



# ROTHESAY NURSERY SCHOOL

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## BEHAVIOUR AND RELATIONSHIPS POLICY

September 2025

“You can’t teach children to behave better by making them feel worse.

When children feel better, they behave better.”

Pam Leo

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

EYFS, January 2024

## **Contents**

- 1. Key Principles**
- 2. Values and Vision**
- 3. Roles and Responsibilities**
- 4. Valued Behaviour**
- 5. Supporting All Learners**
- 6. Low Level Behaviour**
- 7. Detrimental Behaviour**
- 8. Unforeseeable Behaviour**
- 9. Appropriate Touch in School**
- 10. Communication and Recording within School**
- 11. Communication with Parents and Carers**
- 12. Exclusions**
- 13. Relevant legislation, statutory requirements, and guidance**

**Appendix 1: Definitions**

**Appendix 2: Graduated Response**

**Appendix 3: ABC Chart**

**Appendix 4: Behaviour and Consequences**

## 1. Key Principles

### **A commitment to a positive and respectful culture within our school.**

It is accepted that a whole school approach focussing on emotional wellbeing and behaviour culture requires deliberate creation.

### **Behaviour is a form of communication.**

Approaches to emotional well-being and behaviour are viewed in a non-judgemental, curious, and empathetic way.

### **Not all behaviours are a choice.**

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to an overwhelming feeling.

### **Behaviours can change and improvement can be secured.**

Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

### **Clear boundaries are paired with an individualised graduated response where needed.**

A nurturing and structured environment is used to keep children safe. A clear well communicated behaviour policy is used to set standards and to create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs of vulnerabilities.

### **Children may develop academically and emotionally at different rates.**

It is accepted that there may be a difference between a child's chronological age, their academic achievement and their emotional literacy. Children achieving well academically may well still require differentiated planning.

### **Children are supported to develop internal discipline, self-regulation and resilience.**

Through their time at Nursery staff will endeavour to support children in developing as resilient, independent learners with positive emotional well-being and behaviour.

### **A commitment to equality and equity.**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities equally. The Equalities Act (2010) recognises that some children may need additional support to increase positive well-being and support behaviour.

### **Engagement of families, outside agencies and the wider community is sought when planning support for children.**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for the child. Parents and carers are key in promoting positive emotional well-being. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

## 2. Values and Vision

At Rothesay Nursery School, we recognise the links between behaviour, feelings, and experiences. Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Develop strong foundations for valued behaviour.
- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children to achieve self-regulation, tolerance and respect.
- Create positive experiences for all children

- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all children to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all children are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that children make progress
- Eliminate prejudice, discrimination, bullying, and all forms of abuse.
- Provide consistency in our approach to behaviour and relationships.

### **3. Roles and Responsibilities**

#### **a. Governing Body**

The governing body/trustees is/are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour and relationship policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

#### **b. The Headteacher**

- The headteacher has overall pastoral responsibility for both children and staff. Every effort should be made by him/her to become informed about and involved with the individual strengths, weaknesses, personalities and friendships within the school community.
- The headteacher will ensure that these standards are consistently applied throughout the school by regular monitoring and talking to individual staff members.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour which does not meet the standards, and will monitor how staff implement this policy to ensure consistency.

#### **c. School Leaders**

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

#### **d. All Members of Staff**

- Staff need to build good relationships with children, where through mutual respect children can thrive in a safe and secure environment with clear boundaries.
- Staff need to actively recognise and praise valued behaviour as well as apply a therapeutic thinking approach to behaviour, which has not met the standards of the Nursery, remembering that everyone is responsible for promoting valued behaviour.  
Staff will analyse and interpret childrens' behaviour as a form of communication, applying the principle that all behaviour is linked to feelings, which result from experiences
- Staff will model the types of behaviour encouraged in the school policy.
- Resources to support behaviour and regulation should be available in all classrooms.
- Staff will remain calm when dealing with unsocial or antisocial behaviour (shouting is not permitted.)
- Staff will always look to divert or de-escalate behaviour.
- Staff will ensure that all children involved in any incident have the opportunity to explain their point of view without judgement or shame. Where a child's developmental level allows staff will always follow a restorative debrief approach.
- Staff will communicate with SLT, parents and other professionals regarding children's behaviour.

- Staff will maintain their own physical and emotional welfare and support colleagues to maintain their own physical and emotional welfare.
- Staff will implement this policy consistently.

#### **e. Parents and carers**

- Parents will support their child in understanding and following the school's behaviour and relationships policy.
- Parents will inform the Nursery of any changes in circumstances that may affect their child's behaviour.
- Parents will discuss any behavioural concerns promptly with their child's keyworker.
- Parents will work in partnership with the Nursery on strategies to support their child's behaviour.

### **4. Valued Behaviour**

We use the term valued behaviours in relation to behaviour which is positive, helpful, and intended to promote social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Valued behaviour can be described as the 'absence' of detrimental behaviour.

#### **School Expectations**

The Nursery has 5 values that are chiefly concerned with safety, the happiness of the child and preparing for life in society. These values are:

- We are kind and friendly
- We look after ourselves and our friends
- We take care of our nursery and the environment
- We listen to each other
- We keep trying

#### **Staff Response to Valued Behaviours**

All staff will respond to valued behaviours in a consistent and positive way as we recognise that these responses are essential to motivate such behaviours.

All staff must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible after the valued behaviour has been observed.

At Rothesay Nursery School we recognise that specific praise is the best recognition for children because it is immediate, genuine, and reinforces valued behaviour. Some children will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Staff at Rothesay Nursery School:

- Will verbally acknowledge the behaviour demonstrated, clearly identifying which value has been seen.
- May award a spontaneous reward for the behaviour.
- Share successes with parents.

Some children, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

For some children the strategies staff deploy are likely to include non-verbal recognition such as

- smiling,

- clapping,
- nodding,
- a thumbs up

## 5. Supporting All Learners

At Rothesay Nursery School we will support all children to develop valued behaviours through a continued focus on a universal behaviour curriculum that includes:

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising valued behaviour
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement (given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition
- Comfort and forgiveness (understanding and knowing that we will do it differently tomorrow)
- Ignoring low level behaviours (giving time for behaviour to stop- avoid giving attention to these behaviours)
- Positive language (tell the children what you would like to see, not what you do not want to see. E.g. "Walk, thank you" rather than "don't run" or "no running.")
- Restorative practice. (Follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.)
- Wherever necessary explicit teaching of behaviour will be included in planning to ensure children are given sufficient time to learn and develop valued behaviours.

### Targeted Support

We understand that some children may not meet the expectations for behaviour at Rothesay Nursery School. Where this is the case, and the universal behaviour curriculum is not sufficient at effecting change, then targeted support will be given. This support will be individual to the child and will follow the steps detailed in the graduated response (Appendix 2.)

A specialist intervention that may be offered is a Thrive sessions (one to one with an adult or in a small group)

## 6. Low Level Behaviour

Examples of low-level behaviour could include:

- Not doing as instructed, but not to the detriment of others
- Leaving the carpet during group times without permission
- Choosing to do another activity rather than the one the group are doing
- Playing/talking to a friend during group times rather than engaging in the learning on offer
- Playing/fiddling with toys

These behaviours could be a sign of:

- needing help (for example they could be struggling to understand the content of the session)
- needing attention
- boredom
- impatience.

Low-level behaviour should be ignored as far as possible unless it becomes persistent and disruptive and therefore becomes detrimental.

## 7. Detrimental Behaviour

Detrimental behaviour is behaviour that causes harm to an individual, a group, a community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

<b>Difficult Detrimental Behaviour</b>	<b>Dangerous Detrimental Behaviour</b>
Aggressive shouting Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusing to carry out an adult's request Distracting or disrupting others' learning by shouting, banging or making noises Throwing small equipment Playing in the bathroom	Trying to open the doors to Reception Leaving the premises without an adult Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Pushing over furniture Throwing small equipment with the intent to injure

### **Logical Consequences**

For the few children who demonstrate detrimental behaviour, we will always consider the age and development of the child. Where expectations are not met, this will result in an educational consequence. These should include restorative practice such as helping a child learn a new skill or way of thinking through discussion or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances recurring.

If there is no natural consequence then sometimes a protective consequence is required until we have been successful with restorative practices. Protective consequences are actions to ensure that no further harm occurs in the short term.

In all cases, an adult will try to talk to the child to find out what has happened. Staff will also use positive phrasing throughout.

The approach to managing detrimental behaviours with logical consequences is outlined in Appendix 4.

### **Positive Phrasing**

Staff will avoid using "please" when using positive phrasing. Instead, say "thank you." For example, "Sit down, thank you." (Instead of "please sit down.")

Other examples of positive phrasing

- "Stand next to me" (instead of "stop rolling around on the floor.")
- "Walk in the classroom" (instead of "stop running.")
- "Put the Lego in the box" (instead of "stop throwing Lego.")

### **Consistent Management of Detrimental Behaviours**

- Staff will look to praise valued behaviours in the first instance.
- A verbal/physical indication is given so that the child is aware that the expectation is not being met.
- A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
- If the child continues with the behaviour two simple choices which are acceptable will be given. For example "You can tidy now or when you are ready, but you do need to tidy." Other limited choices include "Are you going to sit on your own or with your friends?" (I.e. you have to sit but you can choose if it's on your own or with the other children.)
- If there is non-compliance, adults will move to de-escalate the situation. Providing the child is not causing harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication that the member of staff is ready to listen when the child is ready.



- Where a child has become distressed all staff will follow the same script in addressing the situation. **“I can see something has happened. I am here to help. Talk to me and I will listen.”**
- If the steps above do not de-escalate behaviour and the behaviour has become dangerous then it may be necessary for the child to access a quieter space closest to where they are. If the child cannot be safely moved, then it may be necessary to consider moving the rest of the children from the space the child is in.
- Once calm, a positive debrief of the situation will occur and may result in protective or educational consequences being applied.
- If there is a regular occurrence of detrimental behaviour, the parent/carer will be contacted and invited into school to discuss the detrimental behaviour. This will be with the keyworker and a member of the SLT. An Early Prognosis document will be drawn up with input from parents, staff members and if appropriate the child.
- If there is persistent detrimental behaviour (and a pattern has formed and targeted pastoral work has already been undertaken with little impact) then Specialist and Specialist Plus actions will be considered. (See Appendix 2.)

### **Adaptions for children with SEND**

The behaviour policy will be implemented alongside the SEND policy for children with SEND and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.

### **8. Unforeseeable Behaviour**

Unforeseeable behaviours are behaviours that are unexpected and where those where plans are not in place. These incidents should be rare but it is important to know how to respond should they occur. Unforeseeable incidents include a child leaving the school site, self-harm and a significant incident of dangerous detrimental behaviour.

In the first instance, staff are to seek support from a member of the SLT over the radio.

Parents must be informed of unforeseeable behaviour on the same day and where possible in a meeting with parents held to discuss behaviour concerns. Any incident of unforeseen behaviour must be logged on CPOMS.

If appropriate a debrief of the incident will be carried out and appropriate plans drawn up in the event that this behaviour became a pattern. This should include educational and protective consequences.

### **9. Appropriate Touch in School**

We recognise that there are times when it may be appropriate for staff to use positive touch. Appropriate examples of this are:

- Responses affecting the safety of the child. (E.g. holding hands to cross the road or the use of restrictive handling when a child becomes a danger to themselves or others.)
- Responses supporting social and emotional development. Providing comfort is always okay as long as it is appropriate to the age and development of the child. Face to face cuddles are not appropriate and should be actively discouraged.
- To manage health hygiene and personal care. Where a child requires intimate personal care, staff should ensure that the child is comfortable with the staff member attending their needs. A child's privacy and dignity should always be persevered.
- All children are expected to walk, but at time they may need gentle guidance and support. No child should be carried unless this is a specific element of an individualised care plan.

Some staff at Rothesay are trained in Team Teach. This training focusses on safe handling techniques and diffusing situations to minimise the likelihood of a child needing to be restrained at all. In the event of restraint being required a Team Teach trained member of staff will be called to deal with the incident. Incidents of restraint will always be used only as a last resort and they will be:

- Applied using the minimum amount of force and for the minimum amount of time possible.

- Used in a way that maintains the safety and dignity of all concerned.
- Never used as a form of punishment.
- Recorded on CPOMS and reported to the Headteacher and parents on the same day.

## **10. Communication and Recording within School**

Incidents of detrimental behaviour must be reported on CPOMS in the tab for behaviour on the same day as the incident occurs. The recording of the incident must be factual and should avoid emotive language. There must be a clear follow up detailing educational and protective consequences. If it is the responsibility of the member of staff recording/reporting the incident to ensure that parents have been informed if necessary. It may be appropriate to use an ABC Chart (Appendix 3.) These should be scanned and saved in CPOMS. The ABC chart shows antecedent, behaviour and consequences and explains the possible reasons for the behaviour.

## **11. Communication with Parents and Carers**

Parents will be notified of concerns about a child's behaviour as soon as it is felt necessary and definitely if they have displayed detrimental behaviour.

Parents will be notified of any protective and educational consequences that have been put in place to support their child to meet the school's behaviour expectations. The keyworker will be responsible for communicating this to parents. All communication to parents will be delivered in a sensitive way and will be delivered without judgement and shame.

Parents may also contact the Nursery if they would like further information about their child's behaviour.

## **12. Exclusions**

### **Internal Exclusions**

In some situations, it may be appropriate to withdraw a child from their class for a fixed period. This may include being withdrawn for a 1:1 Thrive session, or spending 1:1 time with a member of the senior leadership team. This should be for the shortest time possible, before re-integrating into the classroom.

### **Fixed Term External Exclusions**

Fixed term exclusions would only be considered in extreme circumstances following extensive work with the children and his/her family. Fixed term exclusions would follow local authority guidance.

## **13. Relevant legislation, statutory requirements, and guidance.**

The following documents are all relevant to supporting children's behaviour at Rothesay Nursery School.

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [State Funded School Inspection Toolkit](#). (Ofsted, November 2025)
- [Keeping children safe in education 2025](#) (DfE, September 2025)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)

# Appendix 1: Definitions

**Behaviour:** anything that individuals say and do. The spectrum of behaviour goes from valued behaviours to dangerous detrimental behaviours. A behaviour policy should increase valued behaviours and reduce detrimental behaviours through planned responses.

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

**Bribery:** A threat or action of withholding a desirable object, person, experiences or activity until the child has completed the task or activity dictated by an authority.

**Valued behaviour:** Relating to behaviour, which is positive, helpful and values social acceptance. Anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

**Detrimental behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person. Detrimental behaviour creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

**Difficult detrimental behaviour:** That which is detrimental, but not dangerous. It should be acknowledged in terms of context: "Daniel continually shouting out is difficult within a group teaching activity."

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

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

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

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

**Consequence:** A logical, explainable response to a valued or detrimental behaviour. A consequence is a logical or natural outcome of something occurring earlier. Consequences are designed to help children learn and develop valued behaviour.

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

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

**External discipline:** Authoritarian control of behaviour, outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation, where the child has no investment in the task or required behaviour.

**Internal discipline:** Participate, contribute and achieve independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

**Externalising:** When a person's natural response to unhelpful feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying and property damage.

**Internalising:** When a person's natural response to unhelpful feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolating, school refusal and self-harm.

**Helpful feelings:** Feelings that we want to create in our children, staff and parents. (For example pride and happiness.)

**Unhelpful feelings:** Feelings that we want to protect our children, staff and parents from experiencing. (For example shame, fear and humiliation.)

**Reward:** A desirable object or experience given to celebrate outcomes already achieved. A planned logical response to behaviour leading to the likelihood of this being repeated in all contexts.<sup>1</sup>

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or an individual meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

## Appendix 2: Graduated Response

<b>Universal</b> Behaviour Curriculum	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<b>Targeted</b> Behaviour Policy	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<b>Targeted Plus</b> Early Prognosis	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:             <ul style="list-style-type: none"> <li>○ Function of behaviour</li> <li>○ Health and wellbeing</li> <li>○ Context</li> <li>○ Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<b>Specialist</b> Predict, Prevent & Progress	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<b>Specialist Plus</b> Therapeutic Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

**Appendix 3: ABC Chart**  
**ABC Chart**

Antecedents	Behaviour(s)	Consequence(s)

## ABC Chart Guidance

<b>Antecedents</b>	<b>Behaviour(s)</b>	<b>Consequence(s)</b>
<p>What was going on at the time:</p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Circumstances</li> <li>• Setting</li> <li>• Events</li> <li>• Trigger</li> </ul> <p>Please include date, day, time, and location.</p> <p>Who was present? What was the person doing?</p> <p>What was happening around them?</p>	<p>Describe in plain English your observations of the behaviour:</p> <ul style="list-style-type: none"> <li>• What did you first notice: any change from normal behaviour?</li> <li>• Were there signs of escalation/cues?</li> <li>• What was the behaviour of concern?</li> </ul>	<p>What happened as a result of the behaviour?</p> <p>How did you or others respond?</p> <p>Did anything change as a result of the behaviour? (E.g., was the activity ended?)</p>

## Appendix 4: Behaviour and Consequences

Detrimental Behaviour	Appropriate Educational Consequence	Appropriate Protective Consequence	Further Guidance
<p><b>Persistent disruptive behaviour:</b>            Aggressive shouting            Continued interruptions            Answering back            Mimicking            Name calling            Lying            Distracting or disrupting others' learning</p> <p><b>Immediate response:</b>            Ignore the behaviour as far as possible, focussing on praising valued behaviour as soon as it occurs.</p>	<p>Restorative debrief to include:</p> <ul style="list-style-type: none"> <li>- Exploring why the child is disrupting learning. (Are they bored? Do they understand the work?)</li> <li>- Look at valued behaviours. "We listen to each other."</li> </ul> <p>Explore the feelings of those involved.</p> <p>Practise alternative strategies when in a similar situation.</p> <p>Rehearsing and practising behaviour expectations until secure.</p>	<p>Adaptions to classroom set up, group sizes and the activities on offer.</p>	<p>Praise valued behaviour as soon as observed.</p>
<p><b>Physical altercation:</b>            Scratching            Pinching            Hair pulling            Hitting            Kicking            Fighting            Biting</p> <p><b>Immediate response:</b>            Ensure the other child (or yourself) are safe. Focus attention on the victim. Use of simple language "Stop"/"Finished" supplemented with Makaton sign. Draw the child's attention to how the other party is feeling using simple language such as "Sad" (supplemented by Makaton sign.) Re-engage the child as quickly as possible in positive play.</p>	<p>Restorative debrief to include:</p> <ul style="list-style-type: none"> <li>- Looking at valued behaviours within the Nursery. "We are kind and friendly."; "We look after ourselves and our friends."</li> </ul> <p>Consider a social story.</p> <p>Support the child in thinking about how they can repair the relationship. Explore how everyone involved feels.</p> <p>Consider pre-emptive strategies when faced with a similar situation.</p> <p>Praise valued behaviour.</p>	<p>Aggression that is targeted towards individuals or groups may result in separating the child from the group for a set period of time.</p> <p>In some instances, it may be necessary for the other children present to be removed from the situation.</p>	<p>Staff must not react and instead remain calm.</p> <p>Use de-escalation script- "I can see you are upset, I am here to help."</p> <p>Children who have been identified as being at risk of displaying this behaviour should always be closely monitored so that adults can intervene before they escalate.</p> <p>In the event of bites, if the victim (child/adult) has broken skin the parent/staff member will be advised to seek medical advice.</p>



<p><b>Persistent swearing</b></p> <p><b>Immediate Response:</b> If the child is looking for a reaction then ignore as far as possible (especially if the child is on his own.) If other children are present respond with “stop” (supplemented by Makaton) and then re-engage the child as quickly as possible in positive play. When the child is calm look at strategies suggested in restorative debrief.</p>	<p>Restorative debrief to include:</p> <ul style="list-style-type: none"> <li>- Looking at valued behaviours in the Nursery. “We are kind and friendly.”</li> <li>- Ensuring the child is aware that the word is not appropriate for Nursery.</li> </ul> <p>Consider a social story.</p> <p>Praise valued behaviour.</p>	<p>Swearing that is targeted and aggressive towards individuals or groups may result in separating the child from the group for a set period of time.</p>	<p>Staff must not react and instead remain calm.</p> <p>Use de-escalation script- “I can see you are upset, I am here to help.”</p> <p>Swearing (including the word used) should be mentioned to the parent at collection time.</p>
<p><b>Throwing equipment or pushing over furniture. Damage to property. Throwing sand.</b></p> <p><b>Immediate Response:</b> Ensure the other children (or yourself) are safe. If necessary evacuate the room. Reduce interaction. Move away until the child is calm and the situation has de-escalated. When the child is calm look at strategies suggested in the restorative debrief.</p>	<p>Restorative debrief to include:</p> <ul style="list-style-type: none"> <li>- Looking at valued behaviours. “We look after ourselves and our friends”; “We take care of our nursery and the environment.”</li> </ul> <p>Consider a social story.</p> <p>Get the child to pick up the toys/furniture or attempt to repair the broken object.</p> <p>Support the child in thinking about how they can repair the relationship. Explore how everyone involved feels.</p> <p>Consider pre-emptive strategies when faced with a similar situation.</p> <p>Praise valued behaviour.</p>	<p>Immediate removal of the other children may be necessary.</p> <p>Certain resources may be restricted for a set period of time and gradually returned.</p> <p>Adaptions to classroom set up and access to certain activities may be limited.</p>	<p>Children who have been identified as being at risk of displaying this behaviour should always be closely monitored so that adults can intervene before they escalate.</p>
<p><b>Absconding or attempting to abscond.</b> The child is not where they should be at the right time. E.g. running off when asked to go inside. Attempting to open the door to Reception.</p> <p><b>Immediate Response:</b> Remain calm. Ensure the child is safe. Reduce attention if appropriate, watching from a distance. If appropriate provide</p>	<p>Restorative debrief to include:</p> <ul style="list-style-type: none"> <li>- Looking at valued behaviours. “We look after ourselves and our friends.”</li> <li>- Practising key skills such stopping and tidying at tidy up time and lining up.</li> </ul> <p>Consider a social story.</p> <p>Praise valued behaviour.</p>	<p>Leave the area with supervision before the end of the session.</p> <p>Adaption to the routine, e.g. signals to the other children when tidy up time starts or stands at the front of the line and carries something for the adult.</p>	<p>Children who have been identified as being at risk of displaying this behaviour should always be closely monitored.</p> <p>Consider a change of adults (ensuring the next adult is consistent in his/her approach.)</p>

motivators to distract the child.			
<b>Spitting.</b>  <b>Immediate Response:</b> If other children are present/the target then move them away. Focus attention on the victim. Use of simple language "Stop"/"Finished" supplemented with Makaton sign. Draw the child's attention to how the other party is feeling using simple language such as "Sad" (supplemented by Makaton sign.) If the child is alone then ignore the behaviour as far as possible, reinforcing positive behaviour as quickly as possible.	Restorative debrief should include: - Looking at valued behaviours. "We look after ourselves and our friends"; "We are kind and friendly."  Child to clean the spit up.  Consider a social story to understand hygiene and the offence caused.  Support the child in thinking about how they can repair the relationship. Explore how everyone involved feels.  Consider pre-emptive strategies when faced with a similar situation.  Praise valued behaviour.	Spitting that is targeted towards individuals or groups may result in separating the child from the group for a set period of time.  In some instances it may be necessary for the other children present to be removed from the situation	Staff must not react and instead remain calm.  Use de-escalation script- "I can see you are upset, I am here to help."  Children who have been identified as being at risk of displaying this behaviour should always be closely monitored so that adults can intervene before they escalate.
<b>Defiant refusal to carry out an adult's request.</b>  <b>Immediate Response:</b> Staff must not react and instead remain calm. Repeat instruction supplemented with visual prompts and objects of reference. If this does not work then use of scripts and limited choice "We can go now, or when you are ready but we will go." Praise valued behaviour as soon as observed.	Restorative debrief should include: - Explore why the child does not want to do what has been asked of him/her. (Do they understand? Do they need adaptations? Are they anxious?)  Explore the feelings of all of those involved.  Look at valued behaviours: "We listen to each other"; "We keep trying."  Complete the task at a different time.  Practise alternative strategies in a similar situation.	When refusal is persistent and linked to a particular context the child's use of that context may be limited for a set period of time.	Use of scripts and limited choice "We can go now, or when you are ready but we will go."  Use of visual prompts and or objects of reference.  Praise valued behaviour as soon as observed.