



... where children's learning is celebrated

Taywood Nursery School and Extended Services

Behaviour Policy

January 2024

Policy Statement

Taywood Nursery School and Extended Services believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. These expectations are applied consistently and fairly for all children irrespective of their gender, age, race, religious belief or social background.

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Our curriculum is designed to promote the Fundamental British Values, with a focus on the Rule of Law, Mutual Respect and Tolerance.

This policy is to be read in conjunction with Pupil Moving and Handling Policy, Single Equalities Policy, Bullying and Harassment Policy and Managing Violence and Aggression: Children Policy.

EYFS key themes and commitments:

A Unique Child	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
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	Practitioners support babies and children to develop a positive sense of their own identity, keep children safe and value and respect all children and families equally.
Positive Relationships	Children learn to be strong and independent through positive relationships. Positive relationships are warm and loving, sensitive and responsive to the child's needs and feelings, supportive of the children's own efforts for independence and consistent in setting clear boundaries.
Enabling Environments	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
Learning and Development	Practitioners foster the characteristics of effective early learning through playing and exploring, active learning and creating and thinking critically.

Aims

- To create an atmosphere of safety and security for all babies and children
- To encourage socially acceptable behaviour
- To promote self-esteem and self-confidence to allow children to manage their feelings and emotions
- To develop tolerance and understanding of others' needs and views
- To respect their own, others' and nursery property, taking pride in their environment
- To reward appropriate behaviour with praise and encouragement and sanction inappropriate behaviour in a developmentally acceptable manner

Code of conduct

- Look after each other
- Be kind and helpful
- Share and take turns
- Talk politely to others
- Take care of nursery toys
- Walk when indoors

Procedures

- Taywood requires all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Through the induction programme we familiarise those new to the setting with our policy and procedures for behaviour management.
- Staff are expected to keep up-to-date with relevant training regarding promoting positive behaviour and supporting children's personal, social and emotional development.
- Staff recognise that codes for interacting with other people vary between cultures and require them to be aware of, and respect, those used by other staff, parents, students, volunteers and visitors.
- Staff work in partnership with children's parents*. Parents are regularly informed about their child's behaviour by their Key Person.

Children under 3 years

- Staff recognise that babies and young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them do this.

- When children under 3 behave in inappropriate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. In response, staff remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talking about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.
- Staff focus on ensuring a child's attachment figure in the setting, their Key Person, builds a strong relationship to provide security for the child.

Strategies to reward children who engage in appropriate behaviour

- Acknowledge when children have demonstrated appropriate behaviours such as kindness, friendliness, sharing, waiting and so on by:
 - Smiles, thumbs up, cuddles etc
 - Verbal praise individually and/or in key groups
 - Special responsibilities e.g. helping Key Person, visiting another room in nursery
 - Verbal comments to parents
 - Support children to develop a sense of belonging so that they feel valued, supporting each child with developing self-esteem, confidence and feelings of competence
 - Whole-class incentives- Treasure Jars are used for children over 2 years of age.

Treasure Jars

- By using a whole class incentive, we do not focus on individual behaviours, but encourage positive behaviours that affect others.
- The class teacher/ room leader will decide how treasure jars are to be used in response to their cohort e.g. for tidying up.
- Once the jar is full, children can choose their whole class/group reward, supporting our commitment to promoting the Fundamental British Value of Democracy.

Stickers are not used at Taywood, as young children become upset if lost or damaged.

Strategies used with children who engage in inappropriate behaviour

Dealing with Challenging Behaviour

Certain types of behaviour are normal according to the stage of development of individual children. We need to remember that all behaviour is a communication: Inappropriate behaviour is often a result of a breakdown in communication or an unmet need. Staff involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support, discussing with SLT and the SENCO when needed.

We define inappropriate behaviour “as any behaviour which gets in the way of a child's learning, or ability to function in socially acceptable ways”.

When confronted with inappropriate behaviour, staff will distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- Disengaged behaviour may indicate that a child is bored, unsettled or unhappy. With appropriate interventions, practitioners may be able to re-engage a child in purposeful activity.
- Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents, consulting SLT and SENCo when needed, and agree on the best way to deal with them.
- Unacceptable behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment.

All incidents must be recorded in the behaviour log on CPOMS

All staff, volunteers and students are to use positive strategies for handling any inappropriate behaviour, by helping children to find solutions in ways which are appropriate for the child's age and developmental stage. It may be necessary to send a child away from the area where the inappropriate behaviour has occurred, giving the child the opportunity to self-regulate and prevent further behaviours.

Such strategies include the 6 point 'conflict resolution' strategy:

1. Approach calmly, but assertively - you may need to remove objects and hold onto them until the conflict is resolved
2. Acknowledge feelings - restate what they say or ask them how they feel or let them know what you have seen them expressing
3. Gather information - ask them for information about the situation, what happened and why (age- appropriate questioning)
4. Restate the problem - use the children's words or rephrase if hurtful words are used
5. Ask for solutions and choose one together - ask for a solution, discuss their ideas, talk through how it may work in practice or offer solutions if they are unable to think of one, choose one together
6. Be prepared to give follow-up support - clarify the solution and praise them for resolving it, check that it is working in practice; if not repeat process

If children have behaved inappropriately, help them to understand the outcomes of their actions and support them in learning how to manage a similar situation differently in the future.

- Avoid situations where children's inappropriate behaviour is rewarded with adult attention (whether positive or negative e.g. cuddling or shouting).
- Physical punishment such as smacking or shaking are never used; children are not threatened with these. Children are never sent out of the room nor excluded from the group. Children are never singled out or humiliated. We never shout or raise our voices in a threatening way in response to children's inappropriate behaviour.
- Physical restraint, such as holding against their will, is used only to prevent physical injury to children, adults or significant damage to property. Procedures relating to such an event are outlined in the Pupil Moving and Handling Policy.
- Racial or other abuse and bullying are considered to be serious misbehaviour and children will be immediately informed of the unacceptability of their behaviour or attitude by means of explanation rather than personal blame. Procedures relating to such an

event are followed according to the Equal Opportunity and Race Equality Policy and the Bullying and Harassment Policy.

Sanctions

- Space for time out will be provided for children experiencing great difficulties. This space is to enable the child to access a quiet space in which they can calm down, for them to be able to successfully reintegrate back into nursery and join in with activities on offer, when they are both physically and emotionally ready.
- A timer will be used to support time out as a visual aid. The adult may stay with the child, or allow them to have an opportunity to calm down in a safe space.
- An adult will then discuss the behaviour, so that the child is clear on our code of conduct.
- Staff work with parents if there are recurring incidences of unacceptable behaviour, using observational records and information from parents to address the underlying causes of the behaviour together and aim to identify a joint and agreed way to respond appropriately, addressing the child's holistic needs.
- An ABC Chart will be completed in class to record and monitor behaviour over a week. This is then uploaded to CPOMS at the end of the week, alerting the DSL/ SENCo/ Headteacher.
- The SENCo will also be made aware and put appropriate Targeted Learning Plans in place where necessary. This may include referral to outside agencies for further support and advice. Incidents are recorded on CPOMS and referred to the Senior Leadership Team.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using strategies as above.

- Staff recognise that rough and tumble play are normal for young children and acceptable as long as others do not get harmed. This kind of play is pro-social and not problematic or aggressive.
- Staff develop appropriate strategies with the children in order to agree and understand acceptable behavioural boundaries to ensure others are not hurt.
- While fantasy play can contain violently dramatic scenarios such as blowing up and shooting, we recognise that the main themes are around 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- Staff engage in the children's play with them and as such are able to perhaps suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

Staff take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This is not 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

- Staff recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Staff will help them to manage these feelings as the children have neither the biological means nor the cognitive means to do this for themselves.
- Staff understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of fear or anger.
- In order to help this process staff offer support, calming the child who is angry. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to manage his or her own feelings.
- If appropriate, staff will calm children through holding and cuddling, demonstrating to the child that they are still valued. Older children will be offered an explanation of the behaviour and the distress it has caused at a level appropriate to their developmental stage in order to support their understanding.
- Staff support children to understand their emotions by naming them and helping children to express them, making a connection between the event and the feeling. Older children will be encouraged to talk through their feelings which motivated the behaviour and discuss what they could do in the future to prevent the behaviour from recurring.
- Children are helped to learn to empathise with others, understanding they have feelings too and that their actions impact on others' feelings e.g. "When you hit xxx, it hurt him and he didn't like it and it made him cry."
- Staff recognise that until a child can understand the effect their hurtful behaviour has had on another they should not force the child to say sorry. Children are encouraged to apologise for their behaviour only when it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- Staff are aware that the same problem may recur several times before children have developed appropriate skills. Children will need repeated experiences with conflict resolution, supported by patient, consistent and understanding adults before they develop the necessary cognitive skills.
- Children are supported through the curriculum to ensure that they have opportunities through stories, puppets, and other activities to develop self-esteem and confidence; the family worker supports children to recognise their emotional needs through the close and committed relationships they have with them.

Bullying (including cyberbullying and prejudice-based or discriminatory bullying)

Staff take bullying very seriously. Taywood supports the Anti-Bullying Alliance's definition of bullying and ensure that both adults and children are supported should they experience bullying in the nursery.

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." Anti-Bullying Alliance definition

Should bullying take place, staff would follow the policy and procedures in the Bullying and Harassment Policy.

Child-on-Child Abuse

All babies and children at Taywood Nursery School and Extended Services are entitled to learn in a safe and supportive environment. This means that we have a zero tolerance approach to all forms of harmful behaviour, which includes child on child abuse. Please see our Safeguarding and Child Protection Policy. Any incidents of child on child abuse will be recorded on CPOMS, discussed with parents, appropriate action taken and monitored.

Taywood Nursery School and Extended Services, along with the DSL, will consider:

- the wishes of the victim
- the nature of the alleged incident
- the age of children involved
- the developmental stage of children involved
- any power imbalance
- if the incident has occurred before or first incident
- any ongoing risks to the victim, other children or staff
- any safeguarding issues

Following a report of sexual violence, the DSL/ Deputy will make an immediate risk assessment and needs assessments, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Children Safe in Education 2023

Managing Allegations of child-on-child abuse

Our school behaviour curriculum and our approach to supporting behaviour, aims to prevent child-on-child abuse. However, any reports of child on child will be treated very seriously and will be challenged and never ignored. All reports of child-on-child abuse will be seriously investigated and nursery will work closely with the children and parents involved to resolve the situation:

- All allegations are reported to the Headteacher.
- Practitioners gather information from all children involved and do so both thoroughly and sensitively. This will be completed in an age-appropriate way.
- If from the information gathered, it is believed that any young person/ child is at risk of significant harm, a safeguarding referral to social care will be made immediately (where a crime has been committed the police will be involved also).
- Parents / carers will be informed prior to the referral.

Exclusions - Fixed term suspensions and permanent exclusions

Children: In extreme circumstances it may be necessary to suspend or exclude a child from Taywood Nursery School and Extended Services, although we firmly believe that this should only be carried out if all other strategies and support has failed. The decision to suspend/exclude is taken by the Headteacher and this may be for a fixed term suspension or permanent exclusion. The Headteacher will take into account the circumstances,

evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Parents/carers and service users

Parents/carers and setting users are required to adhere to the behaviour policy at all times and manage their own behaviour in such a way that respects others' views, beliefs, opinions and backgrounds. The nursery school has a no smoking, no drugs and no alcohol policy. Please respect staff at all times. Staff will respect all parents. If parents/carers or setting users behave in an unacceptable way they will be calmly asked to adapt their behaviour. If the unacceptable behaviour continues, they will be asked to leave the premises by a senior member of staff. Unacceptable behaviour includes:

- Verbal or physical abuse of another person
- Racist or sexist remarks
- Persistent aggressive swearing
- Aggressive and violent behaviour

Sanctions for parents/carers and service users

- Two verbal warnings
- Written warning
- If the incidents continue parents will be asked to not attend the nursery school until they are able to respond as requested
- If staff ever feel threatened by parent/ carer and they refuse to leave after being asked to staff will consider contacting the police for support.
- If a parent/carers or service user was excluded, the Headteacher, along with the senior leadership team will decide whether the exclusion is to be temporary or permanent.
- The Headteacher will inform the excluded person immediately, giving the reasons for exclusions.
- If excluded, if they wish, they can appeal against the decision to the governing body.

Banned Items

Any items that were deemed to pose a risk would be confiscated and this would be discussed with parents. It would be logged onto CPOMS and the DSL would assess the incident and take appropriate steps as deemed necessary. Children are not allowed to bring toys/objects into nursery due to the risk of loss and upset, but they can bring in comforters that support regulation where necessary.

Use of Reasonable Force (See Appendix 1)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should also acknowledge the legal duty to make

reasonable adjustments for disabled children and children with special educational needs (SEND).

Inductions

The behaviour policy is shared with parents at the start of each academic year. It is always available on the website so parents are aware and can work together to adhere to this policy. Parents are encouraged to reinforce the policy at home, as appropriate.

The Key Person is responsible for reinforcing the code of conduct for children. On induction, children are taught and if developmentally appropriate, work with staff to discuss and set the nursery class rules, expectations, routines and boundaries and about the environment. They are made aware of rewards and consequences or sanctions. This learning is recapped in weekly PSED group times and practised and applied throughout the session.

The role of the Headteacher

- The Headteacher is fully responsible for implementing this policy and procedures to ensure acceptable standards of behaviour.
- The school has high expectations of children's conduct and behaviour, and staff feel confident to support and achieve these behaviours within a supportive, nurturing, calm and safe environment.
- The Headteacher delegates the responsibility of this policy to the Extended Services Co-Ordinator when the nursery school is closed during holiday periods.
- As DSL, work alongside parents to support them with their child's behaviour.
- To ensure targeted interventions are used to support and improve children's behaviours, looking at the child holistically, with the aim to identify the root cause of any challenging behaviours, and target accordingly.
- To ensure the school's curriculum effectively supports and promotes the school's behaviour policy to ensure all children are provided with an enabling environment.
- All members of the school's community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- To ensure all children are safe and feel safe and everyone is treated respectfully.
- Ensure any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Ensure all staff are aware of their safeguarding responsibilities as set out in the statutory guidance Part 1 of KCSIE.
- Maintain a high safeguarding culture.
- Ensure if any circumstances arise that endanger the safety of a child or staff member, swift action will be taken to ensure the threat is removed and/or a reduction in the likelihood of its reoccurrence.
- Ensure CPD to support the curriculum for behaviour is received and that it forms a large part of the induction for new staff.

Role of Teachers and Staff

- To create a calm, safe, stimulating and purposeful learning environment for children, which provides a secure, consistent and nurturing approach to enable positive behaviour.
- Uphold the whole-school approach to behaviour which provides consistency, established clear boundaries and importantly role-modelled expected behaviour and positive relationships.

- Use teachable moments within our behaviour approach to effectively talk to children about their behaviour, which is acceptable, what isn't and why; to develop their understanding of their impact on others.
- Use their supervision sessions, alongside daily contact with the SLT, to discuss and seek support, if they are experiencing any behavioural difficulties that may not be responding as well as expected to the whole-school approach used.
- Record any incidents of behaviour onto CPOMS.
- Work alongside parents/carers to effectively support behaviour in and outside school.

The role of Parents/Carers

- Raise any concerns in regard to their child's behaviour with their child's Key Person.
- Work in partnership with the key worker sharing information that will enable the keyworker to effectively support your child and meet their individual needs.
- Attend parent meetings to ensure they fully understand how their child is progressing.
- Support the school to provide intervention support if deemed necessary, and work in partnership to personalise the support.
- Support the school to make requests for multi-agency support if school support provision is not impacting as expected.
- Support the school as often as possible in special parent events that aim to support parents with an understanding of the school's curriculum and how young children learn.
- Support their child with any home learning experiences, e.g., use of the library book and reading journal.
- Fully support the whole school behaviour policy and implemented strategies.

The role of the Governing Body

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

Appendix 1- Reasonable Force

Refer to DfE 'Use of Reasonable Force' 2013

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- It is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

This policy was written by Jennifer Slater (Headteacher), with consultation from the SLT, staff and parent governors.

Agreed by the Governing Body on: 5th February

Review date: February 2025, or in response to statutory changes.