

HUNGERFORD NURSERY SCHOOL

Positive Relationships Policy

To be reviewed: Annually

Policy Agreed: 29.09.2025

To be reviewed: September 2026



Headteacher	Sign: 
	Date: 29.09.2025
Chair of Governors	Sign: 
	Date: 29.09.2025

Date	Description of any changes
09.09.2025	Added Relationships, Sex & Education

Contents

1.	Hungerford Nursery School Vision, Purpose and Values.....	3
2.	Introduction	4
3.	What we Teach to Support Positive Relationships	4
4.	Ongoing Expectations of All Staff	5
5.	Partnership with Parents	5
6.	Strategies we Teach to Develop Skills in Conflict Resolution	6
7.	Strategies for Supporting Children with Specific Challenging or Non-Compliance Behaviours	7
8.	Strategies for Supporting Children Who Display Dangerous or Harmful Behaviour	8
9.	Relationships and Sex Education.....	9
10.	Links with Other Policies and Documents	10
11.	Appendix 1 – Guidance: What we teach to support positive relationships	11
12.	Appendix 2 – Guidance: Strategies for supporting children with specific challenging or non-compliance behaviours	13
13.	Appendix 3 – Visuals to support staff and children	15
14.	Appendix 4 – Physical intervention guidance	17

1. Hungerford Nursery School Vision, Purpose and Values

Our Vision

At Hungerford Nursery School, our vision is to inspire every child to become a confident, capable and curious learner. We are committed to providing a nurturing environment where early experiences lay the foundations for a lifetime of learning, well-being and success.

Our Purpose

Hungerford Nursery School – a place where every child plays, grows and belongs.

Our Values - *Building the foundations for life.*

Everything that we do is underpinned by our values – **BRICKS**



Belonging – Every child, parent and staff member feels safe, valued and part of our nursery family.

Resilience – Helping children grow in confidence as they learn to try, persevere and bounce back from difficulties.

Inspiration – Nurturing a love of learning in a stimulating environment where children feel valued and empowered to explore.

Curiosity – Encouraging children to actively engage with their environment, fostering independent thinking through discovery and exploration.

Kindness – Teaching children to care, share and build respectful relationships with others.

Sustainability – Teaching children to care for the world around them and act as responsible stewards of the environment.

2. Introduction

Our approach to learning enables children to be relaxed, purposeful and experience success.

Hungerford Nursery School may be one of the first experiences children have of being in a large space and around many children, requiring them to communicate, negotiate and share. We aim to help children develop a positive disposition to learning and positive behaviours towards others. We support children's increasing capacity to show self-control and to take responsibility for their own actions.

Our approach to behaviour involves modelling to children, trusting children and teaching them about behaviour, which in turn helps them develop an understanding of what is acceptable/unacceptable behaviour. Children need the help of respectful, supportive and caring adults to learn how to behave appropriately. We have based this policy on a therapeutic thinking approach.

At every step of the way we share and involve parents and work together to resolve any unacceptable behaviour.

3. What we Teach to Support Positive Relationships

We want the nursery school to be a calm and purposeful environment. We aim to attend quickly, clearly and sensitively with any behaviour which is challenging. We aim to let the child see that we are unhappy with the action and not with the child her/himself. ie. That it is the behaviour that is wrong, not the child that is bad. Again, we aim to adopt consistent strategies for children and positively acknowledge behaviours that we want (Prosocial).

We aim to positively teach children about how to manage their behaviour when interacting with staff and each other and we will adopt consistent strategies when a child's behaviour is not what we expect.

We aim to support and develop the following skills in the children we teach:

- Sharing – turn taking
- Using our words
- Kind words and kind hands
- Helping each other
- Respecting each other
- Quiet and calm
- Self-control – labelling feelings
- Engaging in superhero play with boundaries
- Safe use of the equipment

For information and guidance on how we support children who are struggling with the areas above, please see **Appendix 1**.

4. Ongoing Expectations of All Staff

To ensure that we are consistent in our approach to supporting children and developing their relationships we have clear expectations for all staff:

- **Clear expectations** for children
- **Clear boundaries** for children
- **Play** alongside children
- **Tune in** to children's anxieties
- **Be positive** in the language that we use
- **Be consistent**
- **Establish and follow routines which are clear and supportive** including visual timetables
- **Prepare children** for changes and transitions
- **Involve and support parents**
- **Model language and behaviour** for children
- **Use clear and simple instructions and use appropriate tones of voice**
- **Get down to the child's level**
- **Give eye contact and use the child's name**
- **State positively what we want them to do** e.g. 'walking indoors, thank you'
- **Be clear using simple words or phrases that are appropriate for their age and stage of development**
- **Praise the behaviours that we want to see**
- **Well-being and involvement in learning is discussed at every planning meeting**
- **Separate child from behaviour that they are demonstrating** – "If you do that you could – what I would like is for you to..."
- **Provide choice of two**
- **Remember children are still learning** – differentiate through equipment/need – explain to other children that what that child needs and that they are still learning i.e. cushions, fiddle toys etc

5. Partnership with Parents

Parents are children's first teachers and therefore our partnership with parents is crucial to supporting children. Partnerships with parents are based on mutual respect and trust with the child at the centre of everything we do.

- Parents should be **involved as partners**.
- When talking to parents **please meet the parent in a confidential space** and at an appropriate time.
- **Explain the difficulty in Nursery School and ask if the parent has any particular understanding** -parents are experts on their own children.
- **Take a problem solving approach: we need to work together to help your child with this. Ask for the parents' support** – can the parent take time to talk to the child about the difficulty. Can we use the same strategies?
- **Arrange to review progress a week later**
- **Feedback information to share with the team**

6. Strategies we Teach to Develop Skills in Conflict Resolution

Adults are not always clear what triggers a conflict or who is responsible and what to do next. When children encounter conflict with one another during their everyday experiences we can use these steps to ensure that there are positive outcome to disputes. We use a conflict resolution process to help children learn to:

- Express their needs and feelings
- Hear and respect other points of view
- Express ideas and experience the 'give and take' of relationships
- Develop a desire to engage in positive social behaviours
- Feel in control of the solution and outcome
- Experience successful cooperative solutions
- Develop trust in adults and other children
- Understand how to make constructive choices
- Experience feelings of competence

Step A - Put yourself at the child's eye level, stop harmful actions or language – If this concerns a toy or equipment let the children know that you need to hold the object. Where possible put your first focus on the child who has been hurt. Show the child positive care and attention. Comfort the child. If possible, get everyone to sit down. When the child is feeling calmer you might turn to the child who has done the hurting.

Step B - Acknowledgement of feelings. *'You are both upset! Can you see that hurt her? She is very sad/angry. We use kind hands.'*

Step C - Gather the information from each child – *'What has happened?'*

Step D - Restate the problem – *'We have a problem – you both want...'* - check that you have identified the problem correctly.

Step E - Ask for solutions - Give them time and ask other for help – if they cannot think of one then you offer two suggestions – the important thing here is that the children still need to be in control.

Step F Offer further support if required.

7. Strategies for Supporting Children with Specific Challenging or Non-Compliance Behaviours

Sometimes children for whatever reason find it hard to follow the guidelines and boundaries that we have set. It can happen for a variety of reasons, children do not know how to behave, they are unable to regulate their emotions, they are experimenting and finding out, they do not yet have the skills, and they do not yet have the language to explain.

We want the Nursery School to be a calm and purposeful environment. We aim to attend quickly, clearly and sensitively with any behaviour which is challenging. We aim to let the child see that we are unhappy with the action and not with the child her/himself. ie. That it is the behaviour that is wrong, not the child that is bad. Again we aim to adopt consistent strategies for children and positively acknowledge behaviours that we want (Prosocial).

Script to use when supporting children presenting challenging behaviour:

- Stop (use Makaton sign/symbol for stop)
- I can see you are...(label emotion)
- Do you need help? Or What do you need?
- If that happens again we will need to come away from our friends and have some thinking time. You are not being safe
- We have come away from our friends, for thinking time, because... (explain what happened and how we can make it right)

Script to use when supporting a child who isn't complying:

- Stop (use Makaton sign/symbol for stop)
- Reinforce desired behaviour – I need you to sit for story
- I am feeling sad - (Label emotion)
- Reinforce desired behaviour...I need you to sit for story
- Now I am feeling cross. I don't want to feel cross. I want to feel happy
- Reinforce desired behaviour... I need you to sit down for story
- I am now happy; you have made me happy because you are now sitting smartly, I can see you are ready to learn. That makes me happy.

For more information and guidance on how we support children with specific challenging or non-compliance behaviours, please see **Appendix 2**.

8. Strategies for Supporting Children Who Display Dangerous or Harmful Behaviour

It is important that we clearly signal the unacceptability of dangerous behaviour and behaviour which harms others.

Example Scripts

If a child is in immediate danger you may need to change the tone of your voice to be heard, if necessary, call for support when you need it.

- “x stop, I need you to put the stick down now. Its sharp and that could hurt someone”. Try to say what you want to happen – and not what you do not want to happen.

- “x I need you to pick up all those toys (now or set a limit)”. If you do set a limit like this, remember that you need to stick to it and it should be something immediate and short.

- “x I need you to come down now. You could hurt yourself”. If no response you could follow through with:

- “I need you to come down now. If you do not come down now, then your playing will be finished for two minutes”.

It is important that this is followed through, and you call for help if necessary. To follow through this strategy, you might sit quietly with the child or hold the child’s hand and keep the child with you.

(Please note: **Time out is not used unless it is part of a behaviour strategy and has been agreed with the HT and parents**). Before the child returns to play, ensure that the boundaries are clear for example “Are you ready to play nicely now? Remember in nursery we have kind hands” Settle the child into an activity before leaving him/her.

Repeated patterns of behaviour

If a child is consistently repeating the same difficult behaviour or targeting particular child, then you must make other staff aware as soon as possible.

Issues like this may be approached by:

- Raising staff awareness/vigilance.
- Working with the child to model consistently the behaviours that you expect.
- Look for triggers – is it always at tidying up time? - and act to prevent the difficult behaviour from occurring e.g. giving the child positive attention at that time.
- Evaluation of the expectation on the child and making adjustments.

When behaviour continues to be difficult or dangerous you will need to discuss with the HT

and an IBP (individual behaviour plan) may be adopted. This will be shared with parents and other staff.

We will seek advice of other agencies if appropriate.

Please remember that in rare cases if physical intervention is used this must be as part of a plan and it must be recorded and the parents sign the plan and must be informed. For more information about physical restraint please refer to Appendix 4.

9. Relationships and Sex Education

Children learn to be strong and independent through positive relationships

Positive relationships are:

- Warm and loving and foster a sense of belonging
- Sensitive and responsive to the child's needs, feeling and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationship in the early years settings

Our approach to positive relationships is shaped by the legal requirements set out in the EYFS Statutory Framework.

It is natural for young children to be inquisitive and ask questions with regard to relationships, how they develop and very often, where babies come from. We encourage all our children to be self-confident, ask questions and be curious across all areas of learning. We therefore answer these questions as honestly as we can according to the age and understanding of the individual.

Many 'sensitive' questions are likely to occur quite naturally in children's play and can be answered openly and honestly in the context of the play without making an issue of an innocent remark or question. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them

We aim to address relevant issues through the Early Years Foundation Stage curriculum areas such as Personal Social and Emotional Development and Knowledge and Understanding of the World.

The learning in the different areas of the curriculum are summarised here:

Personal Social and Emotional Development

- Relationships
- Feelings
- New experiences e.g. new baby
- Respect for self and others
- Keeping safe

Knowledge and Understanding of the World

- Life cycles
- Our bodies
- Growing e.g. plants
- Families and communities

We play a vital role in helping children to learn about forming positive and trusting relationship with adults e.g. their key person and with other children.

It is important for children to know that there are other kinds of families to their own. We emphasise the message of 'different families same love'. Our curriculum and resources are designed so that children will learn about other communities and people, who many be different and unfamiliar to them. We want children to be aware of and be positive about diversity.

All learning is monitored, assessed and evaluated through ongoing formal and informal observations. Any issues that arise will be addressed through staff meetings and with Governors.

Staff will work with parents and carers to promote support and understanding.

Please note:

The government updated the statutory guidance for Relationships and sex education for RSE in July 2025. This updated guidance comes into effect from September 2026. Early years setting and nursery schools are not covered by this legislation

10. Links with Other Policies and Documents

- Superhero and Weapon Play Guidance
- Anti-Bullying Guidance
- Equality Information and Objectives Policy
- Teaching and Learning Policy
- SEND Policy

11. Appendix 1 – Guidance: What we teach to support positive relationships

	Developmentally Stage 1	Developmentally Stage 2	Strategies for when a child's behaviour is not appropriate
Sharing	<ul style="list-style-type: none"> We model sharing food, toys, resources etc.. <i>"I will give you some of my playdough – I am sharing it with you."</i> 	As Stage 1 but supported with PSE stories and puppet play.	<ul style="list-style-type: none"> 'Stop' plus action, hold object, give vocabulary 'Ellie first, Ann next'
Turn Taking	<ul style="list-style-type: none"> Developing through being a play partner. Give reminders, vocabulary – wait/turn <i>"I would like a turn now please."</i> <i>"Its Jack's turn with the bucket."</i> Model giving toy (showing what to do) Playing ring games taking turns. 	<ul style="list-style-type: none"> We model turn taking, play structured games, give language, use sand timers, PSE stories, puppet play, ring games. 	<ul style="list-style-type: none"> 'Stop' plus action, clear vocabulary and clear expectations <i>"my turn, your turn"</i>.
Kind Hands	<ul style="list-style-type: none"> Reminding of kind hands Makaton signs Linking it to emotion Soft touch 	<ul style="list-style-type: none"> Model kind hands Visual expectation cards Makaton signs. PSE stories and puppet play. Use Persona dolls 	<ul style="list-style-type: none"> <i>'Remember we use kind hands here'</i> Share emotion, give attention to hurt child Look for triggers.
Kind Words	<ul style="list-style-type: none"> Soft tone Use song and simple singing Repetitive language Model kind words 	<ul style="list-style-type: none"> Teach words of friendship PSE stories. 	<ul style="list-style-type: none"> Reminders of expectations and acknowledge feelings of other child.

<p>Helping Each Other</p>	<p>Makaton sign for asking for help</p>	<ul style="list-style-type: none"> • Notice helpful behaviour and celebrate • Display photos, helping hands • Give vocabulary and sign for asking for help. • Encourage them to help each other 	<ul style="list-style-type: none"> • Reminders of expectations, label emotions, reinforce with group, specific praise and noticing, visuals eg photos. • Give specific achievable jobs. • Problem solving language 'We've got a problem here...'
<p>Respect Each Other</p>	<ul style="list-style-type: none"> • Ring games • Recognise differences and celebrate 	<ul style="list-style-type: none"> • Value and celebrate individuals • Play together • Use expectation/skill pictures in group times eg looking eyes, smart sitting, quiet lips. • Ring games. • Model positive language – positive staff attitude and positive praise for behaviours 	<ul style="list-style-type: none"> • Reminders of expectations and acknowledge feelings of other child.
<p>Respect the Environment</p>	<ul style="list-style-type: none"> • Model care for the environment and talk about it. • Make it obvious where things go – uncluttered and tidy environment. • Use shadowing and photographs. • Notice and celebrate those caring for environment. • Build a sense of ownership and belonging. • Encourage them to put things away where they belong 		<ul style="list-style-type: none"> • Talk about problems: • <i>'I feel sad because the books are on the floor'</i>. • <i>'How can we solve the problem?'</i>
<p>Have Self-Control</p>	<ul style="list-style-type: none"> • Put a calming hand on shoulder • Teach breathing techniques • Label emotions • Makaton signs. • Adults recognise feelings and give strategies eg 'take 3 breaths' 'stop and squeeze' 'use your words'. • Blow the candles (Use your fingers) 		<ul style="list-style-type: none"> • Recognise and label emotions. • Use calm voice but firm. • Give child space. • Give limited choice. <i>'I need you to sit on the chair or the floor'</i> • Co-regulate emotions using breathing and calming strategies. • Approach calmly at child's level, use name, think safety first. • Notice triggers and share.
<p>Sit Down at Snack Table</p>	<ul style="list-style-type: none"> • Group situation for pre-Nursery to model behaviour and sitting down with food. 	<ul style="list-style-type: none"> • Supported snack at beginning of terms and with new children. • Adult to sit alongside and model. • Reminders and Makaton. • Visual sequence cards. 	<ul style="list-style-type: none"> • Adult to sit. • Show chair/cushion. • Remove food. • Explain why. <i>"If you walk around eating you could choke. Please sit at the table"</i>
<p>Be Quiet and Calm</p>	<ul style="list-style-type: none"> • Adults are quiet and calm and use calm voice. • Use positive reinforcement eg 'Inside we walk' • Praise appropriate behaviour. 		<ul style="list-style-type: none"> • Use 'stop' plus sign. • Use <i>'We walk here'</i> and why. • Help child to make play plan with adult. • Help to find safe place eg 'I can see you want to throw, let's go to the ball area.

Safe Use of Equipment	<ul style="list-style-type: none"> • Sitting down with scissors and pencils etc 	<ul style="list-style-type: none"> • Scissors, glue gun, woodwork equipment are not moved from their areas. • Tools are used for correct purposes and children are taught how to use them 	<ul style="list-style-type: none"> • Use stop plus sign. • Reminders of expectations and why. • Remove object if dangerous. • Script “<i>If you walk/run with scissors you could hurt somebody. Please sit when using scissors</i>”
------------------------------	--	---	---

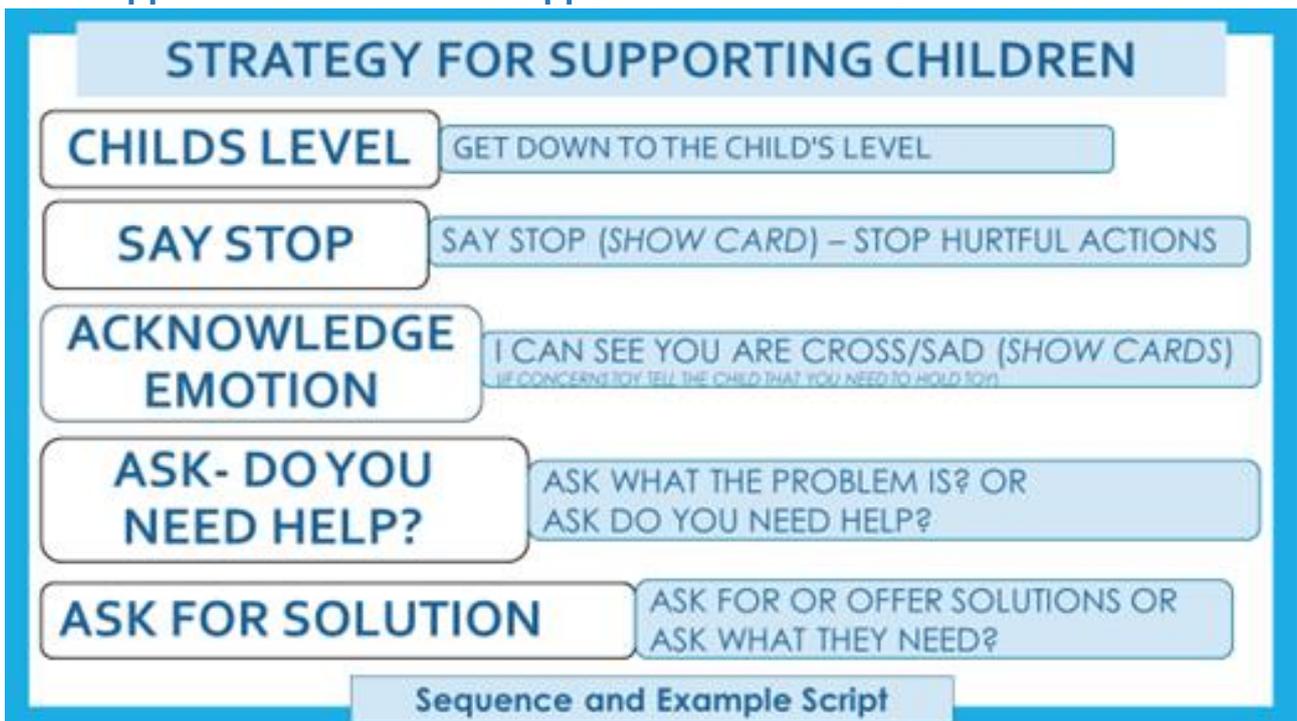
12. Appendix 2 – Guidance: Strategies for supporting children with specific challenging or non-compliance behaviours

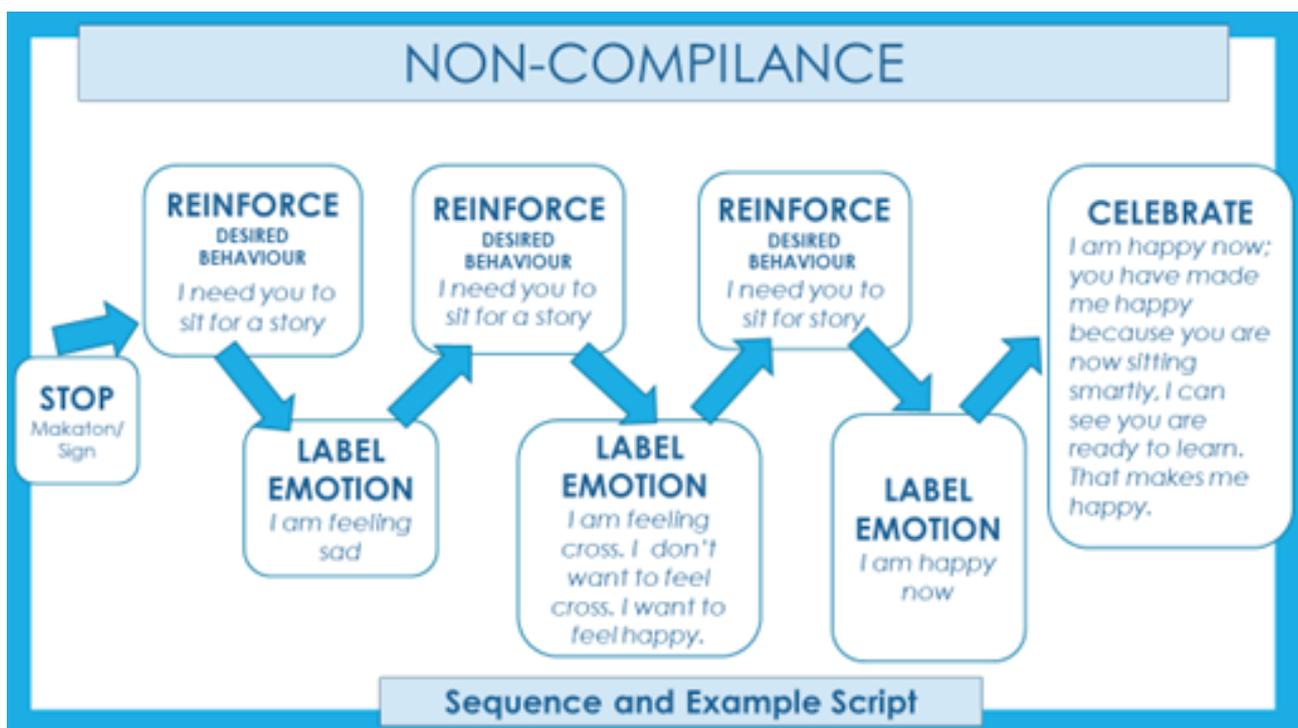
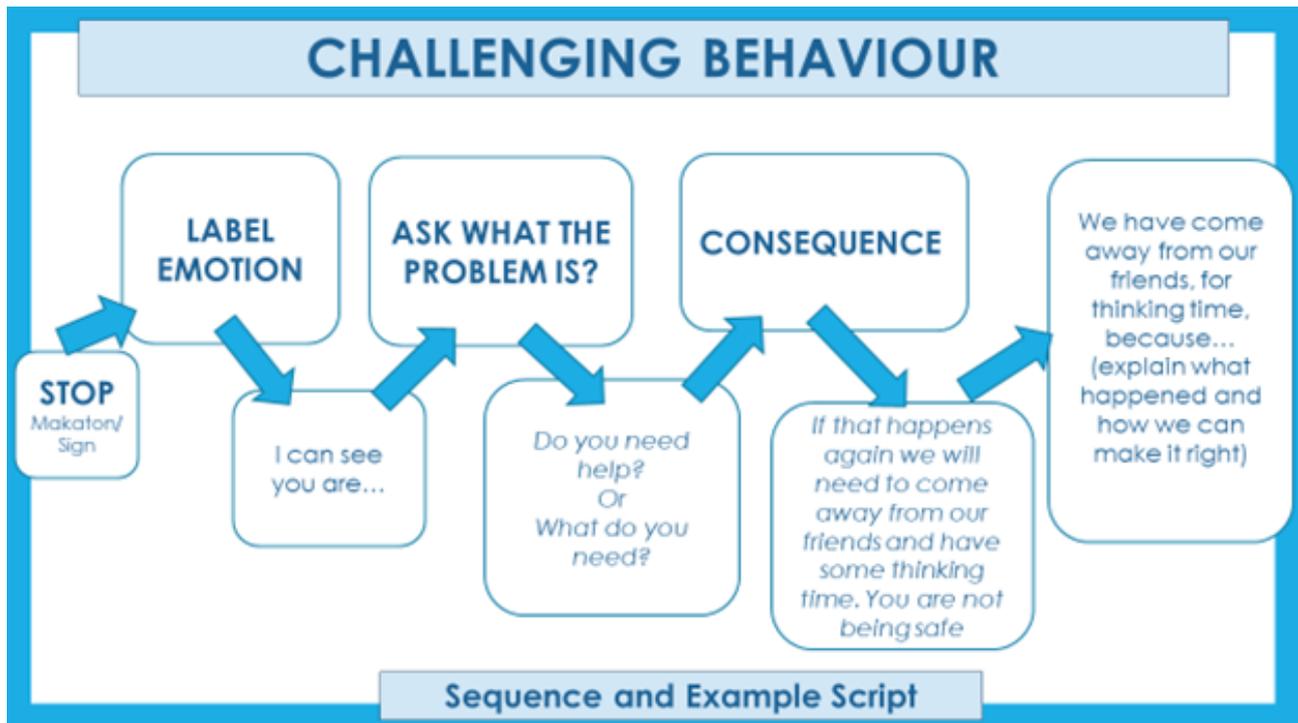
	Why behaviour might be demonstrated?	Parent advice	Child – consider behaviour plan or SAPP if ongoing
Biting	<ul style="list-style-type: none"> • Sensory • Just a phase • Limited language • Express affection with biting • Attention seeking 	<ul style="list-style-type: none"> • Privately share if it happens at home and why/when? • Work together • Try to talk without child present 	<ul style="list-style-type: none"> • Provide chewy toy • “<i>Teeth are for eating</i>” • Model language of emotion • Talk about biting hurts/ Makaton sad sign • Be with the child who bites • Notice when the child bites – triggers
Snatching	<ul style="list-style-type: none"> • They want the toy • Lack of social communication skills • Do not understand yet the concept of sharing, taking turns yet 	<ul style="list-style-type: none"> • Talk to parent and suggest that they support the child with turn taking at home through strategies such as playing simple turn taking games, blowing bubbles, using a ball etc.. • Use a sand time 	<ul style="list-style-type: none"> • Help them to take turns and use a sand timer so there is visual taking of turns • Use conflict resolution – hold the object and ask them how to solve the problem that they both want the same toy. Ask them if they have ideas – if they do not offer two ideas of your own – there should be choice e.g. use a sand timer or tell me when it is time

<p>Pushing</p>	<ul style="list-style-type: none"> • Developmental stage – wanting everything themselves • Attention seeking • Not knowing how to join play • Wanting to be first • Lack of space • Lack of spatial awareness • Lack of coordination 	<ul style="list-style-type: none"> • Privately share pushing with both sets of parents • Share strategies used at Nursery • Give Makaton sign • Share conflict resolution 	<ul style="list-style-type: none"> • Stop’ and Makaton sign • Reminders of expectations – kind hands • Simply explain what they have done – ‘You pushed Amy, Amy is sad’ • Look for trigger points • Adult support around climbing or high-level equipment • Give child ‘heavy’ work prior to trigger points • Model language for joining play
<p>Hitting</p>	<ul style="list-style-type: none"> • Lack of communication skill • Attention seeking • Sensory • Cause and effect • Just a phase • Lots of physical rough and tumble play at home • Superhero role play 	<ul style="list-style-type: none"> • Privately share hitting with both sets of parents • Share strategies used at Nursery • Give Makaton sign • Share conflict resolution • Invite to parent behaviour course • Use ‘help me’ Makaton sign 	<ul style="list-style-type: none"> • Stop’ and ‘help me’ Makaton sign • Reminders of expectations – kind hands • Simply explain what they have done – ‘You hit Amy, Amy is sad’ • Look for trigger points • Adult support at possible trigger times
<p>Throwing</p>	<ul style="list-style-type: none"> • Schema • Trying things out • Anger • Attention seeking • Exploring 	<ul style="list-style-type: none"> • Share schema information • Find safe places for throwing at home and develop their skills • Use ‘stop’ and explain where it is safe to throw in simple terms 	<ul style="list-style-type: none"> • Find somewhere safe to throw • Extend skills • Use ‘stop’ and explain where we can safely throw • Adult to play with child and notice if triggers • If in anger use calming techniques, label emotions and talk through when calm
<p>Kicking</p>	<ul style="list-style-type: none"> • Trying things out • Experimenting • New shoes • Anger • Attention seeking • Lack of communication skills 	<ul style="list-style-type: none"> • Share calming techniques • Use ‘stop’ plus sign • Find safe places to kick a ball 	<ul style="list-style-type: none"> • If in anger use calming techniques, label emotions and talk through when calm • Remove shoes • Find safe space for kicking ball and talk about kind feet • Give physical stimulation before structured times if these are trigger points

<p>Tantrums</p>	<ul style="list-style-type: none"> • Frustration • Needs not being met • Just a phase • Lack of communication skills 	<ul style="list-style-type: none"> • Share privately with parents and look for triggers • Remind to be calming and use simple language • Be consistent • Ensure child is safe 	<ul style="list-style-type: none"> • Use calming voice and be close and regulate child's emotion • Hold gently when ready • Label emotions – 'I see that you are cross' • Ensure child is in a safe place and not able to harm himself
<p>Hiding under furniture/Singing very loudly</p>	<ul style="list-style-type: none"> • Attention seeking • Struggling with communicating their emotions • Anger 	<ul style="list-style-type: none"> • Ignore behaviours that you do not want • Try and notice siblings who are behaving how you would like 	<ul style="list-style-type: none"> • Ignore child and focus on children who are behaving how you would like – giving them positive praise – ignore anti-social and praise pro-social • When child comes out and joins you – just notice how good it is that they have joined you in play • Give positive praise • We can use the metaphor of providing oxygen. We want to provide oxygen to prosocial behaviour and reduce the oxygen given to antisocial behaviour

13. Appendix 3 – Visuals to support staff and children





14. Appendix 4 – Physical intervention guidance Principles

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with incidents of behaviour. We will only use physical intervention as a last resort, always ensuring minimal risk of injury to children and staff. Use of physical intervention, when all other strategies and approaches have failed, could reasonably be considered in situations involving risk to the safety of children, staff or visitors.

Training

Guidance will be provided for staff on a regular basis. This is so that staff are kept informed of approved approaches and current DfE/LA advice with regard to the use of physical intervention.

Planning

Children known to behave in ways that may involve the use of physical intervention will have individual plans drawn up for them. These will be agreed and discussed with parents/carers and kept in individual confidential files in the Headteacher's office.

Strategies and Approaches

Staff are experienced in the use of a wide range of consistent behaviour management strategies intended to defuse potential situations, for example, diversion, reasoning, warning, and we use these first. If these fail, one or more of the following approaches may become necessary:

- Holding (for example, gentle arm around shoulder to reassure)
- Blocking
- Physically moving between children
- Leading by the hand/arm
- Shepherding away (for example by placing hand in centre of the child's back)
- More physically restrictive hold

The purpose of a physically restrictive hold would be to limit the child's ability to hurt him/herself or others with the minimum application of force through limitation of movement. Where possible, aid is sought at an early stage from other members of staff for assistance, support and presence.

It will generally be helpful to remove the audience or if this is not possible to remove the child in question from the audience. Under no circumstances should this result in the child being taken in to a closed room by a single member of staff. Another member of staff should be present or a door left open so that others are aware of the situation.

We aim to take the following actions after serious incidents which have necessitated the use of physical intervention:

- Gradual release of restraint as the child regains control, with adult reassuring
- Child allowed time for calm under supervision
- Checks made for any injuries and appropriate medical aid provided if necessary
- Head Teacher informed as soon as possible
- Member of staff involved in the restraint given time to recover, if possible support provided by a senior member of staff and recording process initiated
- Incident reviewed with Headteacher or nominated person
- Senior member of staff to talk through incident with the child to ascertain their perception

Recording and Reporting

A written record of any incident involving the use of physical restraint is made as soon as possible afterwards using the Physical Restraint Incident Report form (see sample in the appendix) and this is shared with the Head Teacher. Witnesses or any staff involved in providing additional support may also add signed and dated notes giving details of the incident. In the case of a child who already has an agreed Physical Intervention Plan in place, any completed Physical Restraint Incident Form should be attached to this. These records are kept in the Confidential Individual File in the Head Teacher's office. A debriefing session is held as soon as possible after any incident, including members of staff involved, any witnesses and the child if appropriate. Parents and carers are always informed of incidents involving physical restraint and incidents are signed off by the Headteacher.

Parental Involvement

Parents and carers are made aware of the school's Physical Intervention Policy through its inclusion on our website and policy folder, which is available from the office, and they will be kept fully informed of any incidents that have necessitated the use of physical restraint to their own children. Parents and carers of children known to behave in ways which may necessitate physical intervention will be invited to attend meetings to discuss, agree and review individual plans.

Complaints

Staff are aware that the use of physical restraint may lead to complaints. They appreciate that in following our agreed policy and practice and ensuring that their actions are appropriate to the situation they are in a good position to demonstrate and reasonableness of their actions in any subsequent investigation.

Hungerford Nursery School
Physical Intervention Plan



Child's Name:	Date of birth:
Class:	
Reason(s) for physical intervention plan:	
Agreed strategies and approaches:	
Named staff involved:	

Parent/carer involvement:
(Parent) Signed:
Date:
Headteacher Signed:
Date:

Written records of the use of this programme will be completed and attached to this plan

Hungerford Nursery School

Physical Restraint Incident Report



Name of child:	Date/time of incident:
Details of incident:	
Incident managed by:	Witnesses/other staff involved:
Method(s) of restraint if used:	

Debriefing session/evaluation:	
Parent/carer informed/response:	
Date/time this report completed:	Signed:
Signatures of witnesses/other staff involved:	
Headteacher Signed:	Date: