary to reduce a child's time in nursery, we will report this to Governors and the Local Authority.

A Therapeutic behaviour plan will be shared with parents/carers giving clear aims and strategies to be used. The plan will be regularly reviewed with parents/carers and the

Inclusion Manager during pre-arranged meetings. The plan will also be shared with relevant staff to ensure a consistent approach across the setting.

Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Executive Headteacher (EH), or staff authorised by the Executive Headteacher (in which case the EH will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Appendix 3



A child may be feeling overwhelmed, with big feelings and displaying emotions or behaviours that challenge. This is a physiological response. The child may not be in control of their emotions or actions (fight or flight)

De-escalation

defusing- soothing- recovering- calming- cooling

The 4 R's approach

REGULATE- A child will need to release their emotion, self soothe, find their equilibrium and recognise themselves that there is no **danger** in order for them to calm and recover.

We can lower demands, respect a child's right to silence, personal space, right for refusal, expressing their emotions as long as everyone is safe. We can support a child to regulate by staying with them, using a 'slow-low-low' (voice, tone, pitch) and remaining calm ourselves. This is co-regulation.

RELATE- We can validate their feelings and help them to understand what emotions they are having:

"I think you are feeling angry, tired, hungry, sad... because *child* hurt you...took your toy."

We can connect with them when emotions are high and remember they are having a hard time and we are not there to add to this but to help them.

REASON- Once a child is regulated, their reasoning brain will allow them to listen and to learn that there are consequences to their actions or that the challenging behaviours they displayed were not ok.

We can reinforce boundaries and give alternatives:

"I know you are sad but hitting me is not ok." "You cannot have time in the garden at the moment because it is unsafe for you to be there and I have to keep you safe." "You can go into the classroom to play and when it is safe for you to do so, go into the garden."

REPAIR- We can spend some time in, be child led, be curious, be playful, connect and reassure. We can show understanding and empathy of their needs. We can recognise and communicate what we like and appreciate about them in that moment:

"Now you are playing nicely with the cars" or "Your friend is happy you are sharing the playdough"

We can give positive consequences by recognising how they have changed their behaviour:

"Now you are sharing so nicely would you like to go into the garden to share the other toys?"



This recording form is to be used following any application of physical restraint.
Please complete a separate form for each adult who physically intervened.

SECTION A: Details of those involved

Name of staff member:

Date and time of incident:

Name of child involved in physical restraint:

Names of all staff involved in physical restraint:

Names of other staff members present who witnessed physical restraint:

Location of incident and session/activity at time of incident:

Date/time reported to parents/carers and by who:

Is this a one-off or infrequent incident?

 Yes

 No

Is a therapeutic behaviour plan in place?

 Yes

 No
Section B: Details of the event

1. Describe the incident

What events led up to and may have triggered the incident?

What de-escalation techniques were used?

Why was restraint deemed necessary?

Were there any marks or injuries sustained by any person as a result of the incident?
Describe any action taken in relation to injuries sustained:

Describe any serious damage to property:

What action needs to be taken to reduce the likelihood of reoccurrence? Including What techniques, strategies or alterations to the environment are needed?

SECTION C: Follow up from incident by manager

Necessary follow up action or plan:

Name of reporting manager:

Date:



Identified barrier/need What does this look like for the child?	Universal provision and strategies
Difficulties participating or presenting as withdrawn or isolated	<ul style="list-style-type: none"> • What adjustments can you make to support the child? Use these ideas for child's One Page Profile. • Use observation and assessment and Motivator Assessment sheet to find out more about them; what are their interests, how do they learn best? Use these to develop confidence in learning. • Use the Leuven scales of Well-being and Involvement on Tapestry to monitor readiness to learn. This must be addressed first. • Plan focussed small group work e.g. friendship or social skills, nurture groups to build confidence. • Use backward chaining – bringing them into the end of an activity can sometimes help more than at the beginning and work backwards in length of time. • Look at Play Schemas and developmental levels to provide appropriate play-based activities such as cause and effect. • Create opportunities to practise new things/experiences supported by an adult. • Help to raise child's profile by engaging them in activities, special tasks and using their name to foster a buzz/ curiosity in them and their activities. • Give responsibility for looking after someone else or doing a task and building confidence. • Support to build a relationship with a key adult - using relational practice and the PACE approach, (Playfulness, Acceptance, Curiosity and Empathy). • Provide flexibility with learning and routines.
Physical outbursts causing harm to others and/or to self and/or damage to property	<ul style="list-style-type: none"> • Use a consistent approach to managing individual children with reasonable adjustments made. • Recognise that behaviour may be a way of communicating an unmet need. • Use the STAR assessment tool to understand the frequency and location of triggers by identifying-Settings, Triggers, Actions, Results. • Refer on to the Family Worker to support communication with families about what might be happening at home (e.g. divorce, bereavement, illness), and strategies that work/don't work and share this information with all staff. • Use time in approaches to support at times identified as stressful such as transitions or just to check in throughout the day to reinforce positive play and relationships. • Notice changes in the window of tolerance and a move into a different state (hyperarousal or hypo arousal) and how this affects the child. Know

	<p>what preventative strategies help to support and regulate- add this information to the One-Page Profile.</p> <ul style="list-style-type: none"> • Have available a safe area/reflection space with distractions such as motivator box or an adult to help with co-regulation. • Have a meeting with parents/carers early on to find out about physical outbursts at home and how they are managed. Discuss a clear plan of action, agreed with parents/carers with regard to physical intervention. • Give positive and specific feedback relating to the Characteristics of effective learning and the way they learn such as with problem solving. • Support to work through emotions, labelling feelings and using the 4 r's approach- Regulate, Relate, Reason, Repair. • Using visuals for reference and Now and Next to break down instructions and reduce anxiety even if it looks like they are not responsive to it. • Modelling play ideas and scenarios of which they are not always in charge of. • Encourage and promote independence skills. • Hold child in mind by checking in with them and commenting on something that you were thinking about whilst you were not with them. • Talk about the processes of doing things rather than the product/end result and the enjoyment of just being with them. • Talk explicitly about the things you appreciate about them. • Give choices to offer some control and offer your help and availability to them if they would like it, being available. • Consider personal, social and emotional development supported by Graduated approach to nurture. • Provide educational consequences i.e. actions that provide a learning opportunity, when behaviour falls below safe and expected standards. Give clear and consistent messages when behaviour is not acceptable. This should include: a logical consequence, such as removal of items or from a situation; a clear, calmly delivered statement of why the behaviour is not okay; instruction on alternative ways of having needs met and give opportunities, as soon as practicable, to practice these. • Offer structured and supported opportunities to engage in 'activating' activities, running, jumping, shouting, chase and tickle games etc. and then to practice 'grounding' and 'calming' activities to re-regulate e.g. pushing and pulling with resistance, belly breathing, standing 'like a flamingo' etc • Support engagement in activities and games aimed at supporting the development of impulse control, e.g. Follow the Leader; Simon Says; Red Light, Green Light etc.
Attention difficulties	<ul style="list-style-type: none"> • Understand the reasons why the child may be struggling; does child have anxiety, too high expectations, feeling tired, hungry, dysregulated? • Have a clear structure to the day, offering consistent, predictable routines using a visual timetable. • Support to understand expectations- first and then language/ visual timetable/ countdown strip.

	<ul style="list-style-type: none"> • Allowing plenty of time for movement breaks between activities or use of fidget toys during activity may help with concentration levels. • Expect frequent but small concentration periods and give sensory breaks and regulation activities throughout the day. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours that challenge. • Being aware of times of the day that may be more difficult and offering more support, adult, visuals, changes to expectations accordingly.
Developmental trauma and attachment difficulties	<ul style="list-style-type: none"> • Where you have knowledge of a child's history, ensure a good transition is had, liaising with parents/carers to gain understanding of child's history, significant past events, current situation. • Have a clear structure to the day, offering consistent, predictable routines using a visual timetable. • Offer support to help understand expectations- first and then language/ visual timetable/ countdown strip. • Targeted support to help build a relationship with a key adult who acts as a secure base, to be responsive and attuned, to hold child's emotions, to provide a safe space from which to explore, make and maintain connections. • Use the PACE approach, (Playfulness, Acceptance, Curiosity and Empathy). • Provide flexibility with learning and routines. • Support making connections before correction using the 4R's approach- Regulate, Relate, Reason and Repair. • Use the REYS Graduated Approach to Nurture: The 4 principles. • Attachment-informed practice- providing care and nurture as well as routine, structure and consistency. • Focus on the core attachment needs: feeling safe, seen, soothed, and secure. • Theraplay activities- STRUCTURE /ENGAGEMENT/ NURTURE/ CHALLENGE
Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning, fiddling with objects..	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language to make expectations clear. • Focus on reducing anxiety and thereby behaviours. • Positive consequences e.g. 'catch child being good' and share positive feedback. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Creating a safe space. • Sensory or regulatory breaks using Motivator Assessment. • 4 R's of co-regulation – Regulate, Relate, Reason, Repair • Consider child is 'connection seeking' rather than 'attention seeking' and look to connect with 'Time in'
Difficulty in making and maintaining healthy relationships	<ul style="list-style-type: none"> • Small group / 1:1 tasks and activities with LSM (Learning Support Mentor) or key person.

	<ul style="list-style-type: none"> • Provide a calm and predictable learning environment with simple daily routines and consistent approaches of what is expected. e.g. how to move around environment and engage in different activities. • Use consequential chat both positive- “You were a good friend sharing, you have made your friend feel happy.” and for reinforcing expectations and boundaries- “If you cannot play safely with the sand then you will no longer be able to play with it.” • Plan small group/nurture group activities to support personal, social and emotional development- taking turns, learning children’s names and personalities. • Develop systems that promote pro-social behaviours in the classroom such as with the 4 British values- Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those of different faiths and beliefs. This might include friendship strategies, circle time, ‘When someone is hurting me’ social story. • Meet with parents early on as part of early identification strategies (Focus week and/or SEND Initial parent meeting) to identify how they manage their PSED at home. • Refer to Family Worker to explore relational approaches with family to improve school attendance/ support and signpost to other agencies. • Help to raise profile by engaging in activities, special tasks and using their name to foster a buzz/ curiosity in them and their activities. • Give responsibility for looking after someone else or doing a task and building confidence. • Support to build a relationship with a key adult - using relational practice and the PACE approach, (Playfulness, Acceptance, Curiosity and Empathy)
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> • Look for patterns and triggers to identify what may be causing behaviours- anxiety induced activities such as transitions, sharing. • Use of positive scripts - positive language to re-direct, reinforce expectations e.g. “You are so good at helping to tidy” • Use of first, then and next with a motivational activity. • Use of visual timetables to help to understand a predictable routine and events throughout the day. • Use of other children as role models and narrating what others are doing and the positive impact they are having on the rest of the class/environment etc. • Calming scripts to de-escalate, including for example, use of resources such as count down strips, expectation visuals (3 dots for 3 toys to put away), sand timers. • Limited choices to engage and motivate and avoid child becoming overwhelmed or oppositional. • Positive consequences e.g. ‘catch child being good’ and share feedback ‘Now you have helped pick up some of the toys you can..’ • Plan for ‘Follow-Lead-Follow’ activities (reciprocal interaction) • Provide structure and consistency without rigidity. • Use of visual cues i.e. sand timers, my turn-your turn cards to support sharing and waiting.

<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> • Identify triggers and related behaviours. • Adults modelling good social and emotional skills themselves, when interacting with pupils and other staff members providing consistency. • Assessing children at all times against the Leuven scales of well-being and involvement and responding appropriately to meet individual needs. • Explicitly teaching rules, routines, consequences so individuals understand the expectations on ALL children in the class. • A focus on the child's sense of self offering a wide selection of activities planned around children's individual interests: building self-awareness, self-esteem and developing social and emotional skills through the characteristics of effective learning (COEL). • Identify and build on preferred learning styles and child's interests using Motivator Assessment. • Provide a safe place/quiet area within the nursery that the child can access freely and use to communicate how they are feeling. • Meet with parents early on as part of early identification strategies (Focus week and/or SEND Initial parent meeting) to identify how they manage their PSED at home. • Use of social stories to support child's understanding of the identified trigger. • Ensure a named, trusted adult is available for some 1:1 time in a safe place for short periods of time throughout the day to build a relationship - using relational practice and the PACE approach, (Playfulness, Acceptance, Curiosity and Empathy).
<p>Patterns of non-attendance</p>	<ul style="list-style-type: none"> • Meet with parents early on as part of early identification strategies (Focus week and/or SEND Initial parent meeting) to identify any difficulties. • Refer to Family Worker to explore relational approaches with family to improve school attendance/ support and signpost to other agencies. • Some regular feedback may be needed between nursery and home to collaborate and plan with parent/carer, to ensure consistency between the home and Nursery. • Maintain connection – let the child know you are keeping them in mind when they are not in and reintroduction to the nursery after they have been off is important- Time in approach.
<p>Physical symptoms that are medically unexplained e.g. soiling, stomach pains</p>	<ul style="list-style-type: none"> • Keep a log and analyse pattern or trends to identify triggers. • Be curious and listen to the child. • Use Motivator Assessment sheet to help Identify and build on child's preferred learning styles and interests. • Provide a safe place/quiet area within the nursery that the child can access independently and as a sign they are struggling. • Meet with parents early on as part of early identification strategies (Focus week and/or SEND Initial parent meeting) to identify how they manage their PSED at home. • Planned activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activities, messy play, sensory activities. • Refer to Family Worker to explore relational approaches with family to improve school attendance/ support and signpost to other agencies.



Behaviour STAR Sheet- (STAR = Situation – Trigger – Action – Result.)

Record each incident on a separate sheet over a two-week period and then give to SEND team. After this you do not need to record separate incidents.

Childs Name: _____ **Date and time of incident:** _____

<p>Situation Where did it happen? Who was there? What activity was happening?</p>	
<p>Trigger-What happened just before? A demand/a peer/a change/ a sensory response? Action-What exactly did the child do that led to STAR reporting?</p>	
<p>Result/Response: How did staff respond? (Tick box or boxes of strategies used)</p> <p><input type="checkbox"/> The 4 R's response- When child is dysregulated and in nervous system breakdown/emotional distress- regulate, relate, reason, repair</p> <p><input type="checkbox"/> Redirection- Remind the child of the expectation using calm, neutral language and/or visual support. Offer an alternative activity or sensory break.</p> <p><input type="checkbox"/> Limited Choices- Provide two acceptable options. "You can build with blocks or draw. Which do you choose?"</p> <p><input type="checkbox"/> Natural or Logical Consequences- Used only when directly related and developmentally appropriate. Examples: <i>Child throws sand → sand play closes for a moment.</i> <i>Child spills paint → help clean the area.</i></p> <p><input type="checkbox"/> Time-in (Calming Support)- Sit with the child in a calm space. Label feelings and teach regulation strategies. Return to play once calm and ready.</p> <p><input type="checkbox"/> Repairing the Harm- Help the child make amends. "Let's help fix what was broken." "How can we help your friend feel better?"</p> <p><input type="checkbox"/> Other please state:</p>	<p>What was the impact? Did the behaviour stop, escalate, or change?</p> <p>Next steps:</p> <p><input type="checkbox"/> Have you communicated with all staff about what works well for the child and how to support with further incidences?</p>