

# York Road Nursery School



## Therapeutic Approach to Behaviour Policy 2025

Statutory/Good Practice	Statutory
Based on Model Policy from	Various
Review Frequency	Annual
Approval by	Head Teacher (or can delegate)
Ratified by	Head Teacher/FGB (14/10/25)
Revision Due	July 2026

# Statement of Behaviour Principles

## 1. **Purpose and Vision**

York Road Nursery School is committed to creating a safe, nurturing, and predictable environment where every child can thrive. Our behaviour principles align with our school values of kindness, curiosity, and resilience and support our vision to inspire children to be curious, excited to explore, and inspired to learn.

## 2. **Understanding Behaviour as Communication**

We recognise that all behaviour is a form of communication. Our approach seeks to understand the underlying needs, emotions, and experiences behind behaviours, responding with empathy and consistency to support emotional regulation and positive relationships.

## 3. **Positive, Therapeutic, and Relationship-Based Approach**

We prioritise building strong, trusting, and respectful relationships between staff and children. Our behaviour management is trauma-informed and therapeutic, focusing on teaching children to want to behave well rather than imposing external discipline.

## 4. **High Expectations and Consistency**

We maintain high expectations for pro-social behaviour, reinforcing positive behaviours through praise and encouragement while addressing inappropriate behaviours fairly, consistently, and predictably across the whole school community.

## 5. **Inclusion and Individualised Support**

We recognise the uniqueness of each child and tailor our behaviour support to meet individual needs, including those with SEND, through Individual Support Plans and collaboration with parents, carers, and external agencies.

## 6. **Safe and Supportive Environment**

Our school environment is calm, safe, and supportive, where bullying, discrimination, aggression, and intimidation are not tolerated. We act swiftly and decisively to address any behaviour that harms the safety or welfare of children or staff.

## 7. **Promoting Emotional Literacy and Self-Regulation**

We actively teach children to understand and manage their emotions using age-appropriate strategies, including de-escalation techniques and restorative practises that help repair relationships and foster responsibility.

## 8. **Partnership with Parents and Carers**

We believe in strong home-school partnerships, maintaining open communication with parents and carers to support children's behaviour and well-being collaboratively.

## 9. **Staff Responsibility and Training**

All staff are responsible for implementing this behaviour approach consistently and receive ongoing training in therapeutic behaviour management to ensure effective support for all children.

## 10. **Legal and Safeguarding Compliance**

Our behaviour principles comply with relevant legislation including the Children Act, Equality Act, and Keeping Children Safe in Education (KCSIE). Behaviour management supports safeguarding by creating a safe learning environment for all children.

## 1. Introduction

- **Purpose:** This policy outlines York Road Nursery School's therapeutic approach to behaviour management, aiming to create a safe, nurturing, and predictable environment where all children can thrive. It emphasises understanding the underlying causes of behaviour and responding with empathy, consistency, and strategies that promote emotional regulation and positive relationships.
- **Values Alignment:** This policy aligns with the school's values of kindness, curiosity, and resilience. It promotes kindness by fostering empathy and understanding, curiosity by exploring the reasons behind behaviour, and resilience by equipping children with the skills to manage their emotions and behaviour effectively.
- **Vision Alignment:** This policy directly supports the school's vision of creating an environment where every child is curious, excited to explore, and inspired to learn. By addressing behaviour in a therapeutic and supportive manner, we aim to remove barriers to learning and create a positive and engaging learning environment.
- **Legal Framework:** This policy is compliant with relevant UK legislation, including the Children Act 1989 and 2004, the Equality Act 2010, and Keeping children Safe in Education (KCSIE). It also adheres to the principles outlined in the UN Convention on the Rights of the child.
- **OFSTED Framework:** This policy supports the OFSTED inspection framework by contributing to the personal development, behaviour, and welfare of children. It demonstrates the school's commitment to creating a positive and inclusive environment where all children can succeed.
- **Training:** All staff working with children receive training in behaviour support. This training is taken from Hertfordshire Therapeutic Approaches to Behaviour Training (TAB).

## 2. Principles of the Therapeutic Approach

- **Understanding Behaviour:** We believe that all behaviour is communication. We strive to understand the underlying needs, emotions, or experiences that may be contributing to a child's behaviour.
- **Relationship-Based Approach:** We prioritise building strong, positive relationships with children based on trust, respect, and empathy. Where a relationship between a member of staff and a child does not appear to be supportive at the time of altercation, staff will request a swap with another member of staff. We understand that some instances may cause staff to be in pain or cross with the situation; where this happens, it is the staff member's responsibility to recognise this and request the support of another member of staff, so that the relationship between the child and staff member remains strong. Sometimes a staff swap can also benefit the child as a fresh face can lighten the situation.
- **Trauma-Informed Practice:** We recognise that some children may have experienced trauma that can impact their behaviour. We adopt a trauma-informed

approach, being sensitive to potential triggers and providing a safe and supportive environment.

- **Positive Reinforcement:** We focus on reinforcing positive behaviour through praise and encouragement.
- **Individualised Support:** We recognise that each child is unique and may require different levels of support. We tailor our approach to meet the individual needs of each child.
- **Collaboration:** We work in partnership with parents/carers, external agencies, and other professionals to provide comprehensive support for children.
- **Promoting Emotional Literacy:** We actively teach children about emotions, helping them to identify, understand, and manage their feelings in healthy ways.
- **Consistency:** We strive for consistency in our approach to behaviour management across all staff and settings.
- **De-escalation Techniques:** We use de-escalation techniques to help children regulate their emotions and behaviour in challenging situations.
- **Restorative Practices:** Where appropriate, we use restorative practices to help children repair relationships and take responsibility for their actions.

### 3. Roles and Responsibilities

- All staff at York Road Nursery School will take steps to prevent any member of the school community (adults and children) from:
  - Making unkind or offensive comments (including comments about people's appearance or ability/disability)
  - Behaving in a racist, sexist or homophobic manner
  - Using foul or unacceptable language
  - Being rude, shouting excessively (including arguing)
  - Using physical aggression
  - Damaging property
  - Bullying
- **Headteacher:**
  - Overall responsibility for the implementation and effectiveness of this policy.
  - Ensuring that all staff are trained and supported in implementing this policy.
  - Monitoring and evaluating the impact of this policy on children's behaviour and well-being.
- **SENCo (Special Educational Needs Coordinator):**
  - Providing specialist advice and support to staff on behaviour management strategies for children with SEND.

- Liaising with external agencies and professionals to provide comprehensive support for children with complex needs.
- Contributing to the development and review of individual support plans (ISPs).
- **Teachers, Early Years Practitioners and Support Staff:**
  - Building positive relationships with children based on trust, respect, and empathy.
  - Implementing the principles of the therapeutic approach in their daily practice.
  - Identifying and addressing the underlying causes of behaviour.
  - Using de-escalation techniques to help children regulate their emotions and behaviour.
  - Working in partnership with parents/carers to support children's behaviour.
  - Following and contributing to individual support plans.
  - Recording and reporting behaviour incidents on CPOMS.
- **Parents/Carers:**
  - Working in partnership with the school to support their child's behaviour.
  - Sharing information about their child's background, experiences, and needs.
  - Attending meetings and contributing to the development of individual support plans.
  - Reinforcing positive behaviour at home.

#### **Governing Body:**

- Ensuring that the school has a comprehensive and effective behaviour policy.
- Monitoring the implementation and effectiveness of the policy.
- Providing support and challenge to the school leadership team.

#### **4. Implementation Strategies**

- **Effective Classroom Management and Positive Behaviour Reinforcements:**  
We understand that well managed classrooms will establish simple and manageable class rules for the children to understand. These must be at an age and stage appropriate level and must be displayed in a child friendly, visual way, which is easily understood. Class Teachers should have well planned lessons with a range of activities available to the children, which are refreshed regularly, to keep children stimulated. All staff are expected to be respectful, involved and engaged with the children's learning at all times. They should make sure they have the opportunity to teach the children how to show respect for the school environment

and what to do if something happens that was not meant to happen. The school understands that children work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Routines are displayed in the classroom, in a visual way, so that the children can clearly see what they should be doing now and what will be happening next. Teachers must ensure that the routine remains consistent and is practised throughout the school year to create a more proactive and enjoyable environment.

- **Creating a Positive Learning Environment:**

- Establishing clear expectations for behaviour.
- Creating a visually appealing and stimulating learning environment.
- Providing opportunities for children to make choices and exercise autonomy.
- Promoting positive social interactions and cooperative play.

- **Teaching Emotional Literacy:**

- Using stories, songs, and games to teach children about emotions.
- Providing opportunities for children to express their feelings in a safe and supportive environment.
- Teaching children strategies for managing their emotions, such as deep breathing and mindfulness.

- **Rough and Tumble Play and Fantasy Aggression:**

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard this kind of play as pro-social and not as problematic or aggressive.
- The school will develop strategies to ensure the play is agreed by the children involved and that acceptable behavioural boundaries are clear, so that children are not hurt.
- We also recognise that fantasy play may contain some dramatic scenes such as shooting or the reference of 'goodies' and 'baddies'. Staff will use these opportunities to explore the concepts of right and wrong and will tune in to the content of the play, possibly suggesting alternative strategies.
- They will make the most of the teaching opportunities that these themes pose, including linking to empathy and conflict resolution.
- Young children often engage in play that may appear to have aggressive themes, such as superheroes. Although children may appear pre-occupied with these themes, their behaviour is not to cause harm or an intent to hurt or harm.

- **Developing Individual Support Plans:**

- For children with persistent or complex behaviour challenges, individual support plans will be developed in collaboration with parents/carers, teachers, and the SENCo.
  - These plans will identify the underlying causes of the behaviour, set specific and measurable goals, and outline strategies for supporting the child.
- **Using De-escalation Techniques:**
    - Staff will be trained in de-escalation techniques to help children regulate their emotions and behaviour in challenging situations.
    - These techniques may include:
      - Remaining calm and empathetic.
      - Speaking in a soft and reassuring voice.
      - Giving the child space and time to calm down.
      - Offering choices and alternatives.
      - Redirecting the child's attention.
- **Implementing Restorative Practices:**
    - Where appropriate, restorative practices will be used to help children repair relationships and take responsibility for their actions.
    - This may involve facilitating conversations between children who have been involved in a conflict, helping them to understand the impact of their actions and find ways to make amends.
- **Providing Training and Support for Staff:**
    - The school will provide annual and ongoing training and support for staff on the therapeutic approach to behaviour management.
- **Working in Partnership with Parents/Carers:**
    - York Road Nursery School know our parents have a vital role in promoting good behaviour in school and so effective home school liaison is vitally important.
    - The school will maintain open communication with parents/carers about their child's behaviour.
    - Parents/carers will be invited to attend meetings and contribute to the development of individual support plans.
    - If necessary, the school will provide parents/carers with resources and support to help them manage their child's behaviour at home.
    - **We expect Parents/Carers to:**
      - Keep us informed of behaviour difficulties they may be experiencing at home.

- Inform us of any trauma, which may affect their child's performance or behaviour at school (eg divorce, a death in the family or something as simple as a bad night's sleep or losing a toy).
  - Inform us about their child's ill health and any absences connected with it.
- **Utilising External Support:**
  - The school will work with external agencies and professionals, such as educational psychologists and therapists, to provide specialist support for children who may benefit from this.

## 5. Behaviour Management Strategies

- **Positive Reinforcement:**
  - Praise and encouragement for positive behaviour.
  - Opportunities for children to take on age appropriate responsibilities.
  - Ignoring minor attention-seeking behaviours and focusing the attention on positive behaviours.
  - Giving children opportunities to take responsibility for their actions e.g. if they have scribbled on the wall, they will be supported to clean it off. The adult will praise their efforts.
- **Redirection:**
  - Redirecting children's attention to a different activity.
  - Offering choices and alternatives.
- **Providing calm:**
  - Providing a quiet space for children to calm down and reflect on how they are feeling. They may be supported with mindfulness techniques or have time to regulate through sensory experiences.
  - The purpose of this is not to punish the child, but to provide them with an opportunity to regulate their emotions.

### Placement Breakdown:

- In rare circumstances, a child may benefit from a reduced timetable. The aim is for the child to succeed during their time at nursery and this will be a

temporary measure with the aim to increase to a full day as soon as the child is ready.

- It is hoped that no child is left without a placement, and this will only be used as a last resort in response to a serious breach or persistent breaches of the school's Therapeutic Approach to Behaviour Policy and if allowing the child to stay in school would seriously harm the education or welfare of that child or others in the school. If the placement does breakdown, the decision to exclude a child must be lawful, reasonable and fair.

## 6. Addressing Specific Behaviours

- **Bullying:** At York Road Nursery School we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally. 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 to another. This could be in the form of physical abuse, name calling or making threats. Any incidents of Child on Child abuse will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current KCSiE document.
- See appendices for other behaviours.

## 7. Monitoring and Evaluation

- **Data Collection:**
  - The school will collect data on behaviour incidents, including the type of behaviour, the strategies used, and the outcomes.
  - This data will be used to monitor the effectiveness of the policy and to identify areas for improvement.
- **Regular Reviews:**
  - This policy will be reviewed annually by the school leadership team, in consultation with staff, parents/carers, and the governing body.
  - The review will consider the data collected, feedback from stakeholders, and any relevant changes in legislation or best practice.

## 8. Communication and Dissemination

- This policy will be readily available to all staff, parents/carers, and other stakeholders.
- The policy will be published on the school website.
- The policy will be discussed with staff during induction and training.
- Parents/carers will be informed about the policy during admission and through regular communication channels.

## **9. Policy Review Schedule**

- This policy will be reviewed annually or more frequently if required due to changes in legislation or school circumstances.

# Appendix A

## Training material in conjunction with the Hertfordshire Therapeutic Approach to Behaviour (TAB) Training

At York Road Nursery School, all staff working with our children receive training in behaviour support. This training is taken from 'Hertfordshire Therapeutic Approaches to Behaviour Training' ('TAB') and staff aim to –

- Develop an understanding of what behaviour might be communicating.
- To explore experiences that could negatively impact on behaviour.
- To develop an understanding of healthy inclusion.

***In early years - Therapeutic Approaches to Behaviour in Early Years teaches, 'How you react will affect how the child reacts and may change an anti-social behaviour to a dangerous/socially appropriate behaviour'.***

This statement reflects the philosophy, policy and practice at our nursery school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of 'Hertfordshire Therapeutic Approaches to Behaviour' is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

All staff are trained in '**Therapeutic Approaches to Behaviour** Early Years' training and new staff joining the school receive this training as soon as it is available to them. This training is ongoing and regularly visited throughout the school year with all staff.

This policy is linked with the '**Therapeutic Approaches to Behaviour**' approach ensures York Road has clear shared, values, agendas, actions and responses.

At York Road children are supported by staff to behave in a prosocial way. We embed British Values to enable our children to fit in and be accepted in society.

**'Therapeutic Approaches to Behaviour in Early Years' is about 'Teaching children to WANT to behave well'.**

At York Road Nursery School we aim to teach understanding and values around behaving well through 'Therapeutic Approaches to Behaviour' training (TAB) undertaken by all staff.

Adults and Children are encouraged to: -

- Treat everyone with kindness and respect.
- Act with thought and consideration to others.
- Behave courteously, being always polite and helpful.
- Be friendly and co-operative.
- Be honest and truthful.
- Treat property with respect.

*"A child who can't behave ....."*  
*"If a child doesn't know how to read, we teach"*  
*"If a child doesn't know how to swim, we teach"*  
*"If a child doesn't know how to multiply, we teach"*  
*"If a child doesn't know how to drive, we teach"*  
*"If a child doesn't know how to behave, do we teach or punish?"*  
*Herner (1998)*

All staff are expected to respect the 'teaching times', prepare and tidy areas appropriately and refrain from having conversations with colleagues in areas where teaching and learning is taking place. Staff ensure provision is in place to support **ALL** children's learning. ISP's, Provision maps, Time lines and Individual Target Picture card books are displayed to ensure all staff are consistently meeting individual children's needs. This ensures the nursery provision does not negatively impact on behaviour therefore allowing for –

Children to show: -

- Self confidence
- Self-control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop: -

- A shared responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others, ways of life, different opinions, and abilities
- Non-racist attitudes
- Non-sexist attitudes
- A persistent approach to tasks

### **Reasonable Adjustments**

Across York Road Nursery School, we aim to provide appropriate provision to ensure all our children and parents can access the setting and outside areas.

See our **SEND policy** for more detail.

### **Pro Social Behaviour**

Across York Road Nursery School, we have a shared understanding of behaviour which we consider developmentally appropriate and positive behaviours are re-enforced –

Sharing

Taking care of property

Quiet talking

Calling people by their proper names

Walking in school

Tidying away  
Being sensitive to others needs  
Including all children in social group/classroom areas  
Being kind to each other  
Taking turns  
Respecting each other's personal space  
Using equipment appropriately

We will acknowledge good behaviour with: –

- Specific praise from staff (eg "good sitting")
- Sharing with parents
- Discussions with the children around good behaviours as and when they occur

### **Positive behaviours are reinforced**

**The school will actively seek a good home/school liaison by**

- Promoting a welcoming environment within the school.
- Giving parents regular constructive and positive comments on their child's work and behaviour.

### **Anti-Social Behaviour**

Across York Road Nursery School, we will involve parents at an early stage with any anti-social behaviour and keep them informed of developments.

Definition of inappropriate behaviour

- Making unkind or offensive comments (including comments about people's appearance or ability/disability)
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude, shouting excessively (including arguing)
- Using physical aggression
- Damaging property
- Bullying (any incidents of bullying will be recorded on the school's online record keeping tool (CPOMS))
- Racial harassment

Steps taken in response to inappropriate behaviours: -

**“Behaviour” can be a symptom of a child's needs and this may need to be monitored.**

- Initially a member of staff will talk to the child about the inappropriate behaviour and discuss with the child how they could behave in an appropriate way
- Staff teach children strategies for appropriate positive behaviour when inappropriate behaviours occur

- Any persistent inappropriate behaviours displayed by a child would be discussed within the staff team to establish any possible underlying cause or triggers for the behaviour and steps to support more appropriate behaviour put into place across the setting
- If inappropriate behaviours become more persistent then they will be brought to the attention of the Head Teacher/SENCO/Manager
- If inappropriate behaviours persist then discussions would take place with parents in confidence, appropriate strategies discussed and put in place to support the child. TAB may be used to establish possible patterns or triggers
- Persistent unacceptable behaviour that would harm the education or welfare of the pupil or others in the school may result in a child being sent home or excluded.

Actions followed after discussions with parents on persistent inappropriate anti-social behaviours:

- The staff team will use the **Therapeutic Approaches to Behaviour in Early Years** tools to analyse the behaviours of a child and to be able to put measures into place to enable a child to make pro-social choices (Anxiety Mapping, Roots and Fruits etc, following the '**Therapeutic Approaches to Behaviour in Early Years**' guidelines). An ABC or STAR chart may be undertaken to identify triggers and strategies and an ISP (Individual Support Plan) or an Individual Risk Assessment may be necessary. Any of these measures will be agreed with parents.
- Signs of bullying and racial harassment will be dealt with firmly and a record will be kept of any incidents on the CPOMS online database.
- A member of the Senior Leadership Team may have cause to send a child home if a child's behaviour is deemed to be unacceptable and would harm the education or welfare of the pupil or others in the school.

### **Difficult and Dangerous Behaviour When faced with Challenging Behaviour**

Some behaviours exhibited can be more challenging. We use the '**Therapeutic Approaches to Behaviour in Early Years**' response to harmful behaviour to cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

#### **Positive phrasing**

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

#### **Limited choice**

- "Put the pen on the table or in the box"
- "When we are inside, Lego or drawing"
- "Talk to me here or in the garden"

#### **Disempowering the behaviour**

- "You can listen from there"
- "Come and find me when you come back"

- “Come down in your own time”

### **Use of a De-Escalation Script**

- Use the person’s name – “Francis”

### **Acknowledge their right to their feelings**

- “I can see something is wrong”
- “Tell them why you are there
- “I am here to help” Offer help
- “Talk to me and I will listen”

### **Offer a “get-out” (positive phrasing)**

- “Come with me and.....”

**Therapeutic Approaches to Behaviour in Early Years’ says -To create change we need to understand, not simply suppress the behaviour.’**

Across York Road Nursery School, we suggest strategies to help improve and manage challenging behaviours

### **Rules**

- Be very specific e.g. "being good" is too vague, rather specify "do not call out when Johnny is talking"
- Target the things which matter most to you ie the thing that annoys you most, other things are easier to cope with once this is improved
- Try to phrase rules in such a way as to expect success eg "walk in school", not "no running in school"
- Try writing the focused rules/boundaries together, ensuring the child knows and can articulate what you mean - give them ownership of the rules.
- Try sticking the rules (pictorially) where they can be seen by the child to reinforce them
- There is a role for tactical ignoring - as long as you know why you are doing it.
- If safety is a risk, remove the other children from the area.

**All York Road Staff through ‘Therapeutic Approaches to Behaviour in Early Years’ training know how to promote pro-social behaviour and manage anti-social, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating.**

**All York Road Staff focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.**

### **Positive Reinforcements**

- Positively acknowledge appropriate behaviors when he/she does something positive, helpful or kind.
- Positive acknowledgement encourages pupils to repeat behaviours because they have pleasant outcomes.
- Positive acknowledgement contributes to pupil's self-esteem - which matures their emotional, social and academic development.
- Positive acknowledgement towards one pupil can encourage other pupils to copy behaviours.

- Positive acknowledgement helps to establish and encourage positive relationships between teachers and pupils.
- Positive relationships are central to effective behaviour management.
- Positive acknowledgement helps to make schools friendlier and happier places in which to work and learn.

### **Therapeutic Approaches to Behaviour in Early Years' says –**

***'Positive consequences are things your child likes and enjoys. When used correctly a positive consequence will increase the frequency of positive behaviour. If you only give negative consequences, you run the risk of becoming a negative consequence yourself.'***

**When sanctions are necessary we at York Road Nursery School believe** - Sanctions need to be understood by the children and seen to be applied fairly and consistently.

We do not automatically apply sanctions when targets are not achieved - lack of reward (if a reward programme is being followed) is enough.

We believe sanctions need to be enforced when other children are not safe, or teaching cannot take place.

We will warn the child beforehand of a sanction we will take if the behaviour continues. This will always have been agreed and discussed with parents before putting in place.

Sanctions can be - removal of child from toy/area for a specified length of time, eg 3 minutes. Always tell the child when sanction is finished. Removal of child from the room as long as it is manageable or other children can move to another area. This would be a last resort and would need extra adult support. The child may well need a calm space. If another adult is required, there must be an acknowledgement between both adults if help/support are needed.

### **Other strategies we use are**

- Using timers to avoid confrontation, ask for something to be done by the time it has run out "put that away by the time this has run through" then turn away to attend to something else.
- Using the 1,2,3 strategy, eg "put that away by the time I have counted to 3"
- Avoid replying to arguments, eg if a rude remark has been directed at you, state it is not acceptable in your classroom and then turn away physically to attend elsewhere.
- If a child persistently hurts others make a huge (over the top with little ones) fuss of the victim and ignore the perpetrator, physically turning your back on them. They dislike this; instead of getting your attention they have directed it at someone else. After a while, this response does make a difference.

### **Staff Responding to Children**

Staff will not need to update a parent every time a child may have acted inappropriately during their day at York Road Nursery School - unless there is a pattern of consistent inappropriate behaviours over time that need further discussion. Staff know that the majority of unwanted behaviours are usually due to immaturity, expressing emotions or frustrations in not being able to communicate quickly enough. Staff professional discussions give the opportunity for sharing information on any child that may need more support at a particular time and discussed with parents when required.

## Safe Touch-Physical Interventions

**Therapeutic Approaches to Behaviour in Early Years'** teaches clear definitions around – **IF, WHEN, WHY and HOW WE DO 'safe touch'** to avoid situations listed below which could result in injury.

- Forcing a child up or down steps or stairs
- Dragging/forcing a child from a confined space
- Lifting and carrying (including young children capable of walking)

Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency).

**Through the 'Therapeutic Approaches to Behaviour in Early Years' training ALL our staff have clear understanding when it is necessary to action 'Safe Touch'**

To steer, guide or escort a child you should:

- Use a 'closed mitten' with fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

To communicate comfort or reward:

- Give a 'supportive hug' with the hip and head away, sideways stance, closed mittens contain each shoulder, communicate intention and use 'de-escalation script' if needed.

To support, guide or escort a child you should:

- Use a 'supportive arm' with hip in, head away, sideways stance, positioned behind the elbow, closed mittens used above the elbows to maintain safe shape (penguin shape) and communicate intention.

To move a child away:

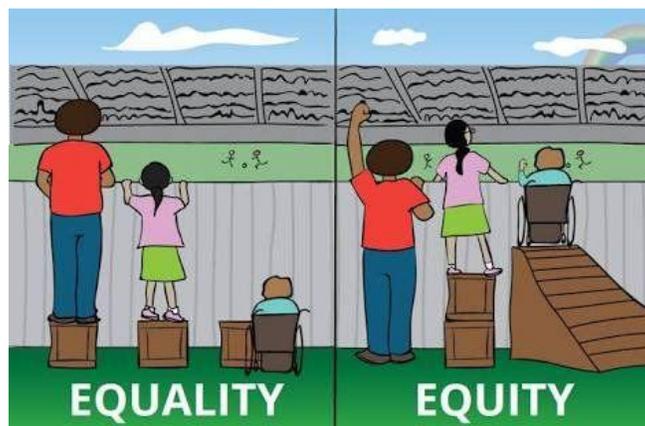
- Use an 'open mitten' with fingers together, thumb away from fingers, palms parallel to the floor. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

To protect or turn:

- Use an 'open mitten guide' with open mitten hand placed on the arm above the elbow, safe shape (penguin shape), palm parallel to the floor, staff positioned behind with extended arm, communicate intention and use 'de-escalation script' if needed.

For further information, refer to the **'Therapeutic Approaches to Behaviour in Early Years'** training pack.

*'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised.'* EYFS (2012)



**Appendix B** Example of combined Education Plan (IEP) and Support Plan (ISP)

<b>Photo of me</b>	<b>My Information</b>  <b>Name:</b> <b>DoB:</b> <b>Setting: York Road Nursery and PreSchool</b>	<b>Date of Meeting and who attended</b>  <b>Date of Review Meeting and who attended</b>
<b>What I am good at:</b>	<b>What is important to me:</b>	<b>How you can help me:</b>
<b>How to communicate with me: (PECs, Communication Boards etc)</b>	<b>What my parents hopes and wishes for me are:</b>	<b>My Support Network: (what professionals are involved/who have I been referred to)</b>

Target (Plan) SMART targets including duration and frequency	Do strategies and links to planning	Who	Review impact on progress, EYFS age/stage?
		Home/School	

**Additional meeting notes, next steps and support** *(including interventions from external agencies)*  
 Conversations regarding pushchairs, dummies, bottles etc.

**Date of next review:**

Name:

Key Group:

Afternoon Provision and Lead:

Date:

Behaviour	Function of behaviour	Trigger / early warning signs	Strategies implemented	Intended outcome	Review

## EXAMPLE

Behaviour	Function of behaviour	Trigger / early warning signs	Strategies implemented	Intended outcome	Review
e.g. Biting, stimming, putting hands in nappy	Sensory	Mouthing/chewing Agitated/unsettled	Sensory mouthing opportunities, teaching specific play skills, eg. of sensory play	The number of incidents of biting to be reduced, mastering particular play skill, developing interest in sensory play	
e.g. Running away, hiding under a table, squeezing into small spaces	Escape	Lights, sounds, busy spaces, when getting coat for garden	Dedicated calm area, building relationship with trusted adult, sensory room, going to hang coat first/last, wrapping in blanket	Child goes to calm area with adult support, child goes to trusted adult when they need help, staff aware of triggers and reduced where possible	
e.g. Pulling hair, spitting, screaming	Attention	Making sounds, having nothing to do/ adults working with other children	Dedicated 1:1 time with adult- visuals to support understanding of when this will happen, teaching play/interaction skills	Child understands they will have 1:1 each session and when that is, child begins to join another child in play with support	
e.g. Throwing self to floor when told 'no', climbing to get what he/she wants	Tangible	Desired object put out of reach, transitions, favoured activity ending	Now/next boards/ schedules, countdowns when activity ending, distraction	Child understands visual support in transitions, child understands when countdown is used activity is coming to an end, child beginning to communicate for wants by using PECS/objects	