

## **Federation of Kintore Way Nursery School and Children's Centre and The Grove Nursery School**

### **Behaviour and Relationships and the Use of Reasonable Force Policy**

All children and adults attending Kintore Way Nursery School and Children's Centre and The Grove Nursery School have the right to be treated with respect and to be in an environment which is calm and safe. This policy takes into account guidance from the Early Years Foundation Stage and DFE Guidance on Use of Reasonable Force.

We recognise the uniqueness of each child and the importance for flexibility according to need. We take a non-judgemental and empathic attitude towards behaviour. We focus on the feelings and emotions that might drive behaviours.

#### **Relationships**

Relationships are central to our sense of belonging and to our emotional well-being. We believe in developing strong, positive relationships between staff, children and their parents/carers. We put the relationship first and focus on empathy, connection, trust and co-regulation.

#### **Attachment**

Attachment Theory is increasingly being recognised as one of the key theories within child development. Attachment is central to our well-being and affects us all. Some children's behaviour may be 'attachment needing' rather than 'attention seeking.' It is important that children really trust the adults caring for them and in turn, they feel secure in their surroundings and are able to seek and accept help from adults when they are experiencing distress or feeling strong emotions.

#### **Adverse Childhood Experiences/ Trauma**

Adversity and trauma can have a long lasting impact on children's mental health, relationships and well-being. Young children cannot always verbalise their feelings or understand the link between what has happened and how it influences their feelings or behaviour. Staff receive training to ensure they have a good understanding of trauma and know how to identify the signs and symptoms of trauma.

#### **Emotion Coaching**

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. An adult supporting a child to regulate their emotions, in order to manage strong emotions can have a positive effect on relationships and this in turn helps children to develop the skills to eventually self-regulate their emotions.

#### **The Lead Person responsible for Behaviour is the Executive Headteacher**

#### **Aims and Principles;**

- We believe in developing **positive, trusting relationships** between staff, children and parents/carers. We focus on empathy, connection, trust and co-regulation.

- Our setting is inclusive. All members should be **free from discrimination**. Our policies for behaviour and equality clearly set out guidelines for protecting children.
- We apply an attachment aware approach and are aware that adverse childhood experiences can significantly impact on a child's behaviour.
- To teach children the skills they need to **self-regulate** starting with **co-regulation** and support children to learn to solve their own problems through talk.
- We equip children with the skills to be **assertive** and seek help when needed.
- We use **conflict resolution** and **emotion coaching** strategies to support and equip children in solving problems and disputes.
- We support children to understand and **use vocabulary, symbols or pictures** to identify and **name their emotions**.
- To ensure that our children are **intrinsically motivated** to do the right thing because it is the right thing to do.
- Children's emotional development and well-being is safeguarded by establishing a learning environment that supports and protects every **child's right to grow and learn**.
- Staff work in **partnership** with **parents/carers** to manage children's behaviour at home and school.
- We understand that **behaviour** is a form of **communication** of an emotional need and we respond accordingly.
- We take a non-judgemental, curious and **empathetic** attitude towards behaviour.
- We recognise that children need nurture and structure and clear boundaries expectations are in place. There is a consistent approach to **limit setting** in place.
- **Early intervention** ensures children and families receive appropriate and timely support to address any challenges early.
- We know children do best when **professionals** work **collaboratively** and harmoniously together with families and the wide community to address their needs.
- At Kintore Way Nursery School and Children's Centre and The Grove Nursery School we aim to set up a positive learning environment where all children can progress and experience success. To support children, we ensure a range of strategies and procedures are in place. We work hard to build strong relationships with children, developing healthy attachments so we can help a child to feel calm through co-regulation in order to develop the skills to self-regulate.

### **Consistent Expectations**

The following behavioural guidelines were created after consultation with children, parents/carers, practitioners and governors and will be reviewed regularly.

- 1) We are gentle – we don't hurt others
- 2) We are kind and helpful – we say nice things to each other, we smile, we tidy up
- 3) We listen – we take our turn to talk
- 4) We look after toys and books – we don't break things
- 5) We say what really happened – we tell the truth

Parents/carers are provided with a copy of the guidelines on induction. Practitioners and parents/carers praise and encourage children when they make efforts to keep these guidelines. Practitioners use the language in the guidelines when talking to the children rather than the terms 'good' 'bad' or 'naughty'.

For example; when a child has given their toy to another child an adult might comment; "Well done, you have been **kind**, you gave the .... to ...".

Alongside the golden guidelines we use conflict resolution. If children have become involved in any form of conflict, practitioners at both Schools follow the High-scope six steps for conflict resolution;

### **1 Approach Calmly - Stopping any hurtful language or actions**

A calm manner reassures children that things are under control and can be worked out to everybody's satisfaction. If an object is causing the conflict the practitioner holds the object until the issue is resolved.

**2 Acknowledge Feelings** – Children need to express their feelings before they can let go of them and think about possible solutions to the problem. A practitioner makes simple statements like; "You look cross".

**3 Gather information** - Adults are careful not to make assumptions or take sides. We ask open-ended questions to help children describe what happened in their own words. Practitioners may ask; "What happened?" or "What is happening here?"

**4 Restate the problem** - Using the information provided by the children, the adult restates the problem, using clear and simple terms and, if necessary, rephrasing hurtful words.

**5 Ask for ideas for solutions and choose one together** - Adults encourage children to suggest solutions, helping to put them in practical and concrete terms. We accept their ideas, rather than impose our own, thus giving children the satisfaction of having solved the problem. Adults may need to model how to make the situation better.

**6 Give follow-up support as needed** - Adults help children begin to carry out their solution, making sure that no one remains upset. If necessary, we repeat one or more steps until all the children return to their play.

### **Emotion Coaching -co-regulation in practice**

If a child is experiencing strong emotions co-regulation can take place.

**Step 1: Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

**Step 2: Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

### **Clear routines**

It is important that staff teams agree consistent routines for each School. Photographs, symbols, visual timetables are used to support children's understanding of the daily routines. Any changes are explained to the children and practitioners focus on supporting children who find transitions difficult.

### **Supporting Transitions**

Practitioners give warning of impending change to the daily routines. Allow children time to finish something when they are engrossed. Provide visual symbols and auditory aides to show what is happening next. Counting down also gives children the opportunity to get ready for the next activity, session or change in routine. e.g. "When I get to ..... I want you to put your books away."

### **Tidy up times**

Practitioners encourage children to put things away as they go along, before getting new things out.

Children are given notice when it is nearly tidy-up time "it's five minutes till tidy-up time".

Children are provided with a visual and auditory signal that it is tidy-up time such as; an instrument, a countdown to 0, a song and sign. Practitioners are consistent across the Federation and encourage all children to actively participate during tidy-up sessions.

Children's constructions can be labelled and placed somewhere safe or a photo taken to keep a record if they need to be cleared away.

Resources are clearly labelled to support children in developing autonomy and becoming independent learners.

### **Providing sufficient equipment or materials**

It is important to provide numerous items of the same resource so that children do not have to wait too long for a turn.

### **Meeting all Children's needs**

Developing positive relationships between parent, child and key person is a priority at Kintore Way Nursery School and Children's Centre and The Grove Nursery School. Practitioners gather information from parents/carers during the home visit or induction about children's interests, development and needs.

### **Limit setting**

We are aware of having age appropriate limitations and expectations; we set realistic limits for children according to their age and stage of development. Children need choices and opportunities to succeed. At Kintore Way and The Grove, we want the children to learn the basic polite rules of saying 'Please' and 'Thank you' and knowing when to say 'Excuse me'. Adults need to model, encourage and praise children.

### **Useful strategies to use when setting limits;**

- Say what you want the children to do e.g. "I would like you to ...."
- Say 'yes' rather than 'no' e.g. "Yes you can play with the car when ..... is finished".
- Give limited choices e.g. "Would you like to tidy away the cars or the bricks?" "Would you like a cracker or fruit?"

- Use “When....then” statements e.g. “*When* you have your coat on *then* you can go outside.”

### **Group times**

Children are provided with the opportunity of meeting with their key person or other adults in a small group. These times can be used to talk to the children about their feelings or any problems they may have encountered. Practitioners encourage all children to become involved in critical thinking and problem solving. Visual images are used to support children in the early stages of language acquisition or who have English as an additional language. Children are provided with the opportunity to identify and discuss boundaries and why they are there.

It is important that the adult leading these sessions is already in place before the children arrive. Waiting time should be kept to a minimum. Practitioners use visual prompts to support the expectation of “Good Sitting” “Good Listening” and “Good looking” Group times need to be planned and flexible. Resources need to be prepared prior to the session. Children are encouraged to look at books and learning journeys while waiting for a group session to start.

### **Children’s Health**

Children’s behaviour can be affected if they are feeling unwell, tired, hungry, and thirsty, have a poor diet or are on medication. Physical problems can mean children are unable to cope with additional stresses. At Kintore Way and The Grove, we provide children with a self-service morning and afternoon snack and provide drinking water. Practitioners are vigilant to children’s health and any sudden changes in their behaviour.

### **Rewards**

At Kintore Way and The Grove, we want children to be motivated by the satisfaction of doing the right thing rather than for a tangible reward such as a sticker or stamp. However we recognise that these rewards may work for specific children although the plan would be to gradually move on from giving stickers or stamps. Practitioners provide children with social rewards such as; a WOW card, smile, praise, a high 5, a gesture or sign or by telling another member of staff, another child and talking to parents/carers. The ‘Learning Journey’ books can be used to support behaviour by practitioners recording the positive efforts made by the children. WOW cards are used to record positive behaviour. We encourage children to say positive comments about each other and talk about how they have kept the Golden Guidelines.

### **Supporting Children’s Emotional Development and Well-being**

To maintain a positive learning environment practitioners at Kintore Way and The Grove believe that children’s emotional needs must be met and supported. Practitioners make the most of any opportunity to talk about feelings with children. During story times adults can explore the emotional content of the books they read.

### **Adult role**

All of the adults are responsible for children’s behaviour and need to be pro-active in dealing with any issues.

### **Practitioners will:**

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents/carers.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

- Avoid shouting or raising their voices in a threatening way.
- Be aware that some kinds of behaviour may arise from a child's special needs.
- Be confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour.
- Ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Be willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.

### **Physical Aggression**

Interrupt and stop any violent behaviour calmly and firmly say "We are kind to each other"

Deal with any injuries first then take the children through the six steps.

### **Record the incident**

- a) Comfort the victim and encourage the other child to make amends when they are calm
- b) Talk to both children about what happened, follow conflict resolution strategies and discuss/suggest an alternative way of behaving
- c) If appropriate, encourage children to re-enact the scenario with appropriate behaviour  
e.g. If a child has snatched a toy they could model asking for a turn instead.

### **Tantrums**

Having tantrums is a normal part of a child's development, it is important that adults remain calm.

Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to;

- Make sure the child is safe by moving away objects;
- Do not try to talk or reason with the child at this stage;
- Hold the child gently if allowed;
- De-escalate the situation by talking calmly;
- Reassure by saying "It will be OK."

If a child is prone to tantrums practitioners need to identify the triggers.

### **Withdrawn or Distressed Children**

Practitioners should;

- Work closely with parents/carers and may need to 'resettle' the child. Provide a visual timetable.
- Use symbols to help communicate with the child.
- Provide a bag or basket of personal items or create an attachment box
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. Using puppets or small world play.
- Provide lots of opportunities for fun and laughter.

## **Identifying challenging behaviour**

Types of behaviour that are deemed inappropriate are as follows:

- Physical abuse/violence.
- Kicking, biting, hitting, hair pulling, scratching.
- Verbal abuse, swearing, racist comments, derogatory comments or actions.
- Throwing objects in rage, spitting, deliberate destruction of either school's or other people's property.

## **Record Keeping**

Practitioners adopt positive observational record keeping observing:

A – Antecedents (events that occurred before the incident took place).

B – Behaviour (what actually happened).

C – Conclusion (what happened afterwards and how children are to be supported).

Both positive and inappropriate behaviour is recorded.

When a child has hurt another child or displayed inappropriate behaviour, a behaviour incident sheet is completed and filed. Where a child continues to display negative behaviour the key person and SENCO will work in partnership with the parent/s using observation records to establish an understanding of the cause. Parents/carers will be invited to a meeting and an Individual Behaviour plan (IBP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important.

If the situation continues to occur, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice.

If a child's behaviour causes injury to themselves or others a risk assessment will need to be completed.

Class teachers and senior practitioners regularly monitor the room behaviour records and highlight concerns to the SENCO.

Records are monitored termly by;

Deputy Headteacher – for Kintore Way Nursery

Deputy Head (Day-Care) – Under 3s

Assistant Headteacher – The Grove

Steps to take if you have a concern about a child's behaviour:

- Share concerns with colleagues.
- Share concerns, strategies and plans with parents/carers.
- State clearly what is the behaviour that concerns you?
- State clearly what you would like to see the child do instead.
- Priorities.
- Draw up an individual behaviour plan.
- Review with parents/carers.
- Seek advice from outside agencies with parental consent.
- Refer to Early help for support from a community family worker.

## **Inclusion**

At Kintore Way and The Grove, we believe in providing care and education which meets all children's needs. We are aware that some children need additional support with their behaviour during their time at School. Practitioners should actively encourage all children to play together and be aware of their different needs.

Practitioners are aware that children with significantly delayed language skills can become easily frustrated if they are unable to communicate their wants and needs. Staff need to use gesture, body language and supplementary signing systems to aid children's understanding. Visual materials should be used as much as possible.

## **Positive Handling**

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include;

- Providing the child with emotional support
- Helping the child with personal care needs
- To give guidance in tasks

Physical intervention is not the same as positive handling.

## **Physical Intervention, Reasonable Force and Restrictive Intervention**

The Federation follow the DFE Guidance on Force and other Restrictive interventions in School 2025 guidance.

**Reasonable Force:** Physical contact used by school staff to control or restrain a child —always the minimum necessary and only for as long as required.

**Restrictive Interventions:** Any action, planned or reactive, that limits a pupil's movement, liberty, or freedom. This includes physical restraint and other methods that restrict a pupil's ability to act independently.

**Restraint:** A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

Staff need to consider;

- **Proportionality:** Staff must use the **least amount of force or least restrictive intervention necessary**, for the **shortest time required**, to reduce risks.
- **Individual Considerations:** Take into account the pupil's **personal circumstances** (medical conditions, special educational needs, vulnerabilities), **characteristics** (age, size), and **equality implications** under the Equality Act 2010.
- **Welfare and Dignity:** Balance actions against the pupil's overall welfare. Children with trauma, medical conditions, sensory impairments, or communication difficulties may find interventions particularly distressing. Maintain respect for dignity, including considering location and privacy.



- **Communication:** Clearly and calmly explain what is happening, why, and what the child needs to do. Use verbal and/or non-verbal strategies for children with communication difficulties or English as an additional language.
- **Ongoing Assessment:** Continuously assess the pupil's feelings and circumstances to decide whether to apply, reduce, or stop the intervention.
- **No punishment:** Force is never to be used as a punishment.
- **Staff discretion:** All staff have the power, but not the duty, to use reasonable force, meaning they have the discretion to use it or not.
- **Duty of care:** Staff still have a duty of care, and in some situations, failing to use force might be seen as a breach of that duty.

Part of our roles as practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we have to try and prevent this from happening.

## **SEN/D**

Behaviour Plans and risk assessments are written for individual children who, through a special need or disability, are assessed as being at greatest risk of needing restrictive physical interventions in consultation with parents/carers and the child. When considering using force, staff must be mindful of a pupil's SEND and their specific needs. This includes providing reasonable adjustments and considering de-escalation techniques first.

## **Reporting Incidents**

Any occasion where physical intervention is used to support a child with their behaviour should be recorded and parents/carers informed about it on the same day. Ideally it is best to telephone parents as soon as possible after the incident before confirming it in writing.

Practitioners complete an incident sheet (See Appendix) and inform the Deputy Headteacher, Assistant Headteacher and parents/carers on the same day.

## **Corporal punishment**

Physical punishment, such as smacking or shaking, will be neither used nor threatened. No-one is permitted to use any form of physical punishment on the premises.

## **Role of SENCO**

- To help identify children's behavioural needs.
- To help with planning approaches to working with and supporting children with behavioural needs.
- To ensure that parents/carers are updated by their child's key person on a regular basis.
- To make sure children's progress is regularly reviewed.
- To make sure parents/carers are fully involved in the planning for their child.
- To liaise with outside agencies.
- To manage any additional funding obtained and ensure all administration is carried out.

### **Partnership with Parents/carers**

A home - school agreement is signed by both parents/carers and practitioners when a child is first admitted to the School. Discussion with parents/carers about strategies used at home is a very important part of supporting a child's behaviour at either School. It is important that practitioners share children's positive behaviour regularly with parents/carers especially when supporting a child who is displaying negative behaviour. Staff need to respond sensitively to parents/carers when they seek help in supporting their child with behaviour.

### **Working with Outside Agencies**

Support may be sought from outside agencies, with the parents/carers' agreement. Outside agencies which may be involved are;

- The Early Help Team
- Children Centre parenting workshops
- TAC (Team around the Child)
- SENCO
- Educational Psychologist
- Speech and Language Team (SALT)
- KIDS
- Home Start

### **Support for practitioners**

- The Relationship and Behaviour Policy is shared with all practitioners on their induction. A video is shown demonstrating the steps of conflict resolution.
- Additional training on behaviour support is provided for practitioners who wish to develop their skills and knowledge.
- We understand it can be upsetting to support a child with behaviour difficulties. We recognise that children's behaviour can also make the adults feel anxious, upset, powerless, even angry but know that these feelings, from an attachment perspective, have an important biological function. They make us notice and they make us want to do something. We realise that we made need to take a moment to process what is elicited in us when a child's behaviour is difficult so that we take time to reflect on how to best help.
- Staff should offer support to their colleagues when dealing with challenging behaviour.

### **Monitoring of Policy**

The implementation of this policy will be monitored by the Executive Headteacher, Deputy Head teacher, Deputy Head (2-3's), Assistant Headteacher, lead teacher and the Assistant SENCO

# **The Federation of Kintore Way Nursery School & Children's Centre and the Grove Nursery School**

## **Policy Name**

Behaviour & Relationships Policy

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**Adopted and signed on behalf of The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School Governing Board Body at the Curriculum Committee meeting on**

11<sup>th</sup> December 2025

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## **Name of Governing Body Representative**

Robert Weir

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## **Signature of Governing Body Representative**



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## **Signature of Headteacher**



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**Date signed:** 11<sup>th</sup> December 2025

**Date to be reviewed: Autumn 2026**

## **Appendix 1**

### **Strategy Toolkit**

#### **Additional Strategies to support children with their behaviour**

- **Praising Children showing appropriate behaviour**

If a child is displaying an unwanted behaviour, the adult can praise a child sitting close who is displaying the correct behaviour e. g. "I like the way you are sitting with your hands in your lap"

- **Stating the positive**

Adults aim to use positive language and focus on 'do' rather than 'don't' e. g. rather than stating "No running" the adult would say "walk inside, it is safer". Instead of saying "No, don't throw your toys" you could say "Let's put the toys in the box together".

- **Offering a choice**

Providing children with a choice can be empowering for the child. For example, ".....has the orange car, you can have the blue or green one". When going on a walk a child may be given the choice to; "Hold my hand or go back to the School."

- **Diverting children**

It is important that adults intervene to prevent a situation becoming worse, an aggressive attack taking place or a child hurting themselves or another child.

Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together rather than simply saying "come and help me"

- **Express feelings**

Children have strong feelings. At Kintore Way and The Grove, we acknowledge children's different emotions. We encourage children to express themselves by providing the words children need to describe their feelings e. g. "You look very angry" or "You don't look very happy, what's the matter?"

- **Assertiveness**

As a Federation, we want to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child we encourage the children to explain what they did not like. E.g. "Don't pull my hair, I don't like it" Or use "I feel" statements "**When you** pull my hair **I feel** sad **because** you hurt me." Practitioners can also use "I feel" statements e. g. "When you won't come when I call you I feel sad because I have to come and get you." Children in the early stages of language acquisition can say "**stop**" and use a hand signal.

- **Explaining rules**

There are times when children do not understand what is expected of them, therefore practitioners strive to explain the reasons behind the expected behaviour.

#### **Strategies for dealing with specific behaviours**

##### **Swearing**

- Practitioners reinforce expectations by saying "We don't use those words here."
- Praise child's use of appropriate language.
- If swearing continues this needs to be discussed with the family.

##### **Destructiveness**

- Point out what has happened when the child is calm
- Encourage the child to clear up the mess or reconstruct a child's work that has been damaged.

##### **Unwillingness to share**

- Ensure there are enough toys to avoid disputes.

- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Praise children for being “kind” when they willingly share equipment.

#### **Uncooperative child**

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.

#### **Gun Play**

- Become familiar with the programme children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.
- Engage in the play and redirect the play to have a ‘rescuing’ or helping focus.
- Remind children to pretend play and they are encouraged to use dramatic gestures rather than physical contact, this ensures no-one gets hurt.
- Extend the play into making props to support the story lines.
- Teach ‘dramatic’ skills e.g. showing how to pretend to be trapped or frozen.
- Support children in setting limits, “If I’m not in your game, don’t shoot me”

#### **Biting**

- Focus attention on the hurt child but involve the other child in reparation if appropriate.
- Say “No” firmly, a visual aid such as a red cross can be used.
- The victim will be inspected immediately for any visible injury and any broken skin is treated by a trained first aider.
- Use language that reinforces that the biting caused pain.
- Encourage the child to help look after the hurt child.
- Encourage the child to “be gentle.”
- Provide alternative and appropriate things to bite on, such as teething jewellery.

#### **Serious Biting**

- If a child continues to bite, practitioners will track the child and make observations to identify any causes. The practitioner and parents/carers will record details and draw up a behaviour plan.
- Practitioners ensure the biter receives cuddles, hugs and friendliness at various times of the day and reinforce that we like the child but we don’t like the biting.

#### **Strategies to support behaviour in young autistic children**

- Aim to ensure routine, structure and predictability through the day. Use visual timetables and social stories.
- Use the child’s interests as rewards.
- Find new ways of using the child’s interests to engage them in new learning experiences.
- Provide the child with clear boundaries.
- Share strategies with parents to ensure consistency.

#### **Strategies to support children with attention difficulties**

- Provide children with special responsibilities and encourage other children to see them in a positive light.
- Practitioners encourage parents/carers to introduce clear routines at home.
- Encourage the children to think positively about themselves by promoting positive self-talk. “You sat really well today, how do you feel?”

### **Use of puppets**

Puppets are a useful way of teaching emotional literacy skills. Puppets can be used to act out scenarios which may have taken place between children without it becoming personal. They can also be used to explore feelings and negative or positive emotions.

### **Social Stories**

Social stories are used to help children understand specific social situations and how to deal with them.

### **The Sensory Snack**

#### **Calming Activities**

- Push hands on a wall
- Push hands together
- Interlock fingers and pull hands apart
- Overhead stretch
- Lying on a balance ball, over and pushing hands into floor
- Heavy work
- Slow rocking or swinging
- Hold or lean up against large stuffed animal or pillow
- Sit on or hold a vibrating pillow
- Deep touch/pressure
- Deep belly breaths – have them put their hands on their belly and feel it expand and contract with deep breathing
- Play soft music/ turn lights down
- Gentle, firm pushing on shoulders
- Hold, wear something warm
- Blow bubbles (Oral input is very calming and organising – see organising activities)
- Drink thick liquids from a narrow straw
- Sensory bins – rice, beans, shaving cream, playdoh
- Weighted objects – blanket, lap pads
- Rubber stretchies – thick rubber band around fingers, open/close fingers
- Tool Kit – small container filled with squeeze ball, Koosh ball, paper clips, pipe cleaners, hard candy, gum, coffee stirrers, theraputty, square of theraband, different textures of fabric, balloons filled with bird seed, rice, corn starch, corn kernels, etc.

#### **Environmental Adaptations**

- Dim lighting
- Soft, mellow music
- Listen to quiet rhythmical music, with or without headphones
- Whisper and move slowly in the child's environment
- Designated area that the child can use as a hideout, such as a blanket over a table, a large box, a quiet corner

#### **Heavy Work Activities**

- Wear a backpack carrying toys, snacks, books
- Chewy food break

- Sharpen pencils with manual pencil sharpener
- Dig in the dirt
- Run around a track at school
- Squeeze hand fidgets
- Throw and catch weighted ball
- Do animal walks
- Walk up a ramp or incline
- Push open and close door
- Climb on playground equipment
- Hang from the monkey bars
- Wipe table tops
- Help put large toys or equipment away

### **Organising Activities**

- Fidget toys
- Vibration – vibrating pillow or massager
- Hard candy/chew tubes (Oral stimulation is organizing and increases alertness.)
- Pushing/carrying heavy objects
- Weighted activities
- Crabwalk, bear walk, wheelbarrow
- Rocking chair
- Swinging followed by heavy work (joint compressions or wall push-ups)
- Sit-fit cushions/ motion cushions
- Music – slow, rhythmical
- Rhythmical movement – marching, bouncing
- Monkey bars
- Jumping on trampoline
- Stomach on balance ball with rocking back and forth
- Wall push-ups
- Manipulate (stiff) putty
- Stretching (can be very easy to incorporate into classroom routine)
- Hopscotch

### **Alerting Activities**

- Running
- Jumping
- Start and stop activities
- Spinning (e.g. sit and spin)
- Unpredictable rocking, swinging, bouncing
- Wash face with cold water
- Light touch/tickling/feathers
- Fast bouncing on ball
- Roll backwards over balance ball
- Music with varied pitch, sounds, uneven, fast beat
- Blow whistles
- Bright lights/ bright, contrasting colours
- Teacher helper

- Change positions often – dance, exercise
- Crash into bean bags
- Feathers and whistles
- Large muscle movement activities
- Heavy work
- Brisk walk
- Jump up and down
- Spaghetti hands (shake out the hands and wrists)
- Fidget with a koosh ball, fidget toy
- Foods: chewy, crunchy, sweet, or sour
- Very cold drinks
- Drink from a straw (thick liquids)
- Vibrating toys



Child's Name.....DOB.....

Key-person.....Room.....

Notes of initial conversation about child's behaviour at home

Summary of Observations

Action Plan for School and home

Action agreed.....(Parent/Carer).....(Key-person)

Action plan review

### Appendix 3.

#### Restrictive Physical Intervention Incident Record Form

Child's Name:	Room:	SEN: Y N	EAL : Y N
Date:	Time:	Location:	
Name of Staff(s) involved:		Children involved:	

<b>Witness:</b>	
<b>Description of incident involved including any attempts to de-escalate and warnings given that restrictive physical intervention will be used:</b>	
<b>Type of restrictive physical intervention used:</b>	
<b>Any injury suffered by staff or Children and any first aid and/or medical attention required:</b>	
<b>Those with parental responsibility informed (School to decide if parents/carers are informed):</b>  <b>Discuss De-escalation strategies/</b>  <b>Follow up meeting date [if required]</b>	
<b>Report Completed by:</b> <b>Date :</b> <b>SLT countersign:</b> <b>Date:</b>	

**Please Note: The names of children should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.**