

**Nazeing Pre-School, c/o Nazeing Primary School, Hyde Mead, Nazeing. EN9 2HS**

**Behaviour and Inclusion Policy**

**Safeguarding and Welfare Requirement: Managing behaviour**

Providers are responsible for managing children’s behaviour in an appropriate way.

**Policy statement**

At Nazeing Pre-School we base our behaviour and inclusion policy around the Essex model for Trauma Perceptive Practice (TPP). As a trauma-informed Pre-School we create a safe and nurturing environment that helps children to manage their emotions and promote connection and empathy.

As a Pre-School we accept and understand behaviour is a learning process. As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings of others by using 5 Pre-School Bears; 1. Kindness, 2. Good listening, 3. Friendship, 4. Community, 5. Independence.

It is our role to help guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others, this is known as co-regulation. We believe this is the best way to respond to our children’s behaviour and maintain our relationship with them, the approach we strive for is based on the premise of ‘connection before correction’.

**Procedures**

*First sign of dysregulation*

A child may show signs of dysregulation in their own unique way, some examples observed could be; screaming, shouting, crying, being withdrawn, reclusive, throwing of a toy/object, running away. In these instances all staff will use a range of strategies to support the child to co-regulate.

* Approach the child with open and calm body language,
* Getting down to their eye level
* Using the opening phrase, child’s name, I can see your upset, I’m here to help, come with me and we can
* Staff will use this time to help a child restore and repair, being able to join back into the environment

*The time in approach*

If a child continues to show signs of dysregulation and behaviour escalates where it could cause harm to themselves or others we will use our time in approach. This includes sitting alongside the child and giving them time to calm and restore to enable us to help them regulate through reflective conversation;

* What happened?
* How were you feeling/ what did you need?
* Who else was affected/how could they be feeling?
* What could you do differently
* What might make things better
* Do you remember the rule about

Once we have observed the child being able to regulate themselves we will support them to rejoin play alongside their peers.

*Use of physical intervention*

‘Use of reasonable force’ guidance, 2013, is non-statutory advice from the Department for Education. This guidance advises that reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, some examples of this could include; biting, throwing large objects, prolonged pinching, prolonged hair pulling and head banging.

The use of physical intervention techniques are only one aspect of co-regulation and is a last resort we deemed absolutely necessary. If such actions are necessary the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary and only carried out by our behaviour lead and Deputy Manager, Sarah Jayne, our SENCO, Jools and our Manager, Nicky.

Where physical intervention is used this is recorded and reported to the Manager and Deputy and shared with the parent on the day.

*Behaviour Management plans*

We use an inclusion model alongside our behaviour management plans to tailor our approach to the unique child. This is led by Sarah Jayne who will initially work in partnership with parents, carers and key person to discuss initial concerns, a meeting will take place at the earliest opportunity.

We will gain information through various observation techniques to understand each unique child, these include;

* Focused observation without interaction
* Antecedent, Behaviour and Consequence forms (ABC)
* Behaviour trackers
* Individual regulation

Once the information is gathered Sarah Jayne will devise a specific behaviour management plan that details, triggers and possible outcomes of behaviour followed by strategies to maintain and support. This will be shared with parents alongside an agreed risk assessment to keep everyone safe.

*Extreme behaviour*

On occasions a child who is displaying behaviour that puts themselves and others at a constant risk of harm, and our strategies are not able to keep them and others safe we may introduce reduced sessions and apply for inclusion funding to gain some 1-1 funding for them to return to further hours.

We will liaise with our Essex County Council Inclusion Officer who is currently Sarah Jayne Stephens to ensure we exhaust all possible support to keep a child attending Pre-School, however if their behaviour continues to cause harm to either themselves or others or a serious injury occurs we may withdraw the child’s place from Pre-School.

**Further guidance**

* DFE Call for evidence Use of reasonable force and restrictive practices in schools (2023)
* TPP <https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/TPP%20Leafletv5-Accessible%20Jan%202023.pdf>

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| This policy was adopted by | NAZEING PRE-SCHOOL | *(name of provider)* |
| On | February 2025 | *(date)* |
| Date to be reviewed | February 2026 | *(date)* |
| Signed on behalf of the provider | Nicky Mainwaring | |
| Name of signatory | Emma Hughes | |
| Role of signatory (e.g. chair, director or owner) | Chairperson | |