

Ganneys Meadow School and Family Centre



Growing together, nurture and support the
Ganneys way
September 2026

Adopted by the Governing Body

School: Ganneys Meadow Nursery School and Family Centre

Date: September 2026

Review: September 2027

Growing together, nurture and support the Ganneys way

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs

(EYFS Framework)

Our aims

The aim of this policy is to support all children to develop a positive self-image, a strong sense of self and positive learning dispositions, thus giving them the security and confidence to make the most of opportunities, to communicate effectively and to build positive relationships with others. This is aligned with our PSED curriculum.

We have very high expectations of adults and children. Staff have a strong understanding of the developmental stages of how children learn to understand and express their feelings, share space and resources and make relationships.

Our school motto '**All Together, Aiming High**' encourages everyone to work together to reach for the stars!

Our whole child development goals for all of our children are aspirational and accessible.

- Show how they can plan, make decisions and review their work; thinking of new ideas and adapting their work where necessary
- Display high levels of well-being and involvement to enable them to access learning
- Demonstrate a 'can do' approach where they feel comfortable to take risks
- Persevere, keep trying and bounce back when faced with challenges. They show pride in their achievements

Supporting children to regulate

At our school, we understand that navigating the world can sometimes feel overwhelming. To help meet our children at their stage of development and to help them feel secure and ready to learn, our staff use **co-regulation**—a deeply supportive process where adults use their own calm energy, soothing voices, and predictable presence to help a child organise their big feelings. We look closely at each child's unique communication cues, stepping in with gentle reassurance, or a quiet pause before they become distressed. In time, many children learn ways to regulate themselves using these modelled strategies. This relational support is paired with intentionally designed environments that act as a "third teacher." Our classrooms offer a balanced mix of low-stimulus "quiet zones" with soft lighting and cozy seating where a child can decompress, alongside dedicated sensory areas equipped with tools that help them safely channel their energy. By combining warm, attuned adult support with a predictable, sensory-friendly environment, we give our children the safe foundation they need to explore, communicate, and grow at their own wonderful pace.

Our nurturing approach

At Ganneys Meadow, we pride ourselves on our nurturing approach. It has been proven that well nurtured children are shown to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems in the future. Every one of the staff consistently ensures that the children attending their school are immersed in a nurturing environment which impacts positively on their developing skills.

The nurturing approach offers a range of opportunities for children and young people to engage with early nurturing experiences, giving them the social and emotional skills to do well at school and develop their resilience to deal more confidently with the trials and tribulations of life.

How we support and encourage positive behaviours.

- Our nurture and support posters were devised by our staff team and are displayed around school (see appendices). The poster outlines our core principals, and these are displayed to remind all staff and visitors of how we understand and support our children. The poster outlines how children might present when they are dysregulated and what support we can offer through the stages. Our core principles for behaviour are also outlined at the top of the poster

CORE PRINCIPLES

We value everyone as an individual.
We celebrate differences and support one another to ensure that everyone feels included.
We have high expectations of all and it is our job to scaffold up, and support children to help them to reach their goal.
We are positive role models and remain calm.

- The classroom environments are engaging and offer a range of resources to keep children interested. At specific times in the day, the room is reduced in size to support them in sharing etc. This helps children in learning how to work in a smaller space, where there is more of a need to share and interact with one another.
- Staff are aware of the Leuven Scales of wellbeing and involvement and use these to help them to understand children and notice patterns.
- All staff set clear and consistent boundaries for children. They use their secure knowledge of the individual children to scaffold the right level of support to each child. The boundaries are appropriate to the child's stage of development which may be different to their chronological age. Where appropriate, children help to decide and agree the rules that they think will help to keep them happy, safe and healthy.
- Any incident which causes anyone to feel upset, hurt, offended or frightened is discouraged and staff use this as an opportunity to teach and model in a way that is appropriate for the child's developmental stage.
- Staff understand that it is the presenting behaviour that causes concern, not the child themselves and that this is part of a child's development.
- Parents are informed if their child is dysregulated during the school day or if staff notice any changes in children's wellbeing and involvement
- We do not have a set range of strategies, children are supported by familiar staff using their knowledge of what works best. Staff have accessed a wide range of professional development to support with them to do this.

- We have high levels of children who have Special Educational Needs and are non-verbal. Their needs and interests are clearly represented children on a one page profile document that refer to the best strategies to help a child when they are dysregulated and their behaviour is potentially going to escalate.

In the event of any significant incidents, staff may have to physically intervene to protect a child from either harming themselves, or others, or damaging property. All staff are aware of the Guidance for Safer Working Practice Document, and many have accessed de-escalation training led by a Team Teach provider. Any incidents where physical intervention is used are logged on a form and kept by the Headteacher. Parents are always informed and we seek to work together to find further ways to support children and their families.

Appendices



I WONDER HOW WE CAN HELP EVERYONE FEEL NURTURED AND SAFE...

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WHEN A CHILD SHOWS SIGNS OF BEING DYSREGULATED, I WONDER WHAT WE MIGHT:

See

- Crying
- Outbursts
- Impulsive behaviours
- Aggression
- Low mood
- Withdrawal

Hear

- I don't like...
- No
- Screaming or crying



WHAT SHOULD I DO?

Think

- What is the child trying to communicate?
- Why are they trying to control the situation?
- How can I help?
- Why does the child need so much control?
- Why do they feel scared?

Say - remember to use a calm voice and minimise your movements and gestures

- Not now, maybe later - instead of no.
- I can see that you are angry/upset/sad etc.
- I am here to help you.
- I know that you're sad but...
- I really care about you and care that you like it here

Do

- Scan the environment to look for hazards
- Reflect and identify the trigger
- Turn off the lights if appropriate
- Use distraction techniques to try to redirect them.
- Be available to offer physical comfort. Help them using co-regulation
- Use puppets to narrate the situation or discuss what has happened and the feelings involved

If this doesn't work, I wonder what else we could try...

- All children and adults vacate the space, reducing the wider attention and ensuring everyone is safe. A familiar adult should remain with the child to offer support when they are ready or to keep them safe. Another adult should remain in sight at all times.
- If needed, use soft furnishing, e.g beanbags and cushions to support the child and guide them

Remember...

- When guiding a child, cup your hands around their arms or shoulders.
- If you're holding their hand and they drop to the floor, let go.
- Only use adult led physical intervention as a last resort.
- NB - If there is a risk of immediate danger or harm then staff are expected to act in loco parentis and take any reasonable, proportionate and necessary action to safeguard children and adults.

Ganneys Meadow School – Summary Report
Following Use of Physical Intervention / Restraint



Name:	Age:	Class:	Date and time:
Name of person reporting:		Names of all staff involved and any witnesses:	
Location:	Does the child have a one page profile and/or risk assessment?		
<u>Level Zero - Well Regulated:</u> At Ganneys, we want our children to be well regulated and ready to learn. We create an environment in which they feel safe, happy and in which all areas of their needs are met.			
<u>Level One - Anxiety / Trigger:</u> Triggers of Behaviour:			
Anxiety		Other child	
Communication		Special event	
Change of routine		Task avoidance	
Change of staff		Transition	
Location		Touch	
Noise		Weather	
Not getting own way		Other	

Trigger of behaviour (Continued)

Summary of the situation leading to the crisis and causes in the escalation in behaviour, e.g.: illness, sensory overload, communication, transition. What did staff do to support the behaviour at this stage?

Level Two - Defensive / Escalation:**Antecedents**

(Measures used before physical intervention.)

Calm voice		Diversion	
Planned activity		Change of face	
Ear defenders		Planned ignoring	
Change of activity		Explained routine again (using visuals where appropriate)	
Reassurance		Change of staff	
Firm, clear direction		Sensory support	
Change of location		Humour	
Limited choices offered		Withdrawal offered	
Withdrawal directed		Negotiation Now/next	
Distraction		Quiet room	
Verbal/ visual advice & support		Reminder of consequences	
Time out		Other	

What was the impact of antecedents on pupil's behaviour? How did the staff support the child at this stage?

Level Three - Crisis:

At Ganneys, staff use physical interventions, only when all other forms of support have been exhausted and it is absolutely necessary and considered reasonable in order to keep children and adults safe.

The decision to use physical intervention was necessary because the child was:

Damaging property which may cause harm to themselves or others. E.g. a glass window	What damage was being caused and how?
Climbing	What was the child climbing on and how did it present a danger to self or others?

Biting (Who? Self, adults, children)		Hitting (Who? Self, adults, children)	
Hitting property or throwing objects (Specify if at adults or children?)		Headbutting (What? Property, adults, children)	
Kicking (What? Property, adults, children)		Pinching (Who? Self, adults, children)	
Spitting (What? In general, at adults/ children)		Scratching (Who? Self, adults, children)	
Using objects as a weapon. (Towards children/ adults/ themselves)			
In need of comfort to prevent continued distress		Other reason for physical intervention	

Full description of the incident :

Hold used:

Duration of hold:

Why was the use of this hold effective?

Were the actions taken in line with those on the agreed one page profile?

Level Four – Recovery Behaviours and Rebuilding Relationships

Which strategies were used and effective in the recovery phase and rebuilding of the relationship?

Upset / tearful		Accepted drink	
Accepted food		Given reassurance	
Helped to tidy up		Apologetic	
Wanting to talk		Wanted hug	
Other:			

Level five – Record of any injuries

Injuries caused to child:

None		Friction Mark	
Bruise		Scratch	
Cuts		Graze	
Bang to head		Other:	
Reason for child being hurt			
Has the injury been recorded on a body map on CPOMs? Y/N			

Injuries caused to adult:			
None		Bruise	
Friction Mark		Scratch	
Cuts		Graze	
Bang to head		Other:	
Reason for being hurt:		Has injury been recorded on M13	

At Ganneys School, should physical restraint been used to keep a child safe, our policy is that a member of the class team or school leadership team will contact the parents by telephone to make them aware of the situation on the same day, where possible.

Date and time of telephone call or meeting to inform parents	
Member of staff who spoke to parents:	
Views / comments from parents	
Parent signature	
SLT signature	
Date a summary of the incident been uploaded to CPOMs	

Ganneys Meadow School & Family Centre – Appendix to Behaviour Policy Guidance

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools updated April 2026

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

DfE guidance explaining that maintained schools must publish their behaviour policy online.