

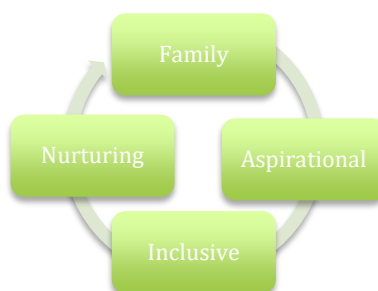


Tenterfield Nursery School

Therapeutic Approach to Behaviour Policy

Based on Model Policy	N/A
Review body:	FGB
Date issued:	Feb 2024
Review frequency:	Two years
Review Date:	Dec 2026
Target audience:	All Stakeholders

Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

Tenterfield Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity, and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.



Contents

1. Statement of intent
2. Aims
3. Roles, Responsibilities Expectations
4. Training
5. Therapeutic Approach to Behaviour Policy principles
 - 5.1 Therapeutic Approach to Behaviour principles and strategies in practice
 - 5.2 Safe Touch-Physical interventions with children
 - 5.3 Working with Parents
 - 5.4 Support from External Agencies
6. Anti-bullying procedure
7. Complaints

Appendices

- A. Inclusion Model
- B. ABCCD Observations
- C. Anxiety Mapping
- D. Roots and Fruits
- E. Risk Reduction Plan

1. Statement of intent

At Tenterfield Nursery we believe that children flourish when their personal, social and emotional needs are met and where there are clear, consistent and developmentally appropriate expectations for their behaviour.

2. Aims

- To promote the development of children's personal, social and emotional development which is a fundamental aspect of our curriculum and runs through and supports learning in all other areas (of the EYFS).
- To develop a consistent approach to supporting the development and learning of pro-social behaviour throughout the setting.

Prosocial behaviour is defined as behaviour through which people benefit others (Eisenberg, 1982), including helping, cooperating, comforting, sharing, and donating (Eisenberg and Fabes, 1998; Greener and Crick, 1999)

- We aim to teach children to behave in pro-social ways and to understand the rights and needs of others.
- To promote understanding of the principle that all behaviour is communication.
- For all children to be in an environment where they feel safe, cared for and are able to thrive and learn.
- To develop respect and tolerance of others irrespective of gender, disability, religion or race.
- We will work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.



3. Roles, Responsibilities and Expectations

The Headteacher and Nursery teachers must:

- keep up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support.
- access relevant sources of expertise on promoting positive behaviour.
- ensure that all staff have relevant in-service training on promoting positive and pro-social behaviour and keep a record of staff attendance at this training.

All staff and volunteers have a responsibility for supporting personal social and emotional development including issues concerning behaviour.

- We familiarise new staff, students and volunteers with the setting's behaviour policy and its guidelines as part of their induction process.
- We expect all adults in the setting to respect this policy and apply the guidelines consistently.
- We expect all adults to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Parents are expected to:

- support their child's learning and development, and co-operate with the school, as set out in the Home School Agreement, and support staff in our expectations for behaviour within the setting as set out in this policy.
- We recognise that codes for interacting with other people vary between cultures and require staff, students, and volunteers to be aware of, and respect, those used by members of the setting.

4. Training

All staff receive training in how to support and nurture pro-social behaviour. This training includes:

- The Virtual Schools Attachment and Trauma informed Toolkit
- Therapeutic Approaches to Behaviour (TAB) modules which have been developed collaboratively with Herts STEPS to promote Therapeutic Approaches to Behaviour specific to Early Years.

5. Therapeutic Approach to Behaviour Policy and principles

The main principles that we work to in our approach to behaviour are:

- Behaviour is communication
- All behaviour has a function
 1. Sensory (meeting a known or unknown need)
 2. Escape or avoidance
 3. Attention (interaction or reaction)
 4. Tangible (to obtain something or someone)
- To Analyse not Moralise
- 'Time-in' not 'Time-out'
- Focus on Equity vs. Equality (See appendix A).
- Inclusion is evident where there is maximum differentiation according to the individual needs of children



5.1 Therapeutic Approach to Behaviour principles and strategies in practice

- We support each child in developing a sense of belonging, so that they feel valued and welcome.
- We expect all staff to promote prosocial behaviour and manage anti-social, difficult or dangerous behaviour by trying to gain an understanding of the function of the behaviour and what it is communicating as a way of identifying why the behaviour is occurring.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We have a thorough induction system when children first start at Nursery to ensure they understand the expectations of the setting and how to use the equipment safely.
- Routines in the Nursery are consistent and predictable. They will be supported visually. Where possible, children will be pre-warned and prepared for any changes in routine.
- We expect everybody to speak to children with a positive tone.
- We expect everybody to listen to children.
- We expect everybody to get down to meet a child at their level to interact with them.
- We look for the positives and praise and reward appropriate behaviour.
- We praise and acknowledge desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We acknowledge and label children's feelings to help them describe and understand how they are feeling.
- We support our communication with children visually using Makaton signing and symbols, to help express feelings and desired behaviour.
- Throughout the whole Nursery curriculum, we model and scaffold positive interactions between children and explicitly teach social communication strategies, social negotiation skills and foster empathy between children.
- We recognise that children will be at different stages of their social development and when necessary, staff may take small groups of children for more intense modelling of specific social interaction strategies individually or in pairs.
- We use language that focuses on the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
- We analyse behaviour by looking at a child's life-experiences holistically, with an understanding that; Negative feelings create negative behaviour. Positive experiences create positive feelings. (See Appendix B, C, D).
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. Add water to a fire not petrol!

Use of language

When communicating with children the use of our language focuses on:

- Positive phrasing

Saying what you want the child 'to do' rather than 'not to do'

"Stand next to me"

"Put the car on the garage (model it)"

"Running finished, we walk"

"It's time for, let's go"

"Walk with me to the snack area"

"Bottom on chair, feet on floor"



- Limited choice

Use visual support/objects to represent choice and support language

"Where shall we play with the playdough, here or in the garden?"

"Put the toy on the table or in the box"

"It's time for snack, orange or banana?"

"Are you going to sit on your own or with the group?"

"Are you starting your picture with the paint or pens?"

- Disempowering the behaviour

Using distraction where possible and appropriate

"You can listen from there"

"Bring it with you, come and show me what you found!"

"I'm here when you are ready"

"Snacks ready"

Dealing with conflicts

- We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We follow a 'Time-in' rather than 'Time-out' approach.

Time-in

- In a 'time-in', a child who is struggling emotionally, displaying difficult or emotionally dysregulated behaviour is invited to sit with an adult for comfort and calming.
- During a 'time-in', we help the child express their feelings and point of view, listening and empathising with the child. This co-regulation soothes their nervous system.
- When the child is calm, we then use a 'repair and rebuild' method to discuss alternative ways of addressing the situation in an age-appropriate way and get their input and ideas.
- A time-in will always involve a two-way conversation where we actively listen to what the child is saying and respect the child's feelings and perspective.
- In dealing with children in conflict adults will:
 - Focus on de-escalation and intervention at the earliest possible opportunity to avoid a crisis or more challenging situation.
 - Solutions will follow the de-escalation script:
 1. Child's name
 2. Acknowledgement of feelings and "It looks like you are feeling cross, am I right?"
 3. Defining the problem "I wonder if it is because you would like a turn with the car?"
 4. Let the child know you are here to help. Connect before you correct.
 5. Encourage the child to talk and you will listen.
 6. Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts"
 7. Finding a solution and supporting putting it into practice "Come with me and let's use your words to ask for a turn, say 'can I have a turn please?'" or "When



you are ready, let's see if we can find another car so that you can be with your friends and play together."

8. Reflect back how they feel and what happened "It looks like you are feeling better now...when you used your words, we could help you have a turn."
- We use Makaton, symbols or drawings and social story strips to support our communication and explanations to children when talking to them about their behaviour.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

Managing difficult or dangerous behaviour

- All staff need to feel that they are able to manage difficult or dangerous behaviour, and to have an understanding of what these behaviours might be communicating.
- When children are in crisis or experiencing strong and overwhelming emotions, we understand that they need time and a safe space to become calm and regulated enough to engage in communication with an adult. Adults will use minimal language and the phrase "Stop, breathe, tell me what the problem is, I can help you." This will be supported visually, and an adult will help the child find a safe space, such as 'a nest' area to be alone or engage in 'Time-in' co-regulation activities/techniques.

Consequences

- Logical consequences may be used that directly relate to the children's actions.
- They will take the form of **Protective** Consequences (removal of freedom to manage harm) and **Educational** Consequences (the learning, rehearsing, or teaching so the freedom can be returned) e.g., throwing sand in faces will result in removal from the sand (**protective**) and the modelling of the skills from an adult of how to play safely in the sand on a 1:1 or more individual scenario (**educational**) before returning to the play independently with other children.

Reflect, Repair and Restore/Rebuild

- Emotional recovery and reflect, repair and restore are essential stages following any harmful behaviour or following a situation that has involved managing difficult or dangerous behaviour.
- All people affected by an incident need space to re-visit the experience by re-telling and exploring the story with a changed set of feelings.
- During the incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to re-visit the experiences with each individual once calm, relaxed and reflective.
- It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.
- A restorative approach:
 - Focuses on harm that has been done
 - How the harm can be repaired
 - Looks at experiences, feelings and needs
 - Plans to ensure conflict is less likely to happen in the future
- Adults will draw pictures and cartoon-style comic strips to support their communication with children during this process.

Reflection and analysis of behaviour

- We use observation, reflection and analysis to help us understand the cause and to look for patterns both in children's positive, pro-social and negative anti-social behaviour and decide how to respond appropriately. This may include involving professionals from other agencies using analysis activities such as:
 - the Inclusion model (see appendix A)
 - ABCCD (Antecedent, Behaviour, Consequence, Communication, Do differently?) observations (see appendix B)
 - Anxiety Mapping (see appendix C)
 - Roots and Fruits (see appendix D)
 - development of a risk reduction plan management plan (see appendix E). This will be developed collaboratively with parents and shared with all staff to ensure consistency.

5.2 Safe Touch-Physical Interventions with children

- Working with such young children means that physical contact can occur in a variety of circumstances e.g., comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.
- In all situations where physical contact takes place, staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location.
- The table below clearly outlines the physical interventions that are acceptable for staff to use in daily interactions with children.
- All staff are responsible for their interactions with children and must act in accordance with this policy. Any physical interactions not stated in this section of the policy could result in members of staff committing an offence (statutory framework for the EYFS 3.54)
- Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice.
- Staff will record the use of physical interventions and ensure the Headteacher is informed. Details of such an event are recorded on CPOMS (Online record keeping tool). Parents/Carers will be informed.

Physical Intervention (be specific as to how the interaction will look)	Do we do this? (Yes/No)	When do we do this? State circumstances	Why do we do this? Explain rationale
A side hug (one arm around the child, the child leaning against your hip)	Yes	• If a child has sustained an injury and cannot self-soothe with verbal encouragement • If a child cannot settle after transition away from parent/carer • If a child requests a hug.	• To help your child feel safe and happy. • To provide comfort. • To help your child feel calm following an upsetting incident (co-regulation). • To make help your child-return to their activities in a faster way.

5.3 Working with Parents

- We work in partnership with children's parents to address reoccurring difficult or dangerous behaviour to try and identify what the child is trying to communicate and to look for possible unmet needs. Parents are regularly informed about all aspects of their children's behaviour by their keyperson.



- We will make every effort to discuss with parents any significant incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.
- Difficult and dangerous incidents that are intentional will be logged on CPOMS and parents will be informed of the circumstances of what has occurred.
- When difficult or dangerous behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

5.4 Support from external Agencies

- Family Centre-Family support worker
- DSPL 5 Triage service
- EY SEND Team
- Emotional Wellbeing and Behaviour Advisory Team
- Herts Virtual Schools Education Hub
- HfL-Pupil Wellbeing Team
- PALMS (Positive behaviour, Autism, Learning disability and Mental Health Service)

6. Anti-bullying procedure

- Bullying behaviour has four key aspects:
 - It's hurtful
 - It's intentional
 - It's repetitive
 - It involves a power imbalance
- The definition of bullying, which requires all these elements to be present, is very important to understand when assessing the difference between relational conflict – where there is a 'falling out' between individuals – and when it tips the balance to bullying. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This could be in the form of physical abuse, name calling or making threats.
- We take any hurtful behaviour very seriously. In the case of serious incidents such as bullying or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- If a child bullies another child or children:
 - We show the children who have been bullied that we are able to listen to their concerns and act upon them;
 - We intervene to stop the child who is bullying from harming the other child or children;
 - We explain to the child doing the bullying why her/his behaviour is not acceptable;
 - We give reassurance to the child or children who have been bullied;
 - We help the child who has done the bullying to recognise the impact of their actions;
 - We make sure that children who bully receive positive feedback for pro-social behaviour and are given opportunities to practise and reflect on their behaviour;
 - We do not label children who bully as 'bullies';
 - We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;



- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for supporting their child; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more pro-social ways of behaving and communicating.
- Any incidents of bullying will be recorded in the incident book using the ABCCD form (See Appendix B). Both sets of parents will be informed of the circumstances of what has occurred.
- Any incidents of bullying incidents will be logged on CPOMS and parents will be informed of the circumstances of what has occurred. It will also be reported to the LA in the annual return.
- Regular monitoring of the incident/accident books enables us to address repeated actions before they develop into regular patterns of behaviour and/or bullying.

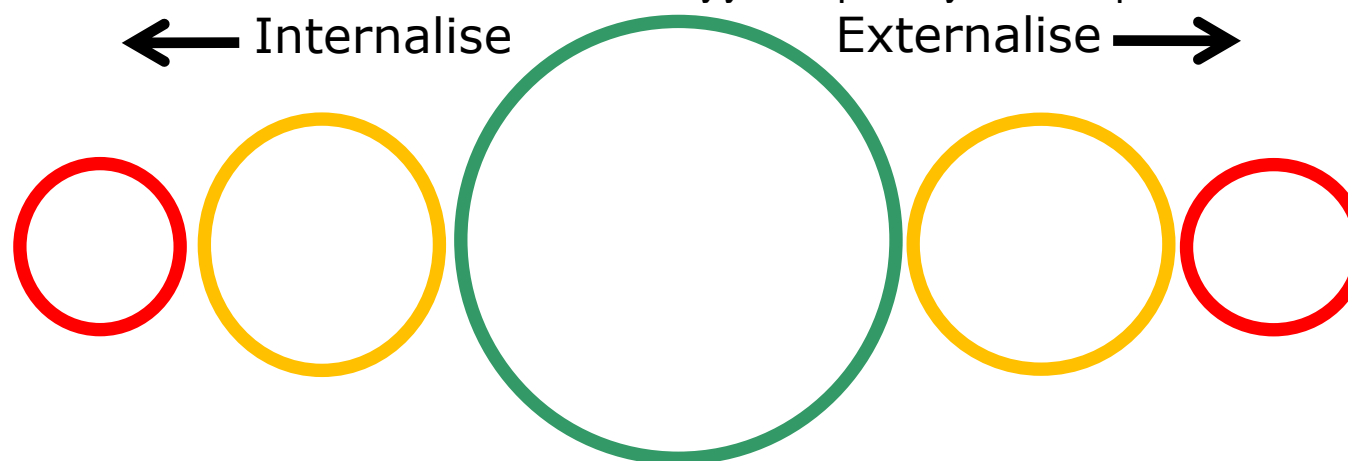
7. Complaints

- Should pupils or parents/carers be unhappy with any aspect of Tenterfield Nursery School's Therapeutic Approach to Behaviour policy or procedures they should discuss the problem with their keyworker in the first instance.
- Anyone who feels unable to talk to their keyworker or is not satisfied with their comments should ask to speak to our Headteacher or assistant Headteacher.
- In the event of a formal complaint parents/carers should follow the procedure in Tenterfield Nursery School complaints procedure.



Appendix A Inclusion Model

Add the names/initials of the children in your class/sessions to the inclusion model. Please see below for key information to support this activity from TAB Module 1. This should be the first activity you complete in your TAB Paperwork.



Remember the key points from TAB Module 1 when completing this activity.

- 1) Most students within the green will rarely need to be subject to any consequences for anti-social behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.
- 2) The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from our planning as their behaviours do not trouble us. However, this group represents the students who are **internalising** their behaviour, they may have mental health issues or be experiences ACEs of some nature. Some children's internalising behaviour is masked by high academic output. It is important to try to differentiate between those internalising children who are simply quite by personality and those where it may be masking a deeper struggle.
- 3) The one or two young people in the orange circle on the right are much more noticeable as these students display behaviours that may harm others. They **externalise** their behaviour and can become a risk of harm to themselves, others and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the setting. Externalises are often kinaesthetic learners who become bored with the classroom environment.
- 4) Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included.

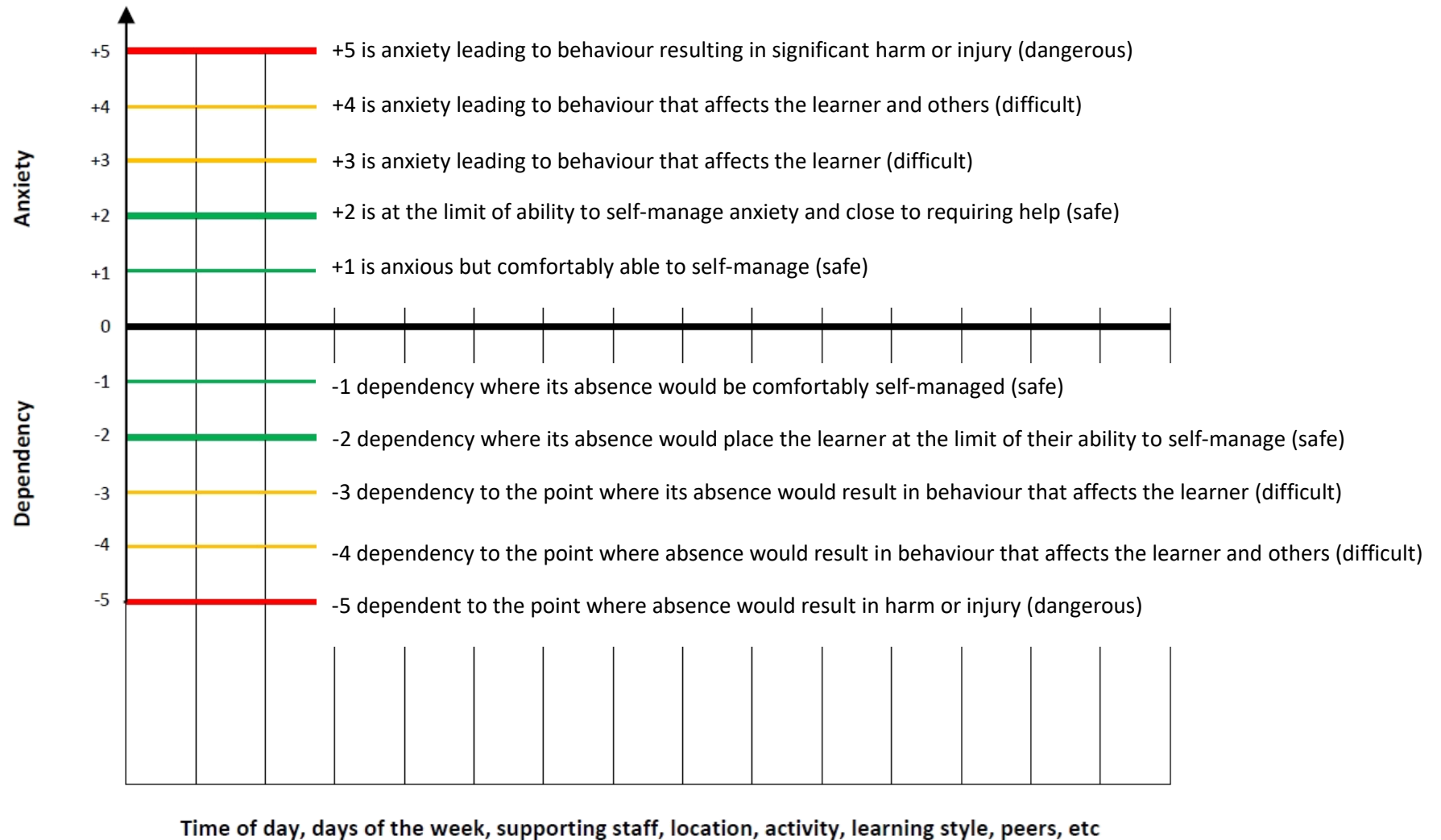


Appendix B
ABCCD Observations

<u>Setting/ activity event</u> [Describe the setting where the behaviour occurs]	<u>Antecedent</u> [Describe what happens right before the behaviour occurs]	<u>Behaviour</u> [Describe the behaviour]	<u>Consequence</u> [Describe what happens as a Consequence of the behaviour]	<u>Communication</u> [Describe what the child be trying to communicate? What needs might the child be trying to meet?]	<u>Do's/Don'ts, Do Differently?</u> [Describe your action/ response. Did it help? Did it hinder? What would you do differently?]
<i>Example: 10:20 a.m., 10/3/10; Sofa in the reading area. 3 children on the sofa next to 'X' sharing a book. 'X' looking at his own book.</i>	<i>Example: 'X' was looking at a dinosaur book. Teacher asks children to tidy the classroom. Tambourine is shaken. Class freeze before instruction.</i>	<i>Example: 'X' runs to the construction toys and begins tipping the boxes onto the floor shouting 'no no no'.</i>	<i>Example: Other children are encouraged away from the area. Member of staff (NAME) removes the remaining construction boxes and tries to distract 'X' by offering different toys and tries to explain to 'X', "We do not tip toys over in this classroom. You need to tidy them up".</i>	<i>Example: 'X' may have been disappointed at the sudden end to an activity he was engrossed in. 'X' may have found the noise of the tambourine too loud and a 'shock'/'sensory overload'. 'X' may not have understood what was happening with the transition from playing to tidy-up time.</i>	<i>Example: 'X' may need a countdown to tidy-up time. 'X' may have sensory sensitivity to sound/loud noises. 'X' may understand better if transition is supported with a visual timetable or now/next board</i>



Appendix C Anxiety Mapping



Dangerous Behaviour

Difficult Behaviour (affecting others)

Difficult Behaviour (affecting self)

Limit of self-management

Comfortable self-management

Neutral

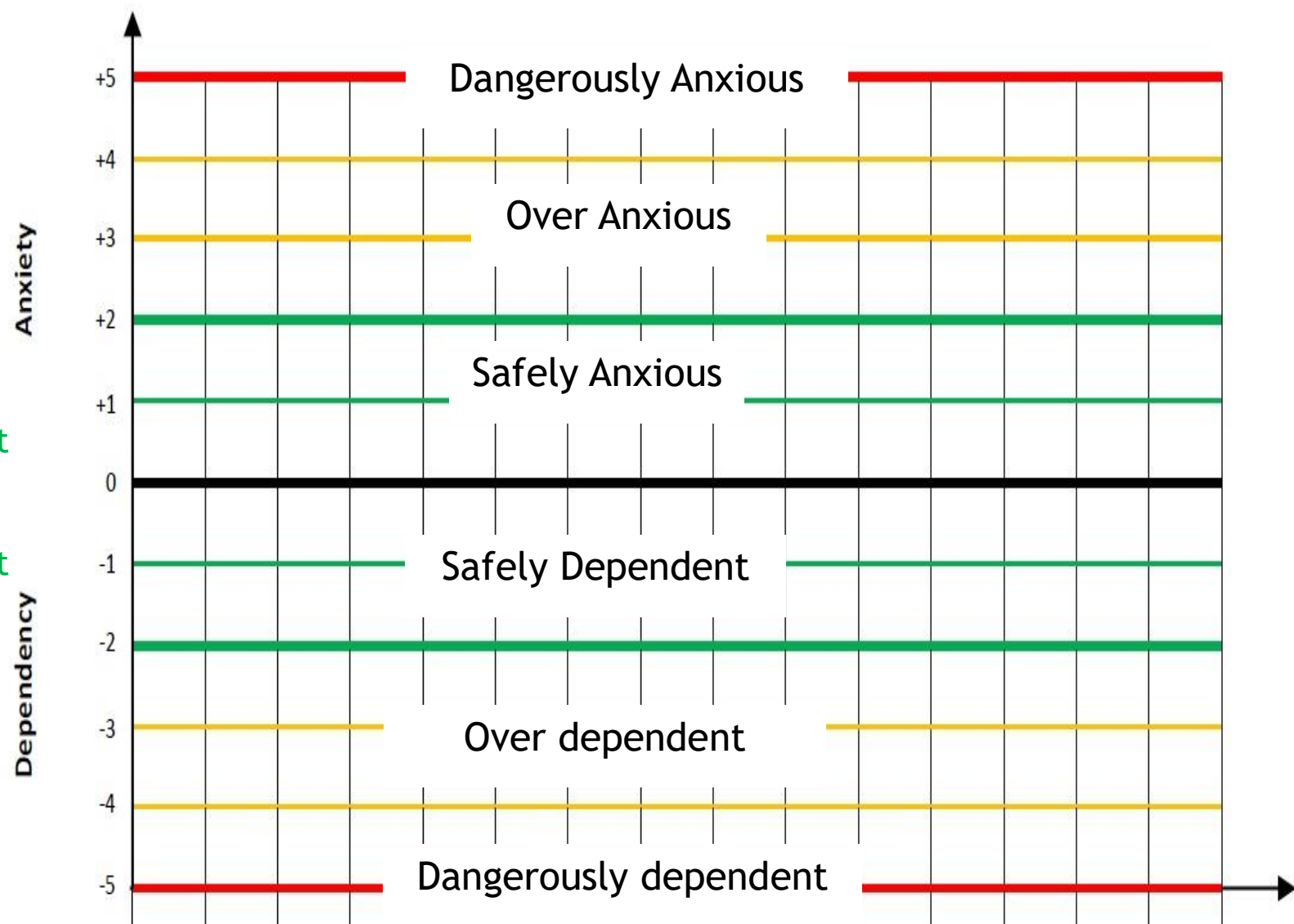
Comfortable self-management

Limit of self-management

Difficult behaviour (affecting self)

Difficult behaviour (affecting others)

Dangerous behaviours

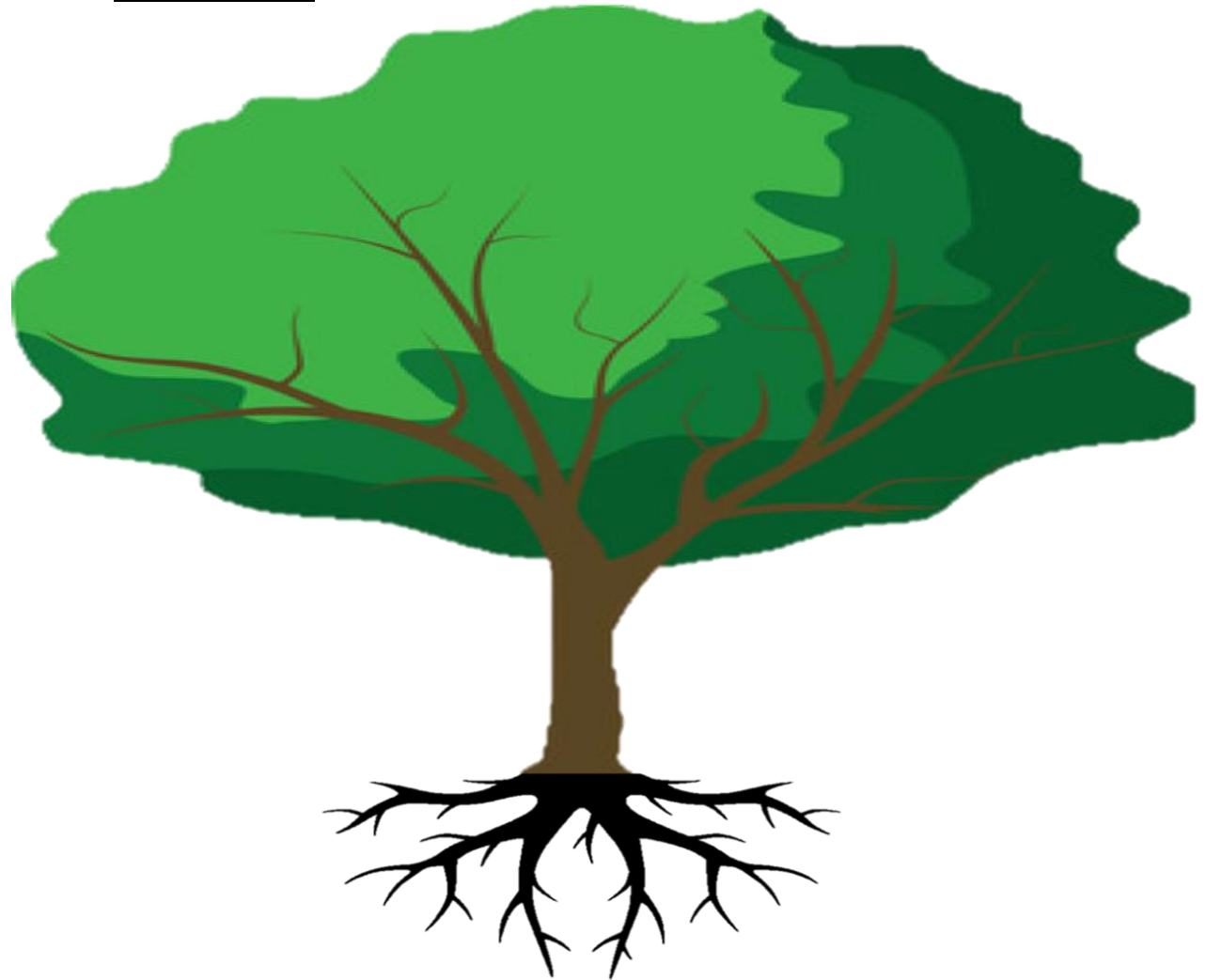


Appendix D
Roots and Fruits

Behaviours

Feelings

Experiences



Anti-social behaviour
difficult or dangerous

Pro-social behaviour

Anti-social feelings

Pro-social feelings

Anti-social experiences
(Risk factors)

Pro-social Experiences



Appendix E Risk Reduction Plan



Risk Reduction Plan Early Years

Name	DOB	Date	Review Date
Photo 	Differentiated Measures		
Pro-social Behaviours		Strategies to Respond	
Difficult/Anxiety Behaviours		Strategies to Respond	
Dangerous/Crisis Behaviours		Strategies to Respond	
Debrief Notes (Repair, Reflect, Respond)			



Guidance	
Differentiated Measures	Differentiated measures E.g. Now and next timetable Jobs/responsibilities - Small withdrawal groups Time with a TA/Teacher/caretaker Rotation activities Differentiated curriculum Sensory circuits Designated self-directed time/activities Forest school Intervention withdrawal group Comic strip conversations Symbols Activities Tasks All the activities above need to be explained in detail as the 'job description' for how staff should deliver them, and should be clear unambiguous descriptions: - Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers?
Pro-social Behaviours	Complete this using the information gathered during your ABCCD observations and Roots and Fruits activities. Remember your staff need to be more proactive at responding to pro-social behaviours, as that is how we begin to tackle default behaviours and negative feelings. What does it look like when they are stable and displaying pro-social behaviours? What are the small achievable behaviours we know they display, and we want to encourage them to display more? These should be specific to the pupil. Walking inside the school building Putting their hand up Sitting at their carpet spot Sharing a toy Playing with a peer Sharing an activity with an adult Starting their work/following instructions independently Working for 5 minutes independently Coming in off the playground Finishing a task Sitting in assembly Eating in the canteen These should be small specific and observable behaviours. I should be able to stand in the back of the room and see what is written here and observe the child display these behaviours. Nothing is open to interpretation or vague Avoid: Interacting with their peers Engaged in learning Working Being polite All of these are not specific or observable and are open to interpretation or moralisation.



Strategies to Respond	What do you want staff to say or do when they observe each of these positive behaviours? The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable The strategies should be used as the direction for ALL staff to say or do something consistently. These should be specific to the child Script be clear about the words you want used Avoid vague undefined language Praise Encourage Remind Check in Direct These will not be understood or repeated the same by all staff Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers?
Difficult/Anxiety Behaviours	These should be the first signs things are not going well or when the child changes their behaviour from the ones listed above, or high anxiety behaviours where there is no imminent danger Low level anxiety behaviours: Puts their equipment down Refuses to start their work Rocking on their chair poking peers Going under the table Putting equipment in their mouth Shouting out Refusing to share equipment Refusing to come into class Struggles to transition to the next topic Wandering around the room This section should capture/explain or identify the low-level behaviours that you want staff to notice and respond to High anxiety behaviours, where there is not imminent danger: Swearing Pushing Kicking Spitting Shouting Throwing objects
Strategies to Respond	What do you want staff to say or do when they observe these behaviours? The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable The responses here are about diverting, distracting, re-engaging and encouraging the child to return to pro-social behaviours where we can then praise them and encourage them through positive recognition The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable. Times Planned scripts Planned activities Who is doing what?



	When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers?
Dangerous/Crisis Behaviours	This box should be left empty if there are no dangerous behaviours. The dangerous behaviours should be listed in terms of explaining the behaviour and the listing the harm to themselves, others or property. Punching windows – causing lacerations to wrists Attacking staff/peers – leading to hospitalisation Headbutting walls – leading to head wounds requiring hospitalisation Throwing computer screens – leading to new equipment needing to be purchased Using scissors to self-harm – ambulance needed Once these dangerous behaviours have been identified then we should aim to reduce the likelihood of this harm through auditing the safety of their classroom environment.
Strategies to Respond	What do you want staff to say or do when they observe these behaviours? The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable The responses here are about diverting, distracting, re-engaging and reducing the risk of harm Remove the other children Alert an identified member of staff Remove yourself to a safe distance away from the harm Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers? If physical intervention is required to reduce the risk of harm to the child, staff or others, this must be clearly outlined in this document and signed by the parents/carers.
Debrief Notes (Repair, Reflect, Respond)	Post incident recovery and debrief measures What are structured conversations will they need, and who is best placed to have these. How long after an incident should these occur? Do you need any of the following; Feeling cards Puppets Symbols Sensory Toys Access to an outdoor space/calm zone A crunchy snack Any protective consequences put into place should have a link to this box in terms of the discussion you have of what support you will offer so they can have that freedom returned. Emotional recovery and reflect, repair and restore are two essential stages following any harmful behaviour. If it is considered that the student is unable to access this process then it must be accepted that they are unable to take any responsibility for their behaviour, therefore any negative response in the way of consequence or worse sanction or punishment would be unacceptable.