

Appendix 1

Applying STEP approach to different scenarios.....

Situation	Positive / Action / Distraction
Arrival at nursery	
Leaving parent/carer - how office can manage those arriving after the gate is locked	Parents bring children into class to avoid anxiety caused by leaving Mum in nursery reception.
Child is crying and is reluctant to leave mum	1 - Distract with a job / task
	2 - Ask parent permission to lift child off parent.(on an as and when basis)
	3 - Consider plan for individual child in partnership with Parent if the situation escalates / persists
Behaviour related scenarios	
Not sharing toys	
Not sharing toys	<ul style="list-style-type: none"> • Offer a choice • use timer to negotiate turns • adult to model the words to support the negotiation
Pushing child off equipment / Hitting another child	
Hitting others	<p>'Hands down'</p> <p>Adult to offer age/stage appropriate explanation as to why we don't hit – specific phrasing to be decided within staff team for individual children so the same words are used each time</p>
Use of nursery toys/equipment (in all situations, telling the child what we would like them to do/use the toy for)	
Throwing sand/water (at a child, as an act of aggression / to create an effect)	<p>Use script: 'Sand/water is for ... (give an example of what the sand/water can be used for, e.g., pouring, making a castle, to feed the dinosaurs etc)'. Then distract by engaging in a game with child and sand / water.</p> <p>Children should not be removed from an area/activity unless it is thought it would cause danger to others/the environment – if we take a child away, the learning for the child is that I do a specific action and then I get taken away, this will not change the behaviour/actions of the child.</p>

<p><u>Deliberate</u> inappropriate use of equipment</p> <p>For example, drawing on the table</p>	<p>'Drawing on the paper', - explanation given to match the age/stage of the child, adult to then play alongside the child drawing their own picture, distract by offering choice of colours etc.</p>
<p>Routine based situations</p>	
<p>Not following an adults request</p>	<ul style="list-style-type: none"> • Use quite, calm voice • allow processing time (10 seconds) • repeat if necessary, try to use the same words again, only rephrase if you need to shorten the instruction, then shorten to the key words <p>For persistent behaviours consider individual plan to include range of strategies / script and share with all staff.</p>
<p>Refusing to tidy up</p>	<ul style="list-style-type: none"> • Break down request into small steps and praise every effort child makes. • 'let's do it together' • Offer a choice/share the task to make it less challenging: 'I'm going to put the cars away can you get the trains?', 'I'm going to get the red bricks, are you getting yellow or blue?' etc • Ask other children nearby to support – use the script "we all need to help to look after our nursery toys" <p>Distract by:</p> <ul style="list-style-type: none"> • talking about something that the child is interested in • or use a song whilst tidying • make it into a game / race <p>If appropriate use guiding hands to support child to move to area - (hand under elbow)</p>
<p>Transition times (moving from one place to another)</p>	
<p>Refusing to come in from outside</p>	<ul style="list-style-type: none"> • Pre warn before tidying – use timer, symbols where appropriate • Offer opportunities for the child to 'help' – can they take something to an adult who is already inside, can they carry something inside for you

	<ul style="list-style-type: none"> • Make a clear statement of your intention 'I'm/we're going inside" and then go • Another adult to stay out of sight of child to ensure safety • Last member of staff to come in to inform SMT <p>Last resort: Parent to collect from the playground</p>
Not coming to group	<ul style="list-style-type: none"> • First time this happens try to 'cajole' child to come "Come and see what we are going to do" • Next day try to think ahead and reduce any anxiety around 'coming to group'. Eg give 5 minute warning before tidying up • If a child refuses to come to the group session the adult will remove the item they were choosing to play with making a clear statement "names of activity finished + group time", e.g. "Sand finished, group time" • 'Tactically ignore' the child until they come to group, adults to only intervene if behaviour becomes unsafe. • Acknowledge the child when they join you, 'I'm pleased you have come to join us, we are going to ...'
At group time	<p>Look for opportunity to help child understand that they can return to their play after the group session, such as labelling a model or putting selected pieces into a bag / box so that they can see it is still available to them</p>
At home time	<ul style="list-style-type: none"> • If the child is still refusing to come to the group when the door needs to be opened a TA or additional staff member should stay with them • In the case that no additional staff are available two groups may need to be put together to free up one adult
	<p>Develop individual plan for a child who is regularly choosing not to come to group.</p>

Snack (drinks should not be withheld, this applies to fruit only)	
Refusing hand gel	<ul style="list-style-type: none"> • Ignore and carry on around the circle • Go back to try again – reduce language, give a simple explanation for why we need gel, & reminder of, if you choose not to clean your hands there will be no snack
If still refusing after final request:	Repeat clearly “no gel, no snack” and then put the snack away
Additional	
If a child is running	‘walking inside’
Using a loud voice	‘quiet voice’

Reminder of early years script for de-escalating (pick and choose the phrases that suit the situation):

Use child's name
‘Use your words to tell me’
‘Are you hurt?’
‘Show me what happened’
Read child’s visible signs – e.g. child pointing.
‘I can help you but you need to tell me’
Describe what you have seen and the feelings that you think the child has..... <ul style="list-style-type: none"> • ‘You look like you might be feeling sad/cross?’ (label the emotion you think they might be feeling, correct the emotion if the child gives you more information and your original comment is incorrect.
‘What can we do about it’
‘Can you tell me / show me’
‘Let’s go and find’Keyworker or important adult to try to get some light on why they are feeling this way.

REMEMBER

- Consistency is key – strategies & scripts need to be agreed between all staff working with children so that the child always receives the same response
- Always see things through but remember it is always ok to ask for help from another member of staff - this is not an admission of failure
- Keep parents informed but also remember to report the positive to balance this.