



Behaviour Policy

Review date: September 2023

Next review: September 2024

Rationale

Hirst Wood is a caring place and we believe that a positive climate of behaviour is essential to high quality teaching and learning. We create an environment in which everybody respects and cares for each other. We believe that all those involved in the school & centre community (children, staff, parents, Governors, and our local and wider community) can contribute towards the creation of a positive, and inclusive, climate of behaviour. Therefore, this policy applies to the behaviour of everyone involved with the school & centre.

We recognise the key role that children's social, emotional, moral and spiritual development plays in each child's wellbeing and subsequent behaviour, and our whole ethos and approach to the curriculum reflects the importance that we place on personal and social development. Children have the right to play and learn in a friendly, safe and supportive environment where they develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. This right applies equally to the adults in the setting. Alongside these rights children will be encouraged to take responsibility for their own behaviour and adults will model the highest standards of behaviour for them, as set out in the policy guidelines. We are committed to promoting respect, fairness and social inclusion. We ensure that all children receive behavioural support according to their level of need and understanding.

Our Behaviour Policy also encompasses our Anti-Bullying Policy which states that under no circumstances should any adult or child be discriminated against or suffer bullying of any kind. We believe that everyone has a right to work in an environment free from harassment and bullying. The Governing Body has a legal responsibility to ensure that bullying and harassment is not tolerated within the school. The Single Equality duty makes it unlawful for any bullying, harassment or discrimination. (See our Single Equality Policy).

Aims

We aim to:

- Provide the basis for a positive and inclusive climate of behaviour.
- Ensure that our environment is one in which all children and adults feel safe, secure and respected; an environment where difference is valued and nurtured and bullying, harassment and violence are not tolerated.
- Enable children to develop a sense of self-worth, respect and tolerance for others
- We believe that cultural capital is about giving children the best possible start to their education and future success.
- Provide a climate where children behave with consistently high levels of respect for each other and our learning environment.
- Provide guidance on consistent and co-operative approaches to positive behaviour management.
- Ensure that we work in partnership with parents/carers.
- Develop ownership of the policy within the whole school community.

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally-attuned relationships set a very positive climate for children's social and emotional development and help to promote good behaviour. When students feel connected to their schools, peers, and teachers, they build trust and we know that supportive relationships are a key protective factor for young children. The approach of restorative practices provides tools for teachers to help foster a sense of connectedness in their classroom through mindful awareness opportunities safely through listening, speaking, and practice taking responsibility for their actions. These learning opportunities ultimately build children's social and emotional skills and that ultimately lead to emotional literacy.

The continuum of emotional maturity and impulsivity - what is self-regulation?

Emotional self-regulation is part of Personal, Social and Emotional Development but other aspects of self-regulation link more closely to the Characteristics of Effective Learning. Supporting children in the Characteristics of Effective Learning goes hand in hand with supporting their self-regulation skills. We will support children to be able to make choices, make connections, face challenges, take responsibility and think flexibly and creatively. Children do not have a natural the ability to self-regulate, this is something that they learn and develop through co-regulation with the support of an emotionally available adult.

Why is self-regulation important?

Self-regulation is finding ways to cope with strong feelings so they do not become overwhelming; learning to focus and shift attention; and successfully controlling behaviours required to get along with others and work towards goals. The ability to regulate thoughts, feelings, and actions helps children successfully negotiate many of the challenges they may face through the promotion of resilience in the face of anger, frustration, disappointment for example.

How do we support children with the skills of self-regulation?

Positive relationships through warm and responsive adults who help children to feel safe, respected, comforted and supported in times of stress and confident that they are cared for at all times. Children need to form attachments and we achieve this with a key person approach. Children also need to build relationships with their peers and begin to experience the joys and challenges of friendships and being in a group.

Enabling Environments make self-regulation more manageable. This means that if an area is structured in a predictable way, physically, and emotionally safe for children to explore and take risks without unnecessary stressors. An environment needs to provide opportunities for intellectual and physical challenge. Children need to be able to push boundaries and learn new things. Our environments encourage independence, decision making and choices; we ensure a range of spaces to be together or alone, calm or stimulated and with free flow access to outdoors and nature. Our environment is stimulating, challenging, varied, progressive, purposeful and supportive of all children in developing respect for themselves and others. We encourage and support children to be independent in managing their knowledge and understanding, having the ability to make choices, to organise and evaluate their own learning. We set up the environment in ways that support the children's independence and learning and reduces challenging behaviours. We follow a social emotional curriculum and focus on developing a cohesive classroom unit; restorative practices align with the social and emotional curriculum and intentional relationship and community building. We talk about feelings, introduce the zones of regulation through the emotions board to develop emotional literacy.

Learning and development: we role model and support self-regulation through suggestion, strategies and scaffolding. We provide lots of time and frequent opportunities for children to practise their developing self-regulation skills.

The Role of the Adult

One of the most important ways in which children learn how to interact with their peers and with adults in our setting is by observing how adults behave with one another, and with children. When children are unable to self-regulate they will communicate this through their behaviour. Reframing our thoughts about a child's behaviour will help us see that the child is out of balance, that the child is not 'looking for attention' but seeking connection. A 'tantrum' is a type of self-regulation but it is the body and brain taking over. The child is not choosing to do it, it is happening to them. Dysregulated behaviour tells us that the child is not coping.

Children are not trying to give us a hard time; they are having a hard time, therefore the adult needs to think - what could be causing this unmanageable stress? What is the trigger? How can I see things differently? What is it that I do not understand? What is the child's behaviour telling me?

Adults working with children have a responsibility to:

- Treat each child as an individual and with respect, understanding the context in which each child is growing up.
- Separate any undesirable behaviour from a child as an individual.
- Acknowledge children's difficult feelings with them e.g. anger, disappointment and hurt.
- Acknowledge the needs of all children, for example the quiet withdrawn child as well as the outgoing child and be aware that some kinds of behaviour may arise from children's additional needs and these will be responded to appropriately.
- Encourage children to talk about behaviour they do not like and to say how they want to be treated. (For example: using Persona dolls to discuss conflict and ways of negotiating and resolving issues).
- Role model and explain alternative ways of dealing with situations, discussing cause and effect and using child-initiated ideas to talk about issues.
- Pay particular attention to transition periods for children – as they come into nursery, within nursery and as they prepare to move on to Reception classes in school.
- Foster positive relationships between children, between children and adults and between adults.
- Model respect for and understanding of cultures and beliefs represented in our School and the wider community.
- Speak kindly to others and with children; at no time will staff use judgemental or critical language or speak harshly to a child. Adults will not react in any way that seems threatening.
- Be aware of body language or gestures that could convey negative messages.
- Understand that any form of corporal punishment is absolutely forbidden.
- Be pro-active rather than re-active in our approach and implemented strategies.
- Work collaboratively with parents, colleagues and other professionals to support children's individual needs.

We support children to self-regulate by:

- Interacting in warm, responsive ways
- Recognising and responding to a child's cues
- Showing empathy
- Encouraging face watching
- Providing physical and emotional comfort when a child is dysregulated
- Modifying the child's environment to decrease demands and stressors
- Providing consistent routines and structure
- Modelling self-calming strategies
- Teaching rules, redirecting and using effective positive behaviour management strategies that are developmentally appropriate
- Intentional modelling and monitoring and coaching of specific, targeted self-regulation skills such as identifying and expressing emotion, calming down, waiting, planning and problem solving

Strategies to support a child in a dysregulated state may include:

- Being present, staying calm, showing empathy.
- Offering a gentle touch and validating their feelings.
- Helping them become self-aware, guiding them through sensory experiences and calming strategies through being supportive and encouraging.
- Helping children feel safe, cared about, valued, and understood as they learn to regulate.

We do not try to reason with a child who is in a highly dysregulated state because they are unlikely to be able to hear us, they cannot respond to logic or reason and will be unable to process or understand what we are saying and sometimes, this results further dysregulation and anxiety. Some strategies to support self-regulation need to happen in the moment, some can be planned for but all can be reflected upon. Adults should check that what they are providing or doing is actually working to reduce stressors and support a child to become more balanced. Adults should reflect on their own reactions/behaviours as well as the child's. Well-regulated adults and healthy adult relationships help children to find their way. We have to lend children our calm. We cannot do this if we are not calm ourselves. It has to start with the adult. We all need to consider how we ourselves self-regulate. We need to support each other, notice each other's stress and help each other to regain balance.

What is co-regulation?

'Self-regulation depends on and grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain, and return to balance'. For young children, co-regulation has both emotional and cognitive aspects. It includes the adult modelling calming strategies, naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their cognitive awareness of strategies to reduce or manage extremes of emotion. (Birth to 5 Matters 21)

Working with families

It is important that we work in genuine partnership with the families of all our children. We build strong relationships from the start, our key person system enables us to form mutually positive relationships. We aim to support families to understand the significance of self-regulation for everyone by sharing our knowledge of child development and positive behaviour management and discuss any personal circumstances that may be affecting family life. Using our knowledge of self-regulation to support our classroom practice is essential, the key being knowing all our children and families well so that we understand their stressors, behaviours and regulators. Whilst we know that generally and individually, this will have a profoundly positive effect on relationships and behaviours within the setting, we also know that there will be many times when children become dysregulated and will need support and guidance.

Some key elements guide our practice:

- We remain calm.
- We listen to children.
- We give children time.
- We are genuinely interested in what children are doing and what they have to say.
- We are respectful towards children.
- We communicate clearly at the right level for the child.
- We provide clear and consistent boundaries.
- We acknowledge emotions and do not try to suppress them.
- We have high expectations of all children and model the behaviours we want to promote.
- We do not use strategies that involve shouting, humiliation or rejection.
- We use specific praise linked to effort as well as outcome
- We do not give children stickers or other rewards. We prefer children to be motivated to do things because they want to, they know it is the right thing, it helps others, it makes them feel good!
- We do not intervene too soon when conflict arises and we teach children strategies to enable them to manage conflict independently.

Managing conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling.

We encourage children to be assertive and to say/sign “no” clearly, for example say “no, I don’t like that” or “no, stop”. Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved.

If conflict requires adult intervention in order to be resolved, our approach is:

- Listen to both children.
- Encourage children to say how they feel (“it hurt” ... “I’m sad”).
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve comforting the other child.
- Avoid a situation where a child expresses a grudging “sorry”. Never insist that a child says sorry, they should only say it if they mean it.
- If a child has been hurt or is distressed, initially we focus attention on that child and deal with the behaviour of the other child next. Remember, all behaviours are communication – try to figure out why the incident has happened.
- If necessary, state a clear boundary. “Remember, no hitting in nursery.”
- If necessary move one child away from the other’s play.
- It is important to spend time settling the children back into positive play – don’t deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it.
- Bilingual staff play a key role in helping with incidents where children are new to English

We hope to reduce conflict using the following strategies

- Making sure that we have enough resources for everyone.
- Modelling taking turns, sharing, learning and simple approaches such as “I’ll do one, then you can do the next one.”
- Modelling self-regulation strategies i.e. taking deep breaths, moving away from a stressful situation and explaining what we are doing
- Scaffolding developing self-regulation in steps using co-regulation that can be removed as a child becomes ready.
- Support and promote open-ended experiences that encourage collaboration, e.g. block play.
- Point out praise and promote kindness, friendship and supportive behaviours between children.

We want all our children to feel safe and cared for. We want them to know that their emotions are a part of who they are and we want them to begin to understand what it is that causes them to feel the way they do. We want children to begin to learn how to cope with strong feelings and what supports them to return to balance. We support children patiently and responsively on their journey towards self-regulation and we know, expect and understand that this journey will not always be an easy one and that it will be different for every child. Our staff will consider their own self-regulation and appreciate that they too are on a journey. We will support one another and know that we will not get things right every time. We will reflect, ask questions and learn and in doing so will develop our understanding of the essential role that self-regulation plays in all of our lives.

Pre-plan - anticipate

Practitioners will be most successful at promoting positive behaviour when they are able to anticipate and pre-plan what the behavioural issues might be in a certain situation and act to avert them. When considering the classroom, it is important to promote and support children’s independence, for example, ensuring that resources are labelled pictorially and accessible to all children which should avoid frustration and confrontation.

We hope to establish routines that provide structure and security but if something different is happening, explain to the children exactly what will happen because some children may find it difficult when their routine is altered and they feel insecure, even if it is something exciting.

Be consistent role-models

Fostering positive relationships based on sound knowledge and understanding of individuals, whatever their sex, disability or race. Some theorists would argue that all behaviour is learned and we certainly need to consider what children are learning from us as adults. When parents and practitioners model appropriate behaviour, children will pick this up and copy it. We wish to encourage mutual respect – ‘I listen, I value what you say and respond’.

Keep calm

When we feel our professionalism and ability to cope and manage are compromised it can make us feel de-skilled. Sometimes our behaviour towards a particular child can become a problem and it is important that we focus our concerns on the behaviour, not on the child. It is a professional strength, to ask for advice and support from colleagues. When behaviour is inappropriate, it is important to respond rather than react.

Communicate

We are often under the impression that what we say in the form of words is the most important facet in communication. However, words are only a very small part of the communication process. Far more important is the tone of voice in which we speak and the body language we use. How much children hear, or feel that they are being listened to, is more dependent on our body language messages than the words we say or the speaking space we give to them. It is important that we catch children being good and give praise appropriately. Children need to know they are getting it right through adults using positive and warm body language, tone of voice, praise and compliments, encouragement and positive attention. Use children's names and simple language to appreciate behaviour you like. ‘I like how you put all those blocks away’ Make a point of saying to children the behaviour that what you want, rather than what you don't. Report achievements and positive behaviour to parents within earshot of their child which will also help to build positive relations with parent/carers and children will be aware that you talk to their parent/carer (about good and not so good behaviour!). Avoid singling out and humiliating individual children. Make clear to the child or children in question that it *is the behaviour and not the child* that is unwelcome

Negotiate and/or compromise

From about the age of three, most children become much more able to negotiate and compromise and will be less likely to resort to tantrums or stubborn refusal if they are given some chance to gain ‘power’ through negotiation. Through this process, the adult is also building the valuable skills of ‘either/or’ thinking. By building positive and supportive relationships with children we hopefully develop trust so that they will listen to and accept direction. Say, ‘Yes, we can get the trains out, once we've finished tidying up these blocks’, instead of ‘No, we must tidy-up first!’ For some children with SEND, the use of First and Next boards would support this approach, to be able to give children a sense of control in their decision making whilst ultimately complying with compromise.

A restorative justice approach

This response would allow children the benefit of an opportunity to discuss the potential sadness / anger / frustration that their actions / words have caused others to feel. Restorative approaches are built on values which separate the person from the behaviour working towards the promotion of a sense of accountability for their actions and work towards finding a solution to make a situation better; repair and restore.

Adults model and utilise restorative approaches that can lead to:

- Children practising sharing their emotions and feelings - developing their emotional literacy
- Children identifying what is unfair and how we can work together to improve situations by offering ideas and solutions
- Children actively discussing their needs / thoughts / actions and consequences
- Children taking responsibility for their actions and their impact on others and ways to make things better
- Improved understanding that their behaviour may upset others and how that feels and what could be done differently
- A meaningful way of addressing behaviours that can cause others to feel sad, angry, frustrated, disappointed
- Developing a culture of inclusion and belonging by providing all children with frequent opportunities to reflect on how they play, communicate, collaborate and negotiate as a community

Encourage positive reflection (if developmentally appropriate)

1. Describe the behaviour: 'When you do...'
2. State your feelings: 'I feel...'
3. State the effect: 'When you do that it...'
4. Ask for input: 'What can we do about it?' 'How can you help...?' or 'What could you do differently?'

Distract

Many young children can be diverted from poor or inappropriate behaviour by giving them focused attention or simply turning their attention to something else.

Offer choices

Give a clear choice, 'I would like you to help tidy up or you might have to miss the story'. Offer to give children a few minutes to think about their choices and then go back to them and ask which they want to do. Most children will decide the former option, but you haven't given them an ultimatum and they feel that they have a choice.

Allow time e.g. 1, 2, 3.....

When asking a child to do something say: 'I will count to and then...' Give an offer of a positive reward or alternatively a boundary.

Say 'stop' instead of 'no'

Using the word 'stop' instead of 'no' is effective for many reasons. When 'no' is used as part of everyday boundary setting with children, it can lose the effect and children start to ignore it. However, when we say 'stop' it gives children something to do and also allows you to explain why the behaviour should stop.

Use 'time out'

Time out can be used to modify serious or challenging behaviour. Remove the child from whatever they are doing and ask them to sit/stand in a safe place for a period of time. The adult in these circumstances could ignore the child and offer no eye-contact or conversation. This is an opportunity for the child to calm down – to think and reflect on their behaviour. It is vital to remember to give the child an 'invitation to return' if they wish to be accepted back into the wider group – if appropriate, explain to the child why time out was needed. If a child then behaves appropriately in the next few minutes offer clear affirmation and praise. It is important that 'time out' is used appropriately, and only when essential. Sometimes children need time and space to recover before explaining why their behaviour was unacceptable. Always finish on a positive note.

Prioritise what is important

Choose which behaviour you wish to challenge – some inappropriate behaviour will just disappear if it is ignored. If children are constantly being told, 'no, no, no', then the atmosphere in the setting and at home becomes very negative. Praise the behaviour you want to encourage e.g. catch children being good, notice and praise the positive behaviour. This provides a constant reinforcement of the behaviour that we wish to encourage.

Acknowledge and reward the behaviour that we want to encourage

We have a 'kindness bucket' in each classroom that allows adults to reward the positive choices that children have made. The rationale is that when children behave or respond in a respectful and positive way, then an adult will reward them with an item to place into the bucket. These could be things like:

- using good manners
- doing something independently e.g. putting their coat on
- doing what an adult asks the first time
- sharing with a friend or sibling
- helping another child
- tidying away resources that they have used in an area of provision

The filling of the bucket represents a whole class responsibility and a whole class reward; we wish to empower intrinsic motivation for positive behaviour rather than tokenistic responses to an external reward.

Inappropriate behaviour

In order to apply appropriate strategies, we need to agree appropriate boundaries. We have said much about the behaviours we wish to encourage e.g. respect, kindness, sharing, but need to agree which behaviours are unacceptable (always bearing in mind that our responses must be appropriately flexible according to the needs of each child as well as those of the wider school community). We consider it unacceptable for children to deliberately hurt another person and to damage resources in the Nursery or their home environment. In cases of serious misbehaviour, such as racial or other abuse, the unacceptable nature of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Any problems will be handled in a developmentally appropriate manner, respecting individual children's level of understanding and maturity.

The 4 C's: Calm, Consistent, Communication, Clarity

Remember

All behaviour needs to be taken in context and behaviour 'is the child's only voice.'. Although there are some general rules and guidelines, it is important that each child's individual situation is considered, and any plan to deal appropriately with behaviour must begin with observation, and investigating 'triggers' to particular patterns of behaviour. Taking time to get to know a child, for example, learning about what is happening at home, their interests and passions, as well as enjoying playing, thinking and learning together will help.

Care and Control Policy: Restrictive Physical Intervention

We believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and appropriately. However, for a minority of children the use of physical intervention is needed, and, on such occasions, acceptable forms of intervention are used as part of our behaviour policy which includes preventative strategies for tackling inappropriate behaviour. All staff need to feel that they are confident to manage inappropriate challenging behaviour.

Children need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Safe Handling Plan (Restrictive Physical Intervention) including the nature of the intervention, and the rationale for its use. We always ask for parental signature to confirm authorisation and understanding of the plan. The Law allows for members of staff authorised by the Headteacher to use Restrictive Physical Intervention to prevent a child from doing or continuing to do any of the following: -

- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour which impacts on the good order and discipline in the setting.

Restrictive Physical Intervention is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a member of staff has to, in specific circumstances, use “reasonable force” to control or restrain a child. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Restrictive Physical Interventions (Safe Handling) will only be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. The safety and well-being of all staff and children are the most important considerations and in certain conditions this duty must be an over-riding factor. However, staff will use the minimum amount of force and restraint needed in order to restore safety and appropriate behaviour. The principles relating to the intervention are as follows: -

- Safe Handling is an act of care and control, not punishment. It is never used to force compliance with staff instructions. Staff will only use it when there are good grounds for believing that immediate action is necessary and, in the child’s, and/or other children’s best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and children (at their level of understanding) will be advised that Safe Handling intervention will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses to verify the necessity of intervention.
- As soon as it is safe, the physical intervention will be relaxed to allow the child to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of the setting.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual child will always be considered as it is essential to safeguard the emotional well-being of all involved, therefore after every incident of Safe Handling Intervention; children will be supported with sensitive pastoral care.

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age).
- To gently direct a child.
- In an emergency to avert danger to the child or children.
- In rare circumstances, when Restrictive Physical Intervention is warranted.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. If a child is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Safe Handling Plan will be completed (see Appendix). This Plan will help the child and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include: -

- The involvement of parents/carers and children to ensure they are clear about what specific action the school may take, when and why.
- Risk assessments to ensure that staff and others act reasonably, consider the risks, and learn from what happens.
- A record of risk reduction options that have been examined and discounted, as well as those used.
- Management of the child, strategies to de-escalate a conflict, and stating at which point a Safe Handling Plan Intervention is to be used.
- Identification of key staff who know exactly what is expected. It is best that these staff are well known to the child.
- A system for summoning additional support and/or identification of training needs.

Please refer to Appendix 1 for an example of a Safe Handling Plan.

Monitoring, evaluation and review

Hirst Wood Nursery School policies and procedures are continually under review and are amended in light of reflection or feedback through ongoing monitoring and evaluation. The regular monitoring, evaluation and review process and Performance Management reviews ensure that teachers and support staff are accountable for behaviour standards in the school. Further monitoring, evaluation and review of the behaviour policy takes place through

- Team meetings
- Child Observation meetings/supervision
- Monitor, observe and assess well-being and involvement
- School Development Meetings
- Pupil progress reports
- Continuing Professional Development and training opportunities
- Parent/carers views
- Governor policy review and visits
- Responding and reflecting (child, staff, parent/carers, community, legislation).
- Individual Education Plan / Education Health and Care Plan

Appendix 1. Safe Handling plan

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Headteacher: Mrs S J Taylor



Safe Handling Plan for

Situations when the child may need to be physically handled / triggers environmental factors	Diversions and or distractions to de-escalate the situation	Describe safe physical intervention/s	Nature of risk to child or others
<p>Excitable behaviour in an inappropriate situation.</p> <p>Climbing</p>	<ul style="list-style-type: none"> • use XX's name and a light touch on the shoulder to ensure you gain her attention • channel her energy by following her interests • use now and next visuals • distract by offering an activity that XX enjoys • name emotions and use the emotions board • try calming activities e.g. dough, fidget toys • try a change of person • have realistic expectations e.g. only request XX to sit for short periods • have a 'special interest' box for when carpet sessions are not appropriate • Use clear language "XX... stop" 	<p>Keep calm.</p> <p>Gain attention and use visuals.</p> <p>Allow processing time.</p> <p>Offer a hand to hold first.</p> <p>Gently lead XX clearly explaining what is happening e.g. I'm going to keep you safe by taking you to the classroom.</p> <p>If XX is going to hurt herself or others gently restrain her</p> <p>Try to approach from the side. Put one arm round the child's back in a seated or stood position. Use a 'friendly c' grip on the forearm . Hold the elbows in towards the body until she is calm or until others are safe. Avoid pressure on joints and never restrict the movement of the ribcage or neck.</p> <p>Remove her safely and if no other strategy works carry her to a safe place.</p>	<p>Falling from a height.</p> <p>Bumping into other children and pushing.</p> <p>Injury to an adult e.g. back injury.</p>

		If XX is climbing up something inappropriate support her to climb down by holding her under the armpits.	
XX refuses to follow an adult request.	<ul style="list-style-type: none"> • use XX's name and a light touch on the shoulder to ensure you gain her attention • use now and next visuals • allow processing time • repeat the request • offer praise to children doing the right thing and ignore XX's refusal • offer a choice 'pick the cars up or the train track' Use First and Next boards if necessary 	<p>Keep calm.</p> <p>Gain attention and use visuals.</p> <p>Allow processing time.</p> <p>If refusing to follow the adult's request places XX or others in danger gently guide her away or use the restraints described above.</p>	<p>XX may choose to ignore adult request, refusing to comply with instruction. This could mean that her behaviour escalates and she is at risk of hurting herself, another child or an adult.</p> <p>Injury to an adult e.g. back injury.</p>

Date:

Discussed with Parent/carer:-

Parent signature:

Review date: -

Children's rights and responsibilities

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.
To be safe.	To behave in a way which keeps self and others safe.
To learn.	To be willing to learn. To allow others to learn.
To make mistakes.	To own mistakes. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

Staff rights and responsibilities

Rights	Responsibilities
To be supported by peers and managers.	To ask for support when needed. To offer support for colleagues and managers.
To be listened to.	To listen to others.
To share opinions.	To give opinions in a constructive manner.
To be treated courteously by all others in the School community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the School's systems and policies/expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills in encouraging positive behaviour.	To support others in developing their skills in encouraging positive behaviour. To acknowledge areas of own skills which could be developed. To try new approaches.

Parent/Carer rights and responsibilities

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.
To be listened to.	To listen to others.
To be kept informed about their child's progress.	To talk to their child about what he/she does in school. To talk to staff if they have any concerns about their child's learning or wellbeing.
To have access to the School's approach to behaviour.	To access information and share concerns.
To have concerns taken seriously.	To share concerns constructively.