

St Mary's Community Nursery School

Behaviour Policy - including Strategies to prevent Bullying & Promote Positive Handling

The school's expectations of the children in our care

Children have a right to be valued and respected by their peers and by adults. They also have a responsibility to respect others.

Children are welcomed into our school community and for some it is their first opportunity to interact socially with other children and adults without the presence of their parents. For all children it is an opportunity to develop socially within a caring society.

All civilised societies have rules and our school adopts the following codes of behaviour.

Violence, whether physical or verbal, is not acceptable in any form.

Children will be encouraged to respect one another, to respect the beliefs of others and to respect the property of others.

Children will be encouraged to behave in a manner fitting the caring atmosphere of the school.

School codes of behaviour fall into the following categories:-

- standards on safety
- codes to encourage sharing and turn taking without the need of constant adult intervention
- practices of running different activities
- codes as an aid to learning

Very occasionally external influences prompt behaviour considered inappropriate to our ethos. Blanket rules may be introduced, either permanently or temporarily in order to support children in their choices and maintain a safe happy environment.

Implementation

Children learn best by seeing and doing. They will develop an awareness of self-discipline by absorbing positive patterns of behaviour from the children and adults around them. All children need boundaries and develop a sense of security when they are confident of what these are.

Staff explain clearly and often what they expect to see in different situations. This is done in four main ways:-

- by adults in the school modelling desirable behaviour
- as a normal part of interactive conversation
- as a group activity enlisting the help of the children
- as a whole school activity

As activities and circumstances change then from time to time school codes of practice must also evolve.

Positive Behaviour

Aims and Values

We believe that the following are of equal importance and should apply to everyone:

Respect: to encourage all children to have respect for themselves, for other people (their feelings, beliefs, values and property) and for the school environment.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant of them.

Responsibility: to enable children to have and to develop an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.

Fairness and Equality: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (within the context of everyone having different needs).

Politeness and Consideration: to teach children how to be polite and considerate whilst acknowledging cultural traditions.

Kindness: to promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

Trust and Safety: to show children how to keep themselves and each other safe and to give them the confidence to express their concerns and fears in an appropriate way.

As staff, we hope to promote these aims and values through example and hope that parents using the school will join with us in partnership.

Strategies we use to support our aims and values

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their endeavours, identifying and planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Peer teaching (encouraging them to learn from each other)

We help children to care about others by:

- Using conflict resolution
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings
- Naming and making feelings clear including the consequences of their actions; reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem

- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Greeting them and their parents appropriately on entering the school
- Using (and encouraging them to use) please and thank you appropriately
- Encouraging them to wait their turn
- Talking one at a time, listening to each other and not interrupting when someone is already speaking (adults as well as children)
- Introducing new visitors at appropriate times and with sensitivity
- Giving children clear messages

We ask children to look after equipment by:

- Teaching them about health and safety
- Encouraging them to put things away at tidy-up time
- Encouraging them to help mend broken toys and equipment
- Having group discussions on how to use equipment and where it belongs
- Reminding them to tell us about breakages
- Looking after the equipment ourselves, modelling the use of equipment
- Keeping equipment in a clean and presentable condition

We help children to care about the environment by:

- Making it as attractive as possible
- Ensuring general tidiness and cleanliness
- Tidying up together
- Displaying children's work
- Tending the plants, and heightening the children's awareness of their needs
- Teaching about the natural environment
- Picking up rubbish
- Making displays of interesting objects including natural materials
- Providing labelled storage
- Explaining proper care and use of areas
- Noticing, acknowledging and praising positives
- Sharing responsibility

Examples of behaviour

Children explore a variety of behaviours at this age. Most we consider ordinary, particularly when they are new to Nursery. Staff expect to deal with behaviour such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy-up time etc. Intervention will be mild and may include the following:

- Using a positive statement (e.g. "If you would like to throw something you could go outside and throw the balls")
- Explaining our concerns (e.g. "If you lean back on your chair you may fall over")
- Offering choices; enabling children to make positive decisions and to become responsible for their actions
- Having a class discussion or group time about acceptable/unacceptable behaviours

Staff will deal with more serious behaviour by:

- Labelling the behaviour not the child
- Using non-confrontational language (e.g. "When sand is thrown .. ." rather than "When YOU throw sand ...")
- Using a short, supervised "time out"

- Informing the parents

Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour

Examples of behaviours which we consider extremely serious:

- Racist remarks
- Inappropriate touching
- Biting other people
- Threatening behaviours
- Persistently hurting others
- Spitting at others

Our actions will reflect the severity of the incident but we will manage the behaviour without being blameful or punishing the child. Our intervention MAY include one or more of the following:

- Removing the child from the situation
- When emotions have subsided, encouraging the child to face up to the hurt they have caused
- Gently restraining or holding them if they are a danger to themselves or others
- Moving them from areas where they may hurt themselves or present a danger to others (doorways, corridors etc.)
- Seeking support from other staff or the Headteacher
- In certain circumstances we may telephone the parent and request that they collect their child

A serious incident may result in a meeting with the head/teacher/parents to discuss the way forward. Occasionally, a shortened day may be considered appropriate in order that the child's experience of school remains positive

Physical interventions

On rare occasions when we may need to restrain or move a child for their own safety or the safety of others, we will inform parents and ensure that we follow the guidelines and training we have received.

Parents

Parents are an integral part of our school community. We will work closely with all our parents in implementing our school's positive behaviour policy.

We aim to:

- Share our expectations of behaviour at school at our initial evening meeting and during the settling in period
- Talk to parents about any aspect of their child's behaviour which is causing concern
- Be fair, non-judgemental and consistent in our dealing with behavioural issues at school
- Offer support to parents in managing their child's difficult behaviour by listening to them, offering advice, seeking to involve outside agencies where agreed

We expect parents to:

- Communicate any significant changes in circumstances that may affect their child's behaviour in school
- Reinforce expected behaviour of their child by talking to her/him when at home
- Support the school staff in implementing the school's positive behavioural policy

BULLYING

What is bullying?

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups

It is recognised that children of nursery school age have to find their place in the school community. On occasions this involves physical disputes. While the ethos of the school tries to ensure that they are kept to a minimum it must also be recognised that these are different from bullying as laid out, and would be treated under the Positive Behaviour Policy.

It will be explained to all children that bullying is not acceptable in our school. Children will be encouraged to report any unfriendly action to staff. Parents are also encouraged to report any incidence of bullying their child may have suffered in school.

If bullying does take place the following action will be implemented.

- A reprimand and explanation of why it is wrong will be given to the bully.
- Comfort, support and justice for the victim.

If the behaviour persists the Headteacher will become involved and parents will be informed and consulted. It is important the child receives the same messages from home and school.

- With the support of parents a programme will be produced to modify the behaviour of the bully.
- A review of progress involving staff and parents
- If progress is not forthcoming we will repeat the process.
- If the behaviour persists, and parental support is forthcoming, then help may be sought from outside agencies with the agreement of the parents.
- If the problem persists, and parental support is lacking, exclusion may be considered.

Positive Handling

Introduction

This policy outlines the use of physical interventions within the school and when it is appropriate for staff to touch children. The school has looked at many examples of Positive Handling policies together with the advice from the DfE.

Legislation, together with National Guidance, establishes the power of teachers and other staff to use reasonable force if required. There is no legal definition of 'reasonable force' and it would depend on the circumstances of each case. It is up to a court of law to decide what is reasonable in terms of the physical force used in positive handling and does so retrospectively.

Physical interventions are used as a last resort when other options for calming or changing a situation have been exhausted.

Definitions

Physical interventions may be used to control or to offer comfort children.

Most of these interventions are at very low level and have low risk to both pupils and staff:

- Offering comfort to a child who is upset
- Guiding a child away from a potentially dangerous situation
- Preventing a child from endangering others or creating a hazard
- Maintaining discipline in the classroom or Outdoor Learning Area

Most interventions at our school will be of the low level kind.

On occasion it may be necessary to remove or restrain a child when their actions:

- Present an imminent danger to themselves or others
- Cause an imminent risk of significant damage to property
- Where a pupil is compromising food order and discipline

Authorisation

All staff at St. Mary's community Nursery School have a duty to keep children and adults safe. All staff are authorised to intervene physically if it is deemed necessary.

Implementation

The approach used is one of de-escalation not confrontation. Staff will always talk to a child first clearly stating the desired outcome and ask the child to comply. It is recognised that low level physical interventions can actually diffuse a situation, help the child retain 'face' in the situation or provide the comfort required.

Examples of Low Level Physical Interventions (these are not exclusive):

Child's Action	Physical Intervention	Desired Outcome
Appealing for physical comfort due to fear or pain	Short cuddle for the child or being allowed to sit with a member of staff, possibly on their knee.	Child comforted, relaxed and rapidly returned to learning situation
Having a temper tantrum throwing themselves on the floor in doorway, corridor or other area where they present a hazard.	Pick up the child and remove to a safer area.	The child can then be allowed to come out of the tantrum naturally.
Presenting a danger to themselves or to others by their actions (physical or verbal)	Offer a hand quietly for the child to take.	This usually results in the child offering their hand allowing the staff member to move to a quiet area to chat together
	Ask the child to take adult hand.	Child removed to a quiet area for chat or time out to think.
Not complying with the school's behaviour policy.	Offer a hand quietly for the child to take.	Child moved into the learning activity they should be engaging with or on to a new activity to attract their attention.
	Ask the child to take adult hand.	
	Guide the child away from the situation by placing the palm of hand onto the child's back and steering gently.	Or removal to a quiet area for a chat or time out to think.

Staff should ensure that another member of staff is aware/informed of what they are undertaking as soon as possible into the incident.

In most instances staff should explain what is happening and what is about to happen to reassure the child. On occasion it is noted that a simple quiet action from the adult with no verbal intervention may quickly calm a situation allowing the child to return to their activity with no further action. It is also noted that the simple physical presence of an adult may achieve the desired result with no other intervention.

The vast majority of incidents at St. Mary's Community Nursery School are of the types noted under the Low Level Interventions.

A small number of interventions may require physical restraint to prevent harm to the child or to others.

Examples of behaviour where physical restraint may be necessary may include (this list is not exclusive or exhaustive):

- A child striking out with arms or legs in temper or frustration presenting an immediate danger to themselves or to others.
- A child physically attacking another child or a member of staff
- A child biting another child or a member of staff
- A child spitting
- A child throwing objects causing immediate danger to others
- A child about to inflict immediate self-harm by continuing their action/s

Possible actions if the Low Level intervention has not worked:

- Remove the other children from the area thereby removing the potential danger
- Remove the child to a 'safe area' by picking them up and putting them down in an area where they can be monitored and be allowed to calm naturally
- Sitting with the child away from others
- Holding the child hands
- Holding the child's arms
- If a child persists in attempts to harm him/herself or others and does not respond to staff parents should be called to school.

The member of staff engaged in the intervention should:

- Remain calm
- Keep talking to the child
- Offer choices as to how the child could bring the situation to an end
- Use the minimum of force
- Keep the intervention short
- Inform another member of staff of what is happening to obtain both support and a witness if necessary.

Incidents of this kind are seen especially during the period of settling in as children begin to understand where they fit into a school society and begin to learn how to deal with troubling situations.

It is the role of staff to impart knowledge of ways to express preferences, to gain an audience and to obtain the use of a toy or access to an activity. Empowering children with the knowledge of how to work within a community, giving boundaries to work within and expectations to meet will lessen the chance of any inappropriate behaviour.

Staff should also be mindful of the danger they may be in and should not expose themselves to unnecessary risks of any kind.

Staff will always work with parents to seek solutions if inappropriate behaviour is repeated or used by the child as a main way to communicate.

Recording and Reporting

It is not the intention of this policy to be bureaucratic and time consuming. Staff must be allowed to use their experience and judgement when intervening to ensure that children are protected from themselves and from others.

It would not be expected that Low Level interventions would be recorded. This would be impractical and a great bureaucratic burden on staff. As parents are often aware of the physical intervention at the beginning of a session a simple verbal report to parents would be made at the end of the session.

It is good practice to mention any incident to parents to provide them with the information of the event if the child wishes to discuss the incident at home. On occasion, and if the incident was of Low Level, it may be prudent to simply let the incident lie staff must be allowed to use their judgement of the child and the family circumstances in deciding whether to report a Low Level intervention.

Key Workers and parents must consider if an Individual Behaviour Plan would be appropriate for a child who continues to demonstrate difficult behaviour in school.

Where there has been the need for a physical intervention this needs to be recorded and reported to the Headteacher and the parents. A form has been especially created for this purpose and is contained in Appendix 1. If an injury has been sustained by anyone during the incident the school's policy on Accidents/Incidents must be followed. Where the Headteacher has completed the form it should be countersigned by another member of staff.

A copy of the form will be kept on the child's file.

Child Protection

If after receiving the report of physical intervention the Headteacher considers that this policy has been exceeded then the incident should be reviewed in line with the school's Safeguarding procedures. If the Headteacher is directly involved in the intervention then the senior teacher should make a decision as to the appropriateness of the intervention and possibly contact the Safeguarding Governor.

Reviewed September 2019

Approved by Children and Learning Committee October 2019

Approved by Governing Body March 2020

Appendix 1

St. Mary's Community Nursery School			
Record of Physical Intervention (Page one)			
Child's Full Name:			
Date of Incident:			
Time of Incident	Start:		End:
Name of member of staff involved:			
Background of the incident:			
What did the child do?			
What did the member of staff do?			
Outcome of the incident:			

St. Mary's Community Nursery School	
Record of Physical Restraint (Page two)	
Any injury to those involved?	
If yes have the correct forms been submitted?	
Date and time parent informed:	
Signed:	
Date:	
Countersigned:	
Position:	
Date:	
Any other significant information:	