



Behaviour policy

2025-2026

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1. Our School Beliefs and Vision

- **1.1- We believe that a consistent approach to behaviour helps children understand expectations and feel secure and safe at school.** Staff will work together to ensure that the same processes and approaches to behaviour management are followed throughout the whole school at an age appropriate level. We believe that children need clear boundaries; high expectations and be held to account for the choices they make however we must not destroy a child's self-esteem - **it is the behaviour that is unacceptable never the child.**
- **1.2- We believe that children and young people want to behave well.** We understand the neuroscience of the brain and that children's behaviour deemed as 'defiant or bad' is communication that the child needs and/or wants help and may be unable to use words to effectively say how they are feeling. We look to understand the behaviour and not just put in a sanction. We ensure that all pupils are supported to communicate their needs safely and appropriately.
- **1.3- We believe that an environment based on nurture, kindness and with an emphasis on praise and positivity has the biggest impact on behaviour.** The most effective way of promoting appropriate behaviour is through a combination of teaching and modelling of behaviours we want to see alongside frequently praising positive behaviour and effort through a system of rewards. We reward good behaviour more than punish poor behaviour and use the positive language to instil the behaviour we want- 'We walk inside.' rather than, 'Don't run'.
- **1.4- We believe that children learn best when parents, the school and children work together in partnership.** We will work alongside parents and carers to guide children through mistakes or poor choices so that they understand how to avoid this again in the future. We also share with parents the triumphs, accomplishments and kind-spirited actions of their children.
- **1.5- We believe mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process.** With the right support and intervention, children and young people can learn to improve their behaviour. Sanctions can only be effective if the child understands that their behaviour was wrong and learns from it.

2. Rules

Our rules are designed to support teaching, learning, and safety while reflecting British Values such as Respect, Individual Liberty, and the Rule of Law. The school rules support our primary goal – when followed they enable teachers to teach and pupils to learn, within a framework of safety, respect and consideration. They also support our pupils in becoming positive citizens of the wider community. The school rules are kept as simple as possible and are clearly displayed in the school and in every classroom. Rules should be recapped and referred to regularly- particularly when you see positive examples of them being followed or reminders of them when they are being breached.

2.1 Whole School Rules

- Make good choices (Individual Liberty & Accountability)
- Show respect to others in class and on the playground (Mutual Respect)
- Have fun learning (Individual Liberty)
- Be honest with myself and others (Rule of Law)
- Use kind words, kind hands and kind feet (Tolerance & Respect)
- Walk sensibly and quietly around the school (Rule of Law)
- Respect property and take care of our school (Mutual Respect)
- Be considerate at lunchtime (Tolerance & Respect)
- Listen to others (Democracy)
- Believe in myself – I can do it (Individual Liberty)

These rules were created based on discussion with the children and in collaboration with the School Council pupils.

2.2- Classroom Rules:

In addition to the whole school rules classrooms may display their individual class room rules. The following are an example of what they might look like:

- We put our hand up to answer questions- we do not call out
- We look after our shared property and put things back where we found them
- We use our talking voice- we do not shout
- We listen to the teacher/ teaching assistant and follow their instructions
- We stay in our seat unless otherwise asked

3- Behaviour Breaches and Sanctions:

If behaviour breaches are low level and rare they will be dealt with within school and parents may not need to become involved at this point. If a pupil demonstrates consistent or regular low-level behaviour parents will be informed. If behaviour is serious, even if it is a one-off occurrence, parents will be informed immediately or at the earliest opportunity depending on the incident. They will also be informed of the sanction that resulted as a consequence. If it is felt that a behaviour plan is needed for a pupil the parents will be informed of this and the plan will be shared with them.

The below steps may not be suitable for every child and, dependent on need, a more personalised approach may be needed. The teacher will use their professional judgement to decide if a different approach is needed. For example, for some children, time out of the classroom on their own may be something they cannot safely manage so for these children it may need time out of the classroom whilst supported by an adult.

If a child has to miss part or all of their break or lunch time as a consequence their teacher will ensure there is still opportunity to burn some energy and have some freedom as otherwise this could lead to further incidents.

3.1- Responses and sanctions

Behaviour	Examples	De-escalation and Response De-escalation techniques to be tried first before a response	Sanction – When response/s have not stopped the behaviour	Who	Reflection
Minor classroom behaviours	Talking, distracting, calling out	Behavioural management techniques (within the behaviour policy), warnings, partner teachers. Clear and precise instructions of expectations.	Reference to class rules and agreed class sanctions, if needed missing own free time	T/TA	Discussion with the child. Ask why. Explain the impact. Consider seating position. Consideration for support in lessening the risk of it happening again. If not the first time, discuss with the parent at the end of the day with the child present. If needed, scripting for discussion with the parent with a member of SLT.
Refusal	Refusal to start/complete a task or refusal to do as asked	Behavioural management techniques (within the behaviour policy), warnings, partner teachers. Clear and precise instructions of expectations.	Missing own time to complete missed work – if this is refused, work is sent home to complete that evening. A greater amount of time to be missed if leaving the classroom was involved.	T/TA	
Refusal + leaving classroom	Refusal to start/complete a task or refusal to do as asked and leaving the classroom	Behavioural management techniques (within the behaviour policy), warnings and eyes on / trying to get back in to class, no compromises and clear and precise instructions of expectations.		T/TA	
Refusal + leaving classroom	If for a prolonged period of time and T/TA unable to turn around	SLT to take over – child to be warned they have not followed your instructions, and you will be walking them to a member of SLT. If they refuse to walk with you, you remain in control by walking to the SLT member and walking back with the SLT member.	Work in own time to do missed work with head or member of SLT – if this is refused, work is sent home to complete that evening	SLT	Teacher/ teaching assistant and SLT member together: Discussion with the child. Ask why. Explain the impact. Consideration for support in lessening the risk of it happening again. Discuss with the parent at the end of the day, with the child present. Behaviour plan and/or risk assessment for the child is considered.

Behaviour	Examples	De-escalation and Response	Sanctions	Who	Reflection
Abusive comments	Swearing, abusive or threatening comments	Sent to head/ SLT. If they refuse to walk with you, you remain in control by walking to the SLT member and walking back with the SLT member.	Stay there to work – time out of class A verbal apology is to be made by the child before returning to class.	SLT	Teacher/ teaching assistant and SLT member together: Discussion with the child. Ask why. Explain the impact.
Damage to property	Damaging class or school items	sent to head/ SLT. If they refuse to walk with you, you remain in control by walking to the SLT member and walking back with the SLT member. If their behaviour is unsafe in the environment, you remove your children, showing you are in control. Another member of staff gets the headteacher or deputy and the headteacher returns with the initial staff member so that at all times the child sees you have decided on the actions and controlled the situation.	Depending on severity, internal exclusion and consideration of fixed-term suspension in discussion with The Blue Kite.	SLT	Consideration for support in lessening the risk of it happening again. Discussion with the parent, with the child, the initial adult, and member of SLT to take place on the same day. If exclusion or suspension is given, an integration meeting to take place with the child, parent/s, SLT member, and the adult involved. A behaviour plan and/or risk assessment for the child is considered. Phone call to parents as soon as possible to the event occurring.
Physical abuse	Physically striking staff	Instantly sent to the headteacher, deputy headteacher, only if the headteacher is not present. If their behaviour remains unsafe to you, remove other children present and ask another member of staff to get the headteacher immediately. If possible, the headteacher returns with the initial staff member so that at all times the child sees you have decided on the actions and controlled the situation.	Internal exclusion, consideration of fixed-term suspension in discussion with The Blue Kite.	SLT	Integration meeting to take place with the child, parent/s, SLT member, and adult involved. Behaviour plan and/or risk assessment for the child is considered.

Following a sanction, discussions will take place to support the pupil and their reintroduction into routines (Examples of this can be seen in the above tables in the 'Reflection' section or the restorative questions section in the appendix).

Team Teach (Physical Restraint)- If a child is in danger or at risk of putting someone else in danger then any member of staff may use physical restraint to keep all persons safe. Team Teach techniques seek to avoid injury to the pupil or staff member, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the pupil remains safe.

3.2 Online Safety

All incidents where online safety or inappropriate online behaviour occurs are investigated fully by our online safety team. This includes incidents that take place out of school.

The following action is taken:

- Incident is investigated with all who are involved, including witnesses, and a record is kept
- Incident is reported on CPOMs
- Parents of victim and perpetrator are informed.
- Education is provided and sanctions are put in place where necessary

3.3 Child-on-Child Abuse

At Ferndale, we recognise that children are capable of abusing other children. This can happen both inside of school, outside of school and online. A child may not find it easy to report child-on-child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. We understand that the pupil who is initiating the abuse may also be at risk of harm and we will make every effort to ensure that pupil is supported appropriately.

Child-on-child abuse can include:

- Bullying (including cyber-bullying)
- Child-on-child sexual abuse.

The following action is taken:

- Incident is investigated with all who are involved, including witnesses.
- Incident is reported on CPOMs
- Parents of victim and perpetrator are informed.
- Education is provided and sanctions are put in place where necessary

3.4 Mobile phones

Mobile phones are to be handed to the class teacher on arrival and signed in at that point. They then will be signed out and given back at the end of the day. The use of mobile phones is not permitted on the school grounds.

3.5. Banned items

We understand that children often want to bring things into school. However, some items are banned (please ask the office for items that are banned). These items could cause harm or be dangerous and the safety of our pupils is always paramount. If it is believed a child is in possession of a banned item a search can take place by the headteacher or a member of SLT.

3.6- Fixed Term and Permanent Exclusions

- Before a fixed term or permanent exclusion is made the headteacher will consult with the CEO of The Blue Kite Trust (Gary Evans) Only the CEO and headteacher (or the acting headteacher) have the power to exclude a pupil from school.
- The CEO/headteacher may exclude a pupil for one or more fixed periods.
- The CEO/headteacher may also exclude a pupil permanently. It is also possible for the CEO/headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the CEO/headteacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the CEO/headteacher makes it clear to the parents that they can, if they wish, appeal

against the decision to the governing body. The school informs the parents how to make any such appeal.

- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the CEO/Headteacher.
- The headteacher must keep a record of any pupil who is excluded for a fixed term or permanently.

4- Positive Behaviour Management and Rewards

At Ferndale we understand that the key to promoting good behaviour is creating an environment in which the children feel safe, valued and understood- a classroom they look forward to joining each day. Good behaviour is not created through constant telling off and severe sanctions. Therefore, we make it a big aim each day that the positive things we say and notice far outweigh the negative.

4.1 Rewards

We aim to teach the children the art of intrinsic motivation during their time with us. This means that the children behave well because it is the right thing to do and it feels good- and not always to get a prize or reward. We do this by using a mixture of both material and non-material reward. Examples of a non-material reward might be a smile, verbal praise, positive feedback in their books. It could be the opportunity to have some extra playtime or to do their work outside because they have worked hard. For material awards our staff use a wide variety of items. They may use raffle tickets, pom-pom collections leading to a whole class treat, stickers and other items. We also have a whole school reward system of house points. Children are in an allocated house and will earn points for that house. They are awarded house points when students demonstrate that they are following our school values. There is a termly winning class based on who has earned the most house points.

5. Intervention

For children with social, emotional or mental health (SEMH) difficulties, appropriate intervention programmes are available including 1:1 Time to Talk and ELSA (Emotional Literacy Support Advisor) to support in areas such as social and emotional skills and managing big feelings. These are usually delivered by a member of the Inclusion team or specialist Teaching Assistants. We buy in a set amount of time each year from the TaMHS service for children within school or signpost parents to get a referral via the child's GP. There are many other services we can refer the children and their families to and if we think this would be beneficial we will discuss this with you further before doing so.

6- Roles and Responsibilities of all Stakeholders

We are aware of our power to discipline beyond the school gate and we follow up incidents of unacceptable behaviour, by our pupils, when such incidents are brought to our attention. The police are always informed of behaviour which is criminal or which poses a serious threat to a member of the public.

6.1 The role of Teachers

- It is the responsibility of the class teacher to ensure that the school and class rules are enforced, and that their class behaves in a responsible manner during lesson time.
- It is the responsibility of all staff, new and established, to read and be aware of the behavioural policy and the school's procedures.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the Rules consistently following Sections 3 and 4 of this behaviour policy.
- The teacher treats all children in their class with respect and understanding.
- The class teacher liaises with the SENCO when necessary who may then choose to contact external agencies, if appropriate, to support and guide the progress of each child.
- The class teacher will refer to any specific behavioural/de-escalation plans and risk assessments for individuals.
- The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. See section 3 regarding when parents are contacted regarding behaviour.

6.2 The role of the Headteacher

- It is the responsibility of the headteacher to ensure the school behaviour policy is being implemented consistently throughout the school. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- It is the responsibility of the headteacher to regularly train staff on behaviour.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6.3 The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.

- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and if still not resolved they should then contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6.4 The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Appendices

Appendix 1

It is important to consider the following when managing any behaviour. Considering these, will help more effective implementation of any of the behavioural management techniques that follow this section.

Relationships

Relationships are the single most important tool to help in the control of behaviour. It is vital that we work really hard to create meaningful relationships with all children. This is especially key with children that can show challenging behaviour. If you can create a meaningful relationship with these children implementing any behavioural management technique becomes easier. Sometimes this is not always easy but there is usually a 'way in' and it is important to find that. This could be humour or any hobbies or interests. Sometimes it may be a hobby or interest that you know nothing about e.g. football, Marvel, gymnastics, horse riding or Harry Potter. In cases like this, it is important to learn a bit about the interest and engage with them.

Understanding

It is important to remain understanding of 'why?' certain behaviours are being shown. It may be triggers at home or triggers in the classroom but it is important to see the whole picture to help reduce these where it is possible to do. This creates a more supportive learning environment and will also improve relationships with that child. If you can understand why these behaviours arise then you can work at ceasing them.

Adaptive

It is vital to be adaptive to any situation that occurs. All incidents are likely to be different and very rarely will exactly the same approach work. Therefore, it is really important to adapt your use of behavioural techniques and your approaches and interactions with that child.

Reaction

Your reaction to an incident of heightened behaviour is also very important and again is individual to that child and each incident. It is important to react in a way that will control the situation without igniting behaviours.

Behavioural management techniques

1. Planned Ignoring

- **Description:** Planned ignoring involves withholding attention or reaction to minor, non-dangerous behaviours that seek attention. By not responding to these behaviours, educators avoid reinforcing them. This strategy helps students learn that they won't gain attention for inappropriate actions and encourages them to use positive behaviours instead. This can also be used when behaviours are heightened.
- **When to Use:** Minor disruptions (e.g., calling out, making silly noises) that don't harm others or interfere significantly with learning. Escalating and heightened behaviours.
- **Example:** A student repeatedly taps their pencil loudly. The teacher doesn't acknowledge the noise but instead praises nearby students who are working quietly.

2. Diversion/Redirection

- **Description:** This strategy involves guiding the student's attention or energy toward a different, more appropriate activity. It's particularly useful for students who might become disruptive out of boredom or restlessness. Humour is a good diversion if appropriate.
- **When to Use:** Early signs of disruptive behaviour or when a student seems restless or disengaged. This can also be used for heightened behaviour.
- **Example:** A student starts wandering around the room during independent work time. The teacher quietly redirects the student to a task that requires movement, such as helping distribute materials. A dysregulated child can sometimes be diverted from their heightened behaviour by the diversion of a conversation or humour.

3. Humour

- **Description:** Using humour can defuse tense situations and establish rapport with students. Light-hearted jokes, silly voices, or playful comments (without sarcasm or at the child's expense) can help shift a student's mood and reduce conflict.
- **When to Use:** Minor conflicts, moments of frustration, or low engagement. Whole class engagement.
- **Example:** A student is refusing work. This can be ignored and continue with the class using humour then this could act as a distraction.

4. Positive Reinforcement (Praise)

- **Description:** Positive reinforcement involves recognizing and praising positive behaviours to encourage their recurrence. Specific praise helps students understand exactly what behaviours are valued.
- **When to Use:** Any time a student demonstrates desired behaviour or makes a positive effort.
- **Example:** A student completes their work quietly. The teacher says, “Great job focusing on your work! I can tell you really put in effort.”

5. Setting Clear Expectations and Routines

- **Description:** Establishing clear, predictable routines and behaviour expectations helps students understand what’s expected and feel more secure. When expectations are consistently reinforced, students are more likely to engage in appropriate behaviours.
- **When to Use:** At the start of new activities, transitions, or when introducing new routines.
- **Example:** Before transitioning to assembly, the teacher reminds students of the “quiet line, one behind each other as we walk please” expectation, reinforcing the standard before it’s needed.

6. Proximity Control

- **Description:** This strategy involves positioning yourself close to a student who is struggling with behaviour without directly addressing the behaviour. The teacher’s presence can be enough to help the student refocus.
- **When to Use:** During minor off-task behaviours or when a student is becoming distracted.
- **Example:** A student starts whispering to a friend during reading time. The teacher subtly moves closer to the student, prompting them to resume reading without direct correction.

7. Pre-Correction

- **Description:** Pre-correction is a proactive approach that involves reminding students of behaviour expectations just before a situation where problems might arise. This helps students remember appropriate actions and avoid challenging behaviour.
- **When to Use:** During transitions or before activities that often lead to misbehaviour.
- **Example:** Before entering the library, the teacher reminds the class, “Remember, we walk and use soft voices in the library.”

8. Nonverbal Cues

- **Description:** Using gestures, facial expressions, or visual cues can remind students of expectations without interrupting the flow of teaching. These cues can be subtle and effective, especially in primary classrooms.
- **When to Use:** For low-level misbehaviours or as a gentle reminder for a student to refocus.
- **Example:** A student begins to turn around in their seat. The teacher makes eye contact and gives a small hand gesture to encourage them to turn back around.

9. Overtalking

- **Description:** This involves two adults talking to each other nearby to the student so they can hear. This can involve suggesting a pathway forward or what sanctions will have to happen if behaviours continue.
- **When to Use:** When a student refuses or if a student is showing heightened, dysregulated behaviours.
- **Example:** A student has refused to start the task. The teacher will discuss with another adult the consequences that may happen if this behaviour continues and/or positive outcomes if behaviours change.

Ideas and scripts for discussing behaviour-

“Remember our school rule, ‘We (insert relevant rule here).’
If that is followed then (insert positive outcome) if it is not followed then (insert sanction).
Think very carefully about your next choice.”

Example: “Remember our classroom rule- we stay in our seat unless asked. If you stay in your seat you will continue to take part in this activity. If you continue to leave your seat you will be told to leave the classroom. Think very carefully about your next choice.”

Consider why this behaviour may be appearing- are they struggling with work, is there something distracting them?

Restorative Questions-

Restorative questions (This occurs after class room removal with the adult that gave the sanction & carried out the micro-scripted conversation above).

1. What happened?
 2. What was happening OR How were you feeling before (insert behaviour)?
 3. What have you been feeling like since?
 4. Why do you think (insert behaviour) is not acceptable?
 5. What would you do differently next time?
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
 - Reward good behaviour more than you punish poor behaviour
 - Stay in control – control your own feelings and body language first. Step away to gather yourself if needed.

Some useful suggestions for staff dealing with challenging behaviour:

- Remember and practice scripts – ‘John, I can see you’re upset... talk and I’ll listen...’
- Wherever possible divert, diffuse and de-escalate ‘problems’
- If there are times where behaviour is particularly poor (e.g on the playground at lunch) remind the class of the expectations regularly just before the event takes place. This is also very important for times such as trips, a new visitor, a special assembly etc- before it takes place tell students what to expect and what you expect of them.
- Re-visit the School Values and Classroom Rules (both prominently displayed) more
- State expectations calmly and without confrontation – the tone of your voice is as important as the content of what is said e.g. reminding children of the Rules
- Use simple, clear instructions at an age appropriate level. Use appropriate child-speak if it conveys your message more effectively

- Use positive instruction- 'Use your walking feet please' rather than 'Don't run' or 'Come and sit on this chair' rather than 'Don't sit there!' - tell them what you DO want not what you DON'T.
- Praise children behaving well near a misbehaving child
- Help children to understand they have the opportunity to amend their mistakes – 'What could you do next time...?'
- Wherever possible give children choices with guided help – it gives them some autonomy and control. "You can do the work now and have a break time. Or, if you continue to mess around you will have to finish it during break. It is your choice." In contrast- "If you don't do this then..." is a threat that can entrench more opposition
- Don't take a child's behaviour personally – some children will try and exploit teachers' triggers thus baiting the adult. Disapprove of the behaviour rather than the child ("I don't expect to hear that kind of language" rather than "You are being rude")
- Avoid standing over a misbehaving child – it can be inflammatory – stepping back gives the child space to think and choose
- Acknowledge children's feelings where appropriate e.g. a dispute between pupils ("I can see why you might have a reason to be angry...")
- Ignoring some low-level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour ("Thank you for putting your hand up, now I can come and help you...")
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don't get your humour
- Make statements that show care and concern for the pupil, in order to maintain the relationship
- Make time to listen – if not now maybe later, behaviours almost always have a reason behind them. If we give children chance to talk we can understand more about their behaviours.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
- Reward good behaviour more than you punish poor behaviour
- Stay in control – control your own feelings and body language first. Step away to gather yourself if needed.

Appendix 2

Nursery's agreed approach

We aim to:

- Observe how a child is communicating through their behaviour; What are they doing? When are they behaving in this way? Why are they displaying the behaviour? What are they saying?
- Support children to self-regulate, where possible, and give strategies to help calm if can't self-regulate.
- Guide children to understanding how they are feeling (name emotion)
- Teach strategies to build emotional resilience

Whole Class

-Clearly display behaviour rules pictorially. These rules are:

- **Kind hands and feet (you may need to be specific, no hitting, kicking, biting)**
- **Tidy up the toys**
- **Play nicely (again you may need to be specific, no throwing, breaking toys)**
- **Share/ take turns**
- **Walk indoors**
- **Talking voices**

Use prompts to remind children when to stop, tidy up or sit through musical instruments, music or songs e.g. shake bells to stop children. Children look and wiggle fingers, play tidy up song for tidy up time.

During carpet time also display visuals on how to be a good sitter – lips closed, eyes on teacher, ears listening.

Good sitting song (Tune or frere Jaquire)
Are you cross legged? Are you cross legged?
Eyes on me, eyes on me,
Hands in your lap, hands in your lap,
Quietly! Quietly!

Line up song (Tune of Adams Family)
My feet are facing forward
My arms are by my side

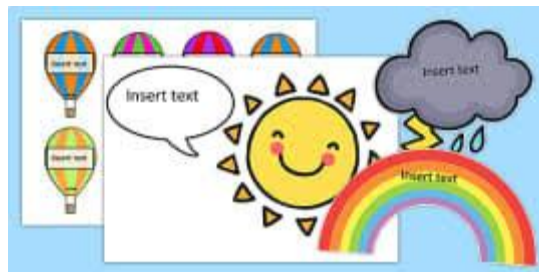
My lips are zipped together
We are all in a line (stamp, stamp)
Show me a line (stamp, stamp)
Show me a line (stamp, stamp)

All adults to model play expectations when being play partners in continuous provision.
Model how to use toys and equipment, share, tidying and kind hands and feet.

Nursery rewards and sanctions

Put up a visual class behaviour system. Children move up and down when making good/ not good choices.

Make clear if they have moved down how they can quickly move back up.



Other rewards include;

- Stickers
- Additional time doing favourite activity
- Praise
- Sharing positive messages with parents

If not making good choices:

- Time out for x amount of minutes to calm down
- Move away from specific area
- Remind them how they can turn their behaviour around, model, show correct expectations.

If children are not responding;

- Get down to their level and explain simply what it is they need to do e.g. hold my hand and walk with me.
- Encourage children to hold hand and gently escort to where they need to be e.g. moving from outside to inside.
- If still not moving ask another member of staff to support and hold both hands.
- Call a member of SLT
- Change of face

Adults to avoid physically picking up or carrying children unless necessary. Carrying children around could lead to tripping/injury or adult/child.

De-escalating Strategies

Strategies to use to de-escalate a child who is becoming unregulated:

- Role play
- Calm stance, eye contact
- Say ' I am listening and I can see...
- Check personal space
- Check basic needs (hungry, thirsty, nappy)
- Distraction
- Intervene early to remove source of frustration
- Positive reminders
- Empathy
- Limit choices - you can choose X or X'
- Take time to listen and respond calmly, show you care.
- Remove audience
- Play calm music
- Offer a safe space
- Change of adult if close to a specific adult and has a strong relationship with a specific person
- Offer to share control
- Planned ignoring

Things to say to help regulate a child

- Use name of child to re-establish relationship
- Silence (say nothing)
- I'm here to help
- Remind of choices
- Name feelings and emphasise – I can see you are feeling X. I understand that you are feeling x because
- Give clear, brief instructions
- Offer time out or talk time with you
- Use humour to de-escalate if appropriate
- Reassure that things 'can be fixed'
- Success reminder
- I wonder if ... this is about?

Things to avoid

- Raising voice
- Arm movements
- Involving other children
- Touch
- Too much eye contact
- Defensive/aggressive stance
- Invading personal space
- Saying 'calm down'

- Physically carrying a child

Individual Behaviour Approach

Children who regularly struggle to manage emotion and stay regulated.

- Create an individual risk assessment and share with all nursery staff and parents.
- Identify triggers
- Identify strategies to try to de-escalate and regulate child. Share with all staff.
- Plan targeted intervention on specific area of need the child is struggling with e.g. listening and following, frustration when can't do something, sharing.
- Share concerns with parents
- Seek professional advice from Health Visitor, Early Years Consultant, Speech and language
- Refer to other professionals, when necessary
- Begin Early Help support, meet regularly with parents and/or other professionals to plan next steps to meet needs of child.