

Policy	Behaviour for Learning		
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Signed – Chair of Governors			
Signed – Headteacher			
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Version	Date of Review	Reviewed by:	Revisions made:
V1	April 2021	L J	No changes
V2	October 2022	L J	No changes
V3	October 2023	L J	No changes
V4	November 2024	AD, AJ, EC, LJ	New policy – includes Trauma informed approaches
V5	October 2025	LJ	Reasonable Force, Restraint and Restrictive Physical Interventions Policy referenced, Behaviour causing concern records referenced.

Behaviour - Statement of Principles



At the Menphys Nursery Schools we believe that developing strong relationships with children is fundamental to supporting them to become emotionally literate, resilient and ready to learn.



Personalised communication is held at the heart of everything we do. We want to support everyone to understand their emotions and needs and equip them with an appropriate form of communication to express themselves.



We believe that all children at the Menphys Nursery Schools should have access to an environment that enables them to feel safe, valued and respected.

1. This document has links to other policies including:

Staff Code of Conduct

Total Communication

Keeping Children Safe in Education

Child Protection

Reasonable Force, Restraint & Restrictive Interventions Policy

2. Expectations of Practitioners

All staff play a fundamental part in being good role models of positive relationships and positive behaviours. Staff should show respect for each other, as well as towards children.

All practitioners have a responsibility to:

- Teach positive engagement and behaviour in the classroom (point 3)
- Report all safeguarding matters in accordance with school policy
- Work closely with parents and carers (point 3)
- Understand that behaviour is a form of communication and seek to interpret what a child is trying to tell us
- Support children using agreed approaches and strategies (points 4, 5 and 7)
- Respond to incidents of unwanted behaviour by using agreed approaches (points 4 and 5)
- Understand unacceptable responses and actions (point 7)
- Make a record of concerning behaviours

3. All Day, Every Day - How we approach teaching positive behaviours:

Relationships

At the Menphys Nursery Schools we believe that developing strong relationships with children is fundamental to supporting them to become emotionally literate, resilient, and ready to learn. We approach this through:

Supporting the family, where needed, as well as the individual child, to understand their behavioural communication and develop strategies to support

Planned Transitions into nursery communicating with parents/carers and having settling-in sessions to build relationships with parents/carers and the children

Key Person – recognising the importance of understanding the family and the child's lived experiences, a Key Person provides a secure base while in Nursery

Regular contact with parents/carers e.g. an open-door policy; encourage them to catch up at the start or end of the school day via phone or in person, email, or tapestry

Providing outreach support where a child attends a dual placement, to ensure consistency in approach and share expertise

Treating everyone as an individual, celebrating differences and recognising the strength that these differences bring to us as a community

Being flexible and imaginative; adapting approaches to meet the individual needs of the children's using their interests where possible

Communication

Personalised communication is held at the heart of everything we do at the Menphys Nursery Schools. We want to support every child to understand their emotions and needs and to equip them with an appropriate form of communication to express themselves. We approach this through:

Recognising child's behaviours and considering them from the child's perspective to better understand what the behaviour is telling us and where necessary supporting the child to communicate in a unique way

Consistency is vital to ensure that the child feels secure and understood. Adults will use calm and appropriate communication to aid understanding (key words, simple language, sign, symbol, body language, body sign, facial expression)

Teaching children to make choices, using the form of communication that is best for the individual. Some examples are communication boards, Objects of Reference, picture exchange, signing

Providing a communication friendly environment, transitions are supported through use of Cue Music, Objects of Reference, destination pictures, 'First and Then' boards, timetables

No child will be expected to make a transition without knowing the purpose and will be given time to process the request and respond

Encourage children to become independent through providing them with access to communication methods that are meaningful to them

Respecting the child's right to choose

Environment

We believe that all children at the Menphys Nursery Schools should have access to an environment that enables them to feel safe, valued, and respected. We approach this through:

Recognising that routines help people to feel safe, but that some children need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

Understanding the child's level of development and recognising the sensory needs of the individual to ensure access to a curriculum that meets all their cognitive, sensory, and emotional needs

Each class must provide:

- Low arousal space tailored to individual need
- Calm classrooms with routine and access to high quality resources that match the sensory and developmental stage of the child allowing for their individual interests
- Access to sensory circuits and regular sensory breaks
- Communication friendly space: having appropriate individual means of communication immediately available; a classroom that is not going to be overwhelming to a child's heightened senses; adults available to scaffold emotional wellbeing
- Individualised soft landings – to facilitate a calm alert state to be ready to learn (Some examples are – time outside, bouncing time, sensory room, routine and consistency, time on the swing, suitable and consistent activity waiting on arrival)

Recognising the individual child's optimum learning style / environment i.e., Group, pair, individual, outdoor learning, use of technology.

4. All Day, Every day - How we respond to behaviours that challenge:

Whilst our focus should be on teaching positive behaviours, there will be times when we need to support children who are communicating with us through unwanted behaviours. Practitioners must consistently use the framework below.

The 3 Cs

Ensures that all staff respond appropriately when facing behaviours that challenge.

The 3 Cs allow us to ask questions of ourselves and provides us a framework to ensure our responses are effective and appropriate for each child.



Calm - Am I calm?. Remember that the first person who needs to remain calm is you. Think body language and voice (tone and volume).



Communication - Is my communication effective?
Am I using the right strategies and visuals? Am I considering what the child is communicating? This will be different from child to child.









Connect and redirect- How can I use my knowledge of the child to connect with them? What motivates and engages them? What is their behaviour telling me and am I offering solutions?

5. All day, Every day – Positive teaching strategies to replace unwanted behaviours:

The most important element to build a positive relationship with the child so you can start to unpick what the behaviour is communicating. You can then start to help the child to reduce unwanted behaviours by understanding them and meeting their needs.

Below are some teaching ideas to use if you encounter a child displaying unwanted behaviours. It is important to always consider if the behaviour is fulfilling a developmental need, a sensory need or if it is communicating an emotion as this will also impact on the approach you take to help the child.

Universal strategies to consider for all unwanted behaviours	Specific strategies to consider for certain behaviours	
<ul style="list-style-type: none"> • Use a consistent script such as “finished / stop” when the child displays an unwanted behaviour. Agree this with the class team to ensure everyone says the same. • Do not name the unwanted behaviour, i.e., do not say Stop / No, followed by what they are doing such as ‘Stop hitting’, as the child may only hear the action, and this may then reinforce the behaviour. • Use a calm but firm voice and regulate your emotions and reactions to the behaviour. Ensure your body language remains neutral too. • Start the child’s day by accessing Sensory Circuits to help with regulation. • Be proactive rather than reactive and build calming / sensory activities into the child’s day to help them to regulate. • Ensure that adults ‘check in’ with the child every few minutes and spend quality time 1-1 with them on a preferred activity in case the unwanted behaviours are to seek adult attention. • Be vigilant for any triggers to the behaviour e.g., is the child tired, is there a certain sound / smell / 	<p>Throwing</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., rolling, or name where you want them to do it instead such as ‘throwing outside’. • Have safe throwing activities to hand that you can redirect the child to e.g., sponges into a bucket, bean bags into a hoop, balls into a net. • Use ‘big / heavy work’ activities such as pushing, pulling, carrying. Build these in throughout the day.
	<p>Hitting /Smacking</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., patting, or name how you want them to do it such as ‘hitting the drum’. • Have alternative activities to hand that you can redirect the child to e.g., hitting a drum / xylophone/ tambourine, squashing playdough, throwing activities, whooshing a ribbon wand. • Use ‘big / heavy work’ activities such as pushing, pulling, carrying. Build these in throughout the day.
	<p>Biting Spitting</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., blowing bubbles, or name how you want them to do it such as ‘biting the chewy.’ • Have alternative activities to hand that you can redirect the child to e.g., chew buddy, crunchy / chewy foods, ice lollies, toothbrushing - manual or electric, massage around jaw, blowing activities such as bubbles through a straw / a whistle / feathers / cotton wool across the table, use a mirror to make silly faces, drinking through a straw

<p>object or person in the environment, is it a certain time of day / activity. Can you see any patterns? If so, can this be reduced?</p> <ul style="list-style-type: none"> • Use the child’s preferred activities / motivators to distract them. Monitor what they like and respond well to. • Ensure that their key person continues to build a trusting relationship with the child so that a deeper understanding of why the behaviours are being demonstrated can be identified. • Keep parents / carers informed and discuss the behaviours in a supportive way so that we can work together on shared strategies and support them too. • Keep your language simple and use key words to aid the child’s understanding. • Get down to the child’s level and use their name first when talking to them. • Identify and praise the positive behaviours / actions that you see the children displaying e.g., good walking / sharing. • Recognise and name how the children may be feeling and how you can help them to feel better, e.g. I can see you look sad / cross /angry / tired, let’s go to the soft play room / sensory room / outside. • Support language with visuals of what you want the child to do or where you want them to go such as Objects of reference, photographs, and symbols. 	<p>Scratching Pinching</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., stroking, or name how you want them to do it such as ‘pinch the play dough / scratch the mat.’ • Have alternative activities to hand that you can redirect the child to e.g., items to pinch – playdough, Thera putty, squishies, soft balls, mud, kinetic sand, and items to scratch – fabrics, brushes, sponges.
	<p>Kicking</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., marching, or name how you want them to do it such as ‘kicking the ball.’ • Have alternative activities to hand that you can redirect the child to e.g., kicking balls / leaves, skipping, dancing, marching, running, jumping, donkey kicks, squats, laying on floor and kicking legs up in the air, scooting, kicking in water /mud, sitting on swing, and swinging legs. • Use ‘big / heavy work’ activities such as pushing, pulling, carrying. Build these in throughout the day.
	<p>Dropping to the floor / Refusing to transition</p> 	<ul style="list-style-type: none"> • Name what you would like the child to do instead e.g., standing, or name how you want them to do it such as ‘lying down in soft play.’ • Show the child a visual aid appropriate to them e.g., object of reference, photo, symbol, first and then board. • Offer the child a motivating / favourite item to encourage them stand up and transition. • Repeat where you want them to go in a calm voice and give them time and space to process the request. • If they like the ‘red racer’ and will willingly get in, then use this to transfer them to where they need to go. • Make it ‘fun’ to encourage them to transition e.g., a Ready Steady Go race, singing a favourite song. • Have motivating / fun items in the place that you are trying to transition them to, so they are more likely to want to return next time.

- Stick to routines, and use your visual timetable, so that the expectations of the day can be understood over time by the child.
- Model the behaviours / actions that you want to see from the child and join in with their activities / play e.g., stroking gently, throwing soft items.
- Where possible give the child choices to help them to have some control and help them to feel calmer and more secure e.g., 'throwing ball or kicking ball, soft play or sensory room.'
- When the child is safe, consider if they need to be given some time and space to calm.
- Consider the use of a social story to help aid the child's understanding.

Climbing Jumping




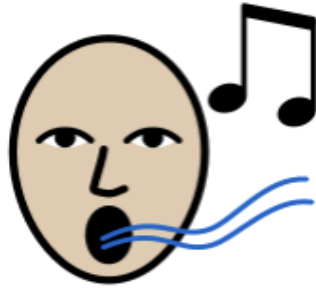


- Name what you would like the child to do instead e.g., sitting, or name how you want them to do it such as 'climbing in soft play / jumping from the cubes.'
- Have alternative activities to hand that you can redirect the child to e.g., climbing on the climbing frame / jumping from the cubes, monkey bars, climbing / jumping in soft play, climbing on a small frame in class, balancing, jumping / dancing / marching to music, trampoline, running through leaves /puddles /mud, hopping, skipping, squats, scooting.
- Use 'big / heavy work' activities such as pushing, pulling, carrying. Build these in throughout the day.

6. Support Plans to be used where unwanted behaviours are persistent, disruptive or unsafe.








Support Plan	
Name:	Date:
4 things that help me regulate	

How to support me when I am dysregulated	
What does it look like?	How you can help me?

Support Plan	
Name:	Date:
4 things that help me regulate	
 <p>time outside at the start of the day</p>	 <p>Reading books in a quiet space with a familiar adult</p>
 <p>bouncing on a ball or trampoline</p>	 <p>singing my favourite rhymes</p>

How to support me when I am dysregulated	
What does it look like?	How you can help me?
Refusal to transition from room	<ul style="list-style-type: none"> • Show photo of destination • Use simple language e.g. "sensory room". • Calm but firm voice; minimise your emotions. • Allow me time to process • Repeat
Throwing objects	<ul style="list-style-type: none"> • Consistent script "finished" • Calm but firm voice; minimise your emotions. • Have sprinkling / pouring activity in small container on hand to redirect to e.g., pasta shapes. • Safe throwing activity available in classroom • 'BIG / HEAVY' outside activity every hour – pushing, pulling, throwing
Separating from parents	<ul style="list-style-type: none"> • Encourage a transitional / favourite item from home – keep accessible at all times. • Use simple visual – 'mummy, nursery, mummy' • Use agreed script 'Nursery • Acknowledge and name emotions throughout the day not just when sad - "you are feeling sad" "you are happy" – model with visuals. • Soft landing - start the day with bubbles in a quiet space with key person. Calm and quiet time, model breathing 'in and out' (co-regulation).

7. Unacceptable adult behaviours – Prohibited sanctions and unacceptable responses to behaviours that challenge.

	<p>We never use corporal punishment (i.e. physical punishment to cause pain).</p>
	<p>We do not shout at children. We do not use aggressive or threatening verbal language, tones or body language.</p>
	<p>We must not restrain children to control behaviours. This includes physically holding / pushing / pulling them, holding them by their wrist, or strapping them to chairs / buggies. This does not apply to equipment prescribed by a physiotherapist or occupational therapist.</p>
	<p>We do not deprive children as a form of sanction. We never withhold or threaten to withhold food or drink nor should a child's personal objects or communication aids be withheld from them.</p>
	<p>Physical intervention must only be used if the child themselves or other children or staff are in danger, there is a risk of damage to property or significant disruption to the learning of other pupils.</p>
	<p>We do not use derogatory or degrading phrases and terms such as 'naughty boy / girl' or 'cheeky monkey'.</p>
	<p>We do not use sarcasm (i.e using words / phrases that mean the opposite of what you really want to say in order to insult, mock or laugh at a child or show irritation.)</p>

8. Clarification about language used in this policy

The terms 'behaviours that challenge' and 'unwanted behaviours' are used interchangeably within this document but does not mean we hold a negative view when these are observed. They are used to describe situations where behaviours, interactions and communications need practitioner interventions to encourage change (e.g., reduced frequency, reduced intensity). Point 5 gives examples of approaches we might use.

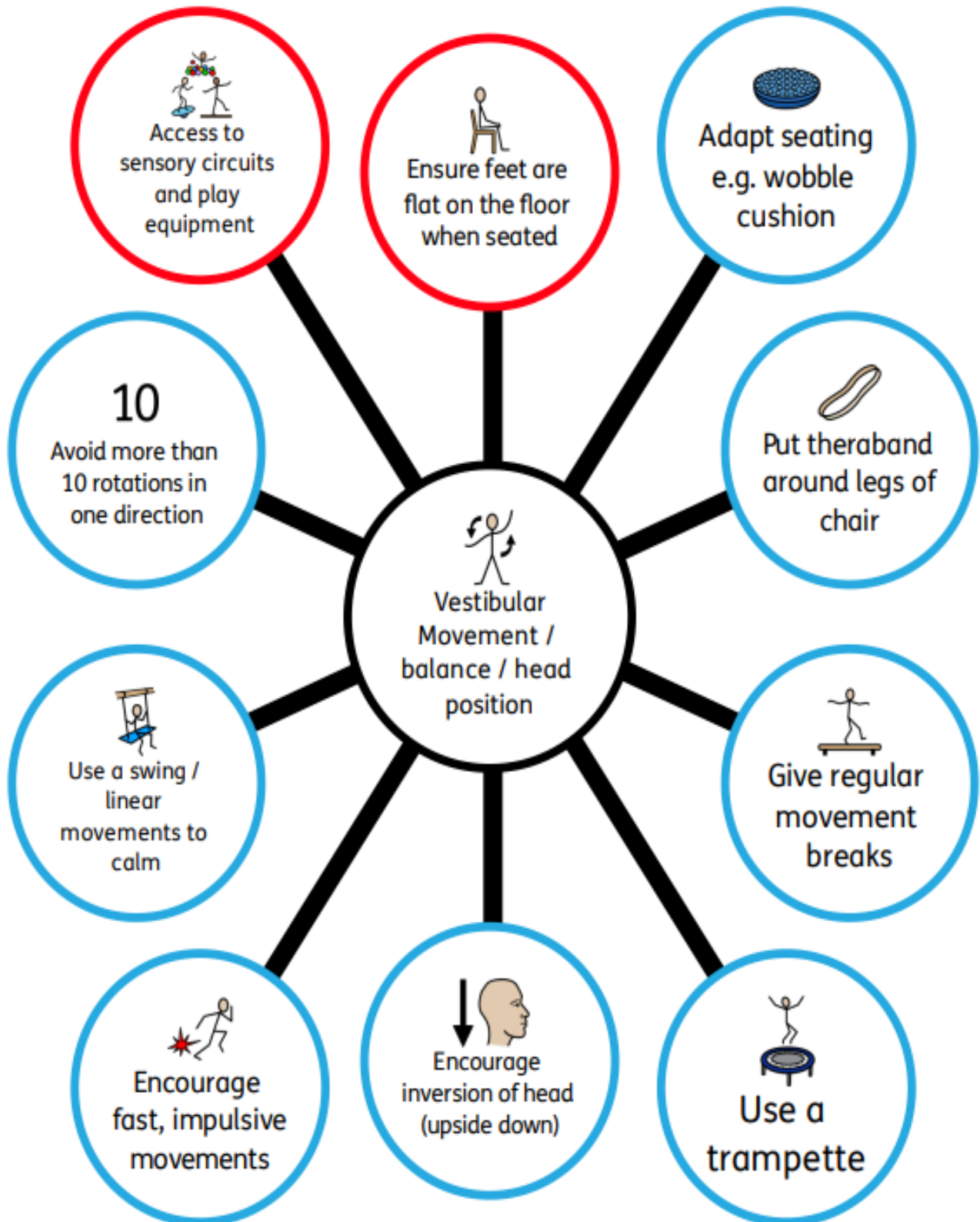
Appendix 1 - Sensory strategies to help regulate children and reduce behaviours that challenge

Sensory suggestion - proprioception
Feedback from muscles and joints
Influences body awareness / coordination / grading of force



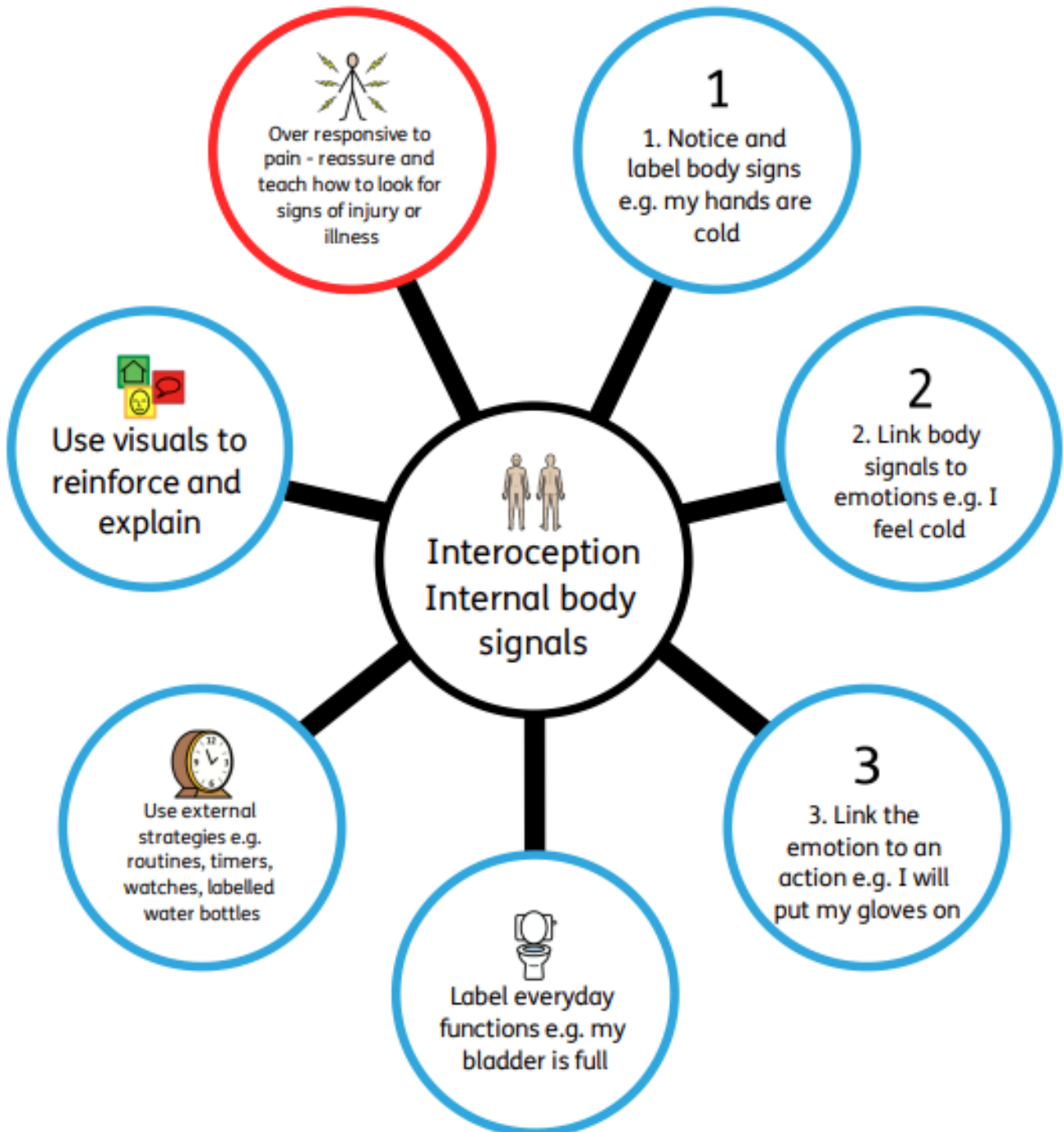
Red are suggestions for over responsive (hyper) children - avoid movements / prefer not to be touched
Blue are suggestions for under responsive (hypo) children - seek heavy / additional feedback, may stomp / slam, may like rough play

Sensory Suggestions - vestibular
Controls muscle tone
Linked to eye movements
Our sense of gravity



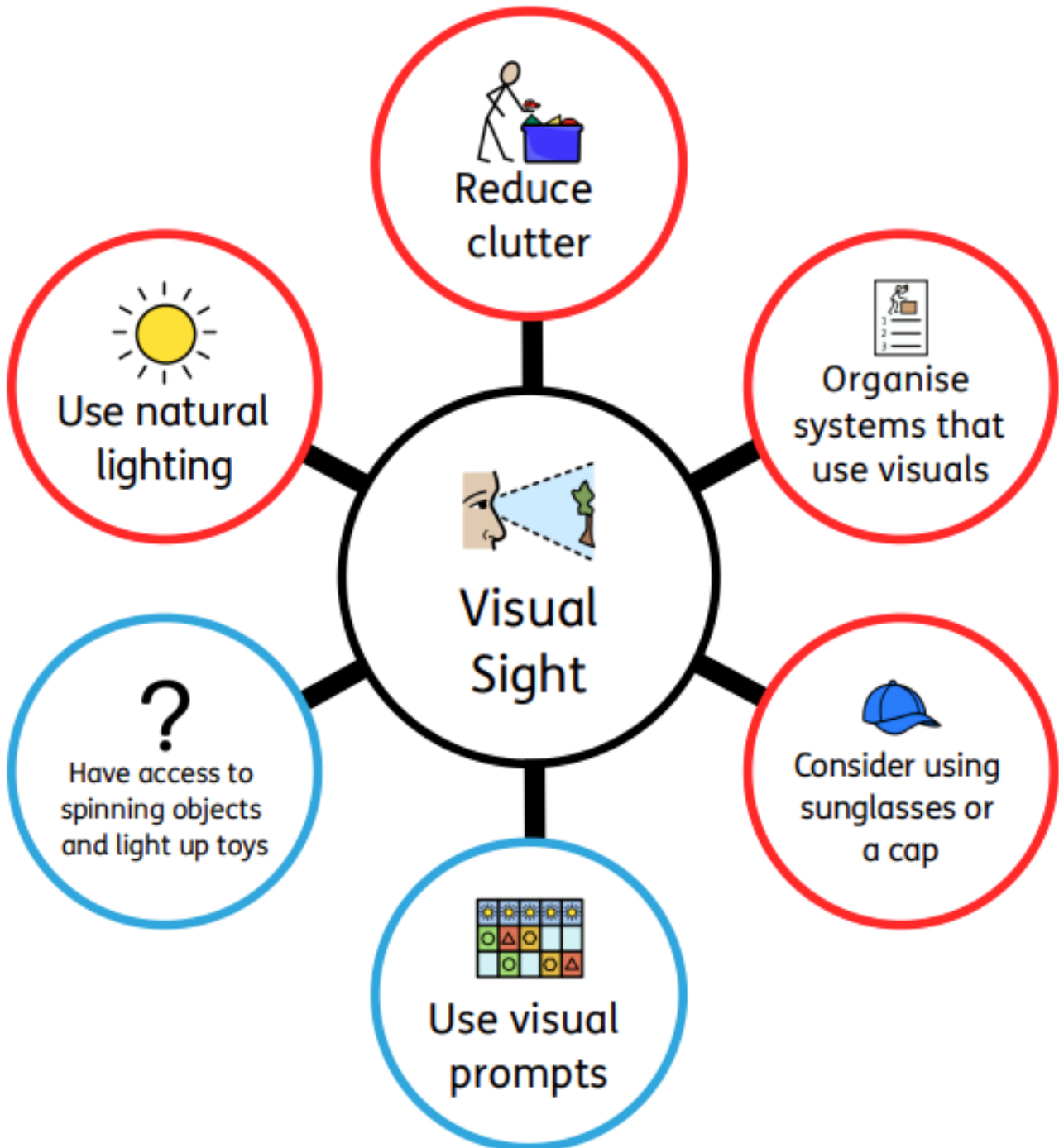
Sensory suggestions - interoception

Noticing internal body signals and linking them to emotions e.g. feeling your heart beating, full bladder, empty stomach



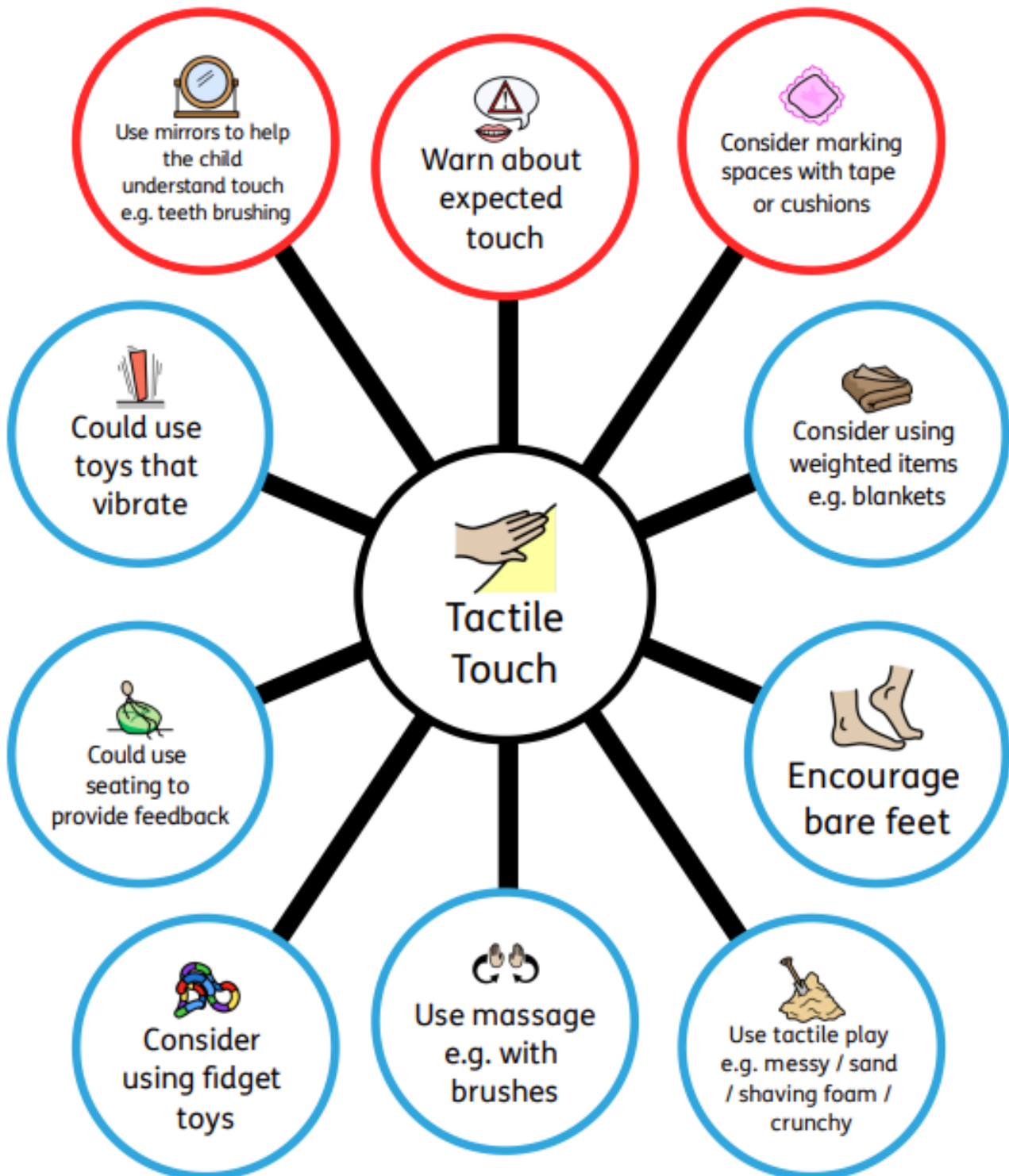
Red are suggestions for over responsive (hyper) children - feeling too much of a body signal / may over react to pain
Blue are suggestions for under responsive (hypo) children-doesn't feel pain,doesn't dress appropriately,slow to toilet train

Sensory suggestions - visual
Closely linked to vestibular and proprioceptive system
Helps to judge distance and depth



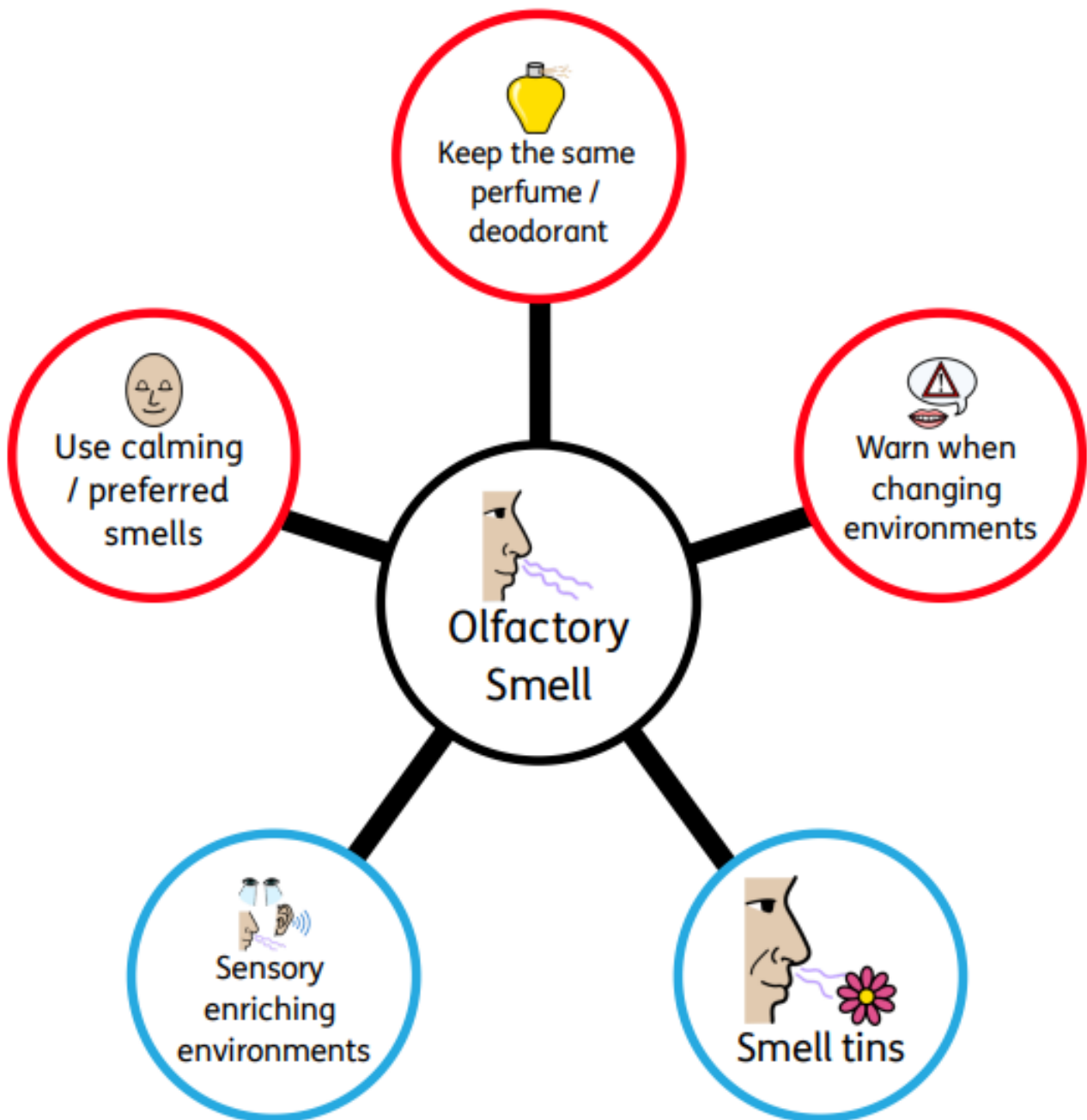
Red are suggestions for over responsive (hyper) children - may squint, side eye
Blue are suggestions for under responsive (hypo) children - may seek out movements in front of their eyes

Sensory suggestions - tactile
Tactile input can last 1-2 hours
Issues can affect motor development



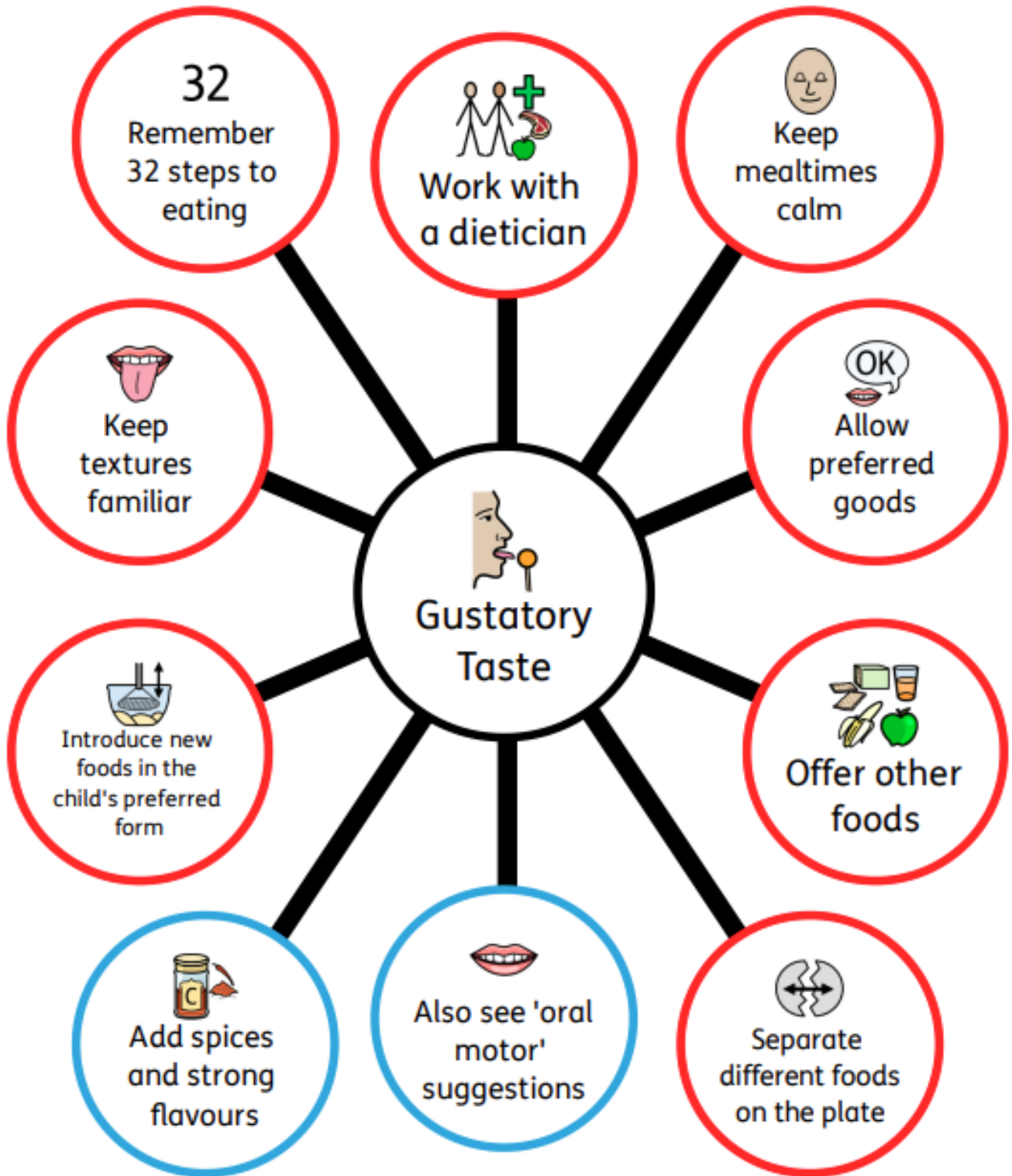
Red are suggestions for over responsive (hyper) children - sensitive to touch / emotional outburst
Blue are suggestions for under responsive (hypo) children - will touch everything / seek whole body experiences

Sensory suggestions - olfactory
Involved in emotional tagging



Red are suggestions for over responsive (hyper) children - will avoid smells
Blue are suggestions for under responsive (hypo) children - will seek smells out

Sensory suggestions - taste
Involved in emotional tagging



Red are for over responsive (hyper) children - sensitive to foods / avoid foods / beige diet common
Blue are suggestions for under responsive (hypo) children - may seek out strong flavours

Sensory suggestions - auditory
Links emotion and memory
Assists with spatial awareness
If child has a history of ear infections they can develop difficulties in this area



Red are suggestions for over response (hyper) children - may avoid sounds / put hands over ears / can be painful
Blue are suggestions for under responsive (hypo) children - they may take longer to respond

Class Record – behaviours causing harm

1 – bite to self	2 – scratch to self	3 – hit/bang to self	4 – refusal to move
5 – bite to other	6 – scratch to other	7 – push or pull to other	8 – hair pulling to self
9 – hair pulling to other	10 –	11 –	12 –

Name:					
WB					
WB					
WB					
WB					
WB					
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WB					

Individual Record – behaviours causing harm

1 – bite to self	2 – scratch to self	3 – hit/bang to self	4 – refusal to move
5 – bite to other	6 – scratch to other	7 – push or pull to other	8 – hair pulling to self
9 – hair pulling to other	10 –	11 –	12 –

Name:	Monday	Tuesday	Wednesday	Thursday	Friday
WB					
WB					
WB					
WB					
WB					
WB					
WB					
WB					
WB					
WB					