



Behaviour policy and statement of behaviour principles

Approved by **forbes**solicitors.

Developed with **NAHT**
FOR LEADERS. FOR LEARNERS

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This policy aims to:

AIMS

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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

Lea Nursery Behaviour Expectations and procedures

Children's learning is adversely affected if they are unhappy or anxious and similarly if they are unable to control their behaviour.

When children are involved and interested in their learning, their behaviour is more likely to be positive and controlled. Therefore, the provision of a stimulating, developmentally appropriate environment where children are supported by adults sensitive to their needs is crucial.

Children should not be labelled or judgements made too soon. Children often make remarkable progress in their learning and behaviour in their early years. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstance. The School does not give or threaten corporal punishment under any circumstances.

We believe that in dealing with children:

- Do's work better than don'ts (e.g. walk instead of don't run)
- Praise works like magic in reinforcing positive behaviour.
- Empathy helps them to feel understood.
- Distraction from negative behaviour and refocussing children's actions creates positive behaviour habits

Why we need a behaviour policy

- To promote positive behaviour, helping children's social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery school.
- For all staff to have consistent expectations and approaches to children's behaviour in order to support them in behaving appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.

The role of the adult in supporting children's behaviour

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally-attuned relationships set a very positive climate for children's social and emotional development and help to promote good behaviour.

Key people will:

- Work closely with each key child, starting with the home visit and settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don't approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.
- Inform parents of any issues, arrange a meeting to discuss positive behaviour strategies, (use judgement about what is important to discuss with parents - avoid bombarding parents with a daily list of bad behaviour, remember to chat to parents about all the positive aspects of the child's day too.)

All staff will:

- Provide positive, clear, consistent instructions to support positive behaviour.
- Use the child's name, get down to his/her level and maintain eye contact when giving instructions or addressing behaviour.
- Not shout at children, or use any language or other form of action which humiliates a child.
- Be effective role models- being kind, tolerant, gentle, patient, supportive and understanding.
- Strive to be "emotionally attuned" and empathetic towards children, valuing and accepting their emotions e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now" or "I understand you feel... but ..."
- Praise good behaviour and good efforts.
- Show disapproval of the behaviour, not the child e.g. "That was a rude thing to do" not "You rude child".
- Model how to deal with and sort out difficult situations.

- Where possible involve the children in the setting of rules.
- Discuss concerns about any persistent behaviour problems discretely with team members (as appropriate) but never openly discuss concerns in front of the child or other children.
- Maintain an open mind. Children will not be judged based on previous behaviour or on the behaviour of other family members.
- Pre-empt behaviour problems to limit their occurrence.
- Provide adequate supervision and interaction with children at all times to limit stressful situations.
- Liaise closely with parents, encouraging an atmosphere in which parents and staff can approach each other and work together to support the child's development.
- Signpost parents to the school's behaviour policy through the child's time at Nursery (including on the home visit.)
- Hold discussion groups to help parents understand and manage their children's behaviour and apply the principles and strategies contained within the behaviour policy.
- Maintain high and clear expectations of children's behaviour together with a positive attitude towards children's behavioural difficulties.
- Challenge derogatory remarks including those of a racist or sexist nature.
- Explain and set realistic boundaries for children showing challenging behaviour.
- Maintain children's respect for their parents whilst explaining that some behaviour which is acceptable at home is unacceptable at school. Children can then be helped to understand that behaviour needs to be different in other settings.
- Acknowledge that leadership and support in maintaining these common aims must come from the SLT and Governors.

Staff will ensure that the environment and planning promotes positive behaviour by:

- Creating a well-organised nursery environment that will encompass the full range of children's learning and developmental needs.
- Ensuring the environment is stimulating, extending children's learning, but at the same time providing opportunities for children to be reflective and calm.
- Ensuring that the environment provides choices for the children and helps them achieve their goals.
- Acknowledging that good planning and time management aid constructive learning and positive behaviour.
- Provide planned opportunities for children to discuss feelings and behaviour with an adult.

Code of Behaviour

At Lea Nursery School we have a Code of Behaviour that applies to all children and adults.

We use these words throughout a child's time at Nursery and encourage parents to reinforce these principles at home. These principles are:

We have gentle hands and kind hearts.
 We are thoughtful and helpful.
 We use words to tell others when we aren't happy.
 We keep ourselves and other children safe.
 We always try our best

Adults might also say:

- "We are all friends at Nursery"
- "We listen to others when they talk"
- "We look after others when they are feeling sad"
- "We do good sharing"
- "We take turns."
- "We can say 'Stop, I don't like it'."
- "We do good walking inside."
- "We help to tidy at tidy up time"
- "We say please and thank you."

In monitoring positive behaviour, we aim to help children develop:

- An understanding of and respect the needs, feelings and views of others, accepting and enjoying our differences as well as our similarities.
- Confidence, a positive self-image and social skills in order to be a responsive and responsible member of society.
- A sense of responsibility for their actions- understanding cause and effect.
- An understanding and respect for the environment in which they live, both within the school and home and in the wider setting.
- The ability to care for, maintain and enhance the environment, understanding the consequences of neglect. (With young children this will apply to their immediate environment.)
- An understanding of actions that could be dangerous to themselves and others and an ability to act safely and with consideration.
- The confidence to anticipate and prevent dangerous acts, alerting an adult if necessary.
- An understanding of and respect for the needs of others for space, quiet and calm in order to reflect and learn.
- The ability to assist others in their learning in a sensitive and constructive manner.

Strategies to support positive behaviour

Rewards that are intrinsic and meaningful to children should be used including:

- Expression of genuine interest in individual children's development and learning.
- Individual care, attention and respect.
- Giving children a sense of responsibility and trusting their judgements.
- Praising children's achievements and positive behaviour.

It would be unrealistic to deny the existence of negative behaviour in children. These behaviours include

- Hurting others with actions such as hitting, biting, scratching, pushing and spitting.
- Hurt others with words. This includes using unkind words against another child, swearing, racist or any other prejudiced comments, mocking another person's appearance, clothing, home, family, or (dis)ability.
- Damaging or disrupting the environment.
- Being a danger to him/herself or towards others.
- Impinging on his/her own ability to learn.

Keeping children safe

It is a core responsibility of the nursery school to ensure that children are safe and secure. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning. The majority of our work is around helping children's social development and supporting their emotional wellbeing. We want children to be strong, connected to other children and to adults, and to be self-motivated and self-regulating. Sometimes children may present with severely challenging behaviour and may seek to hurt other children regularly. It is very important that steps are taken quickly, with the involvement of the SENCO and wider services, to help children with this level of difficulty, and to ensure that other children are kept safe. We are an inclusive school and we will work positively with every child and every family.

Sanctions – behaviour intervention

Staff employ positive behaviour strategies first. These strategies include:

- engaging the child,
- giving praise for appropriate behaviour,
- setting clear boundaries,
- ignoring inappropriate behaviour but not the child.

When these fail to work then sanctions are used:

- Unacceptable behaviour should be dealt with immediately, by the adult who has witnessed it.
- Try to deal with behaviour incidents quietly to avoid the escalation of a situation.
- Adults should stay calm and reassure the child that it is the **behaviour** and not the child that is unacceptable or disapproved of.
- A three-point strategy can be adopted when unacceptable behaviour is noticed.
 - First time in one session: Explanation that behaviour is unacceptable and why.

- Second time in same session: Reminder of previous explanation and the need to remove the child from the learning experience if repeated.
- Third time in same session: Removal from learning experience clearly stating “there is no [hitting... spitting... swearing...] in the Nursery. You can’t go back to playing unless you can keep to that rule.” Adults suggests an alternative experience and if necessary takes the child to the experience.
- If the child keeps presenting with unacceptable behaviour ‘time out’ will be used. During time out children will be given minimum attention with no eye contact in a quiet neutral zone. If necessary, hold the child’s hand or sit them on a chair next to you for a short period of time. A sand timer should be used to indicate the passing of time. The time should be relative to the child’s age and development (No more than 5 minutes.) Once time out is finished the child should be redirected and settled at an appropriate learning experience.
- At each point the child will be helped towards positive behaviour with suggestions and explanations or by the adult joining the play to provide a model.
- A fresh start is made at the beginning of each session, rather than referring to previous negative behaviour.
- Further actions and responses will depend on the professional judgement of the member of staff. If you are concerned or not sure what to do, please liaise urgently with a senior member of staff.
- Behaviour that is causing more than usual staff attention should be discussed at whole staff meetings
- If a child’s behaviour is still causing concern after discussion, the matter should be discussed further with the child’s parents and it may be necessary to seek support from other agencies.

Tantrums

- Children who are having a tantrum are angry, confused and frustrated. Whilst the child should be left to calm down, an adult should stay near throughout.
- The adult should reassure other children within hearing of the distraught child that you understand the anger being expressed by this child and that the child will calm down when ready, then the child will be comforted.
- The child should be given responsibility for saying when he or she is feeling better and comfort and reassurance given.
- Sometimes it may be necessary to remove the angry child to a quieter place to help the child calm down and avoid distressing other children.

Sharing and Turntaking

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling.

Staff will think developmentally- if a child is at an early stage of development, then sharing resources will be very challenging.

Ways to support include:

- Making sure that we have enough resources for everyone.
- Setting up experiences for 2 or 3 children, to avoid large groups crowding round.
- Modelling language/ approaches like “me next”; “can I have a turn”; “you can have it next, when I’ve finished.”
- Model sharing and learning like “I’ll do one, you do the next.”
- Support and promote open-ended experiences that promote collaboration, e.g. block play.

Interrupting Behaviour

Learning to wait for a turn in conversation is an important skill and some children need more support with this than others. Staff will consider children individually when determining how long they should have to wait for a turn.

- If children are confident communicating the staff member will say something like “I’d love to hear about... when I’m finished...”
- If a child needs simplified language in order to understand the staff member could simply say “waiting” (supplemented with the Makaton sign.)
- If stopping to say either of these things would adversely affect the child who the adult is already interacting with, the adult will continue listening, but to acknowledge they have noticed the child waiting they will get eye contact and signal non-verbally that they should wait. (Perhaps by holding up a hand to indicate stop?)

- Children find it challenging to wait for a turn in conversation will be discussed in planning time so that consistent strategies can be put in place to support the child waiting for a turn.

When children fight over a piece of equipment

- The adult should stop both children and take hold of the disputed object.
- If children are able to talk about it the adult will discuss with them how the situation can best be resolved.
- If children need support resolving the situation, then:
 - Remind both children of the need for sharing and suggest taking turns.
 - Get a sand timer (the duration of the time depends on the age and development of both children.)
 - Explain to both children that it is one child's turn until the timer is finished. When the timer is finished it will be the other child's turn.
 - Encourage the child waiting to hold the sand timer.
 - When the timer is finished support the child with the timer to say to the other child "The timer is finished and now it's my turn."
 - If necessary support the child with the toy to pass it across to the other child.

Dealing with Conflict/ Children who have been hurt

Encourage children to be assertive and to clearly say/sign "no" or "I don't like it", etc. Where a child appropriately asserts "no" and the other child responds, it is not usually necessary for an adult to get involved.

If a conflict needs adult intervention to be resolved, our approach is:

- Listen to both children.
- Encourage children to say how they feel ("it hurt" ... "I'm sad" etc.)
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- Children who have been hurt by another child's aggressive behaviour need to be comforted. If necessary, they need an immediate opportunity to talk about the experience with a member of staff or their keyworker.
- If necessary, state a clear boundary. "Remember, no hitting in nursery."
- The aggressor should be helped to explain the reasons for his or her behaviour and alternatives suggested by the adult.
- The child should be asked to think of a way of making the other child feel better. This could involve saying "sorry", comforting the other child or agreeing to be friends. Avoid a situation where a child expresses a grudging "sorry."
- The aggressor should be encouraged to comfort or assist with minor first aid, if needed, whilst an adult soothes and helps restore a positive relationship between those concerned. It also provides the adult with the opportunity to praise and be positive towards what had originally been a negative experience.
- If necessary, move one child away from the other's play.
- It is important to spend time settling the children back into positive play – don't deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. "I can see you are playing nicely now, that's good to see you sharing."
- Bilingual staff play a key role in helping with incidents where children are at early stages of learning English.

Destructive behaviour

- If a child destroys another child's play, the child should be encouraged to assist in putting matters right.
- It can be helpful to steer the child towards a legitimate "set up and destroy" experience, for example making a tower to knock down.
- Encouraging a child to mop up water he or she has deliberately poured on the floor will help the child understand cause and effect and to acknowledge that he or she is capable of creating order.

Boisterous Play, Superhero Play and Weapon Play

All sorts of play can pose a dilemma in terms of whether it is children's natural exploratory play or something more concerning. Staff often have to make judgements about the nature of the play and whether they should be supporting and scaffolding it, whether to intervene or whether to observe and report concerns.

It is understood that when we respond to weapon play, we will always ensure that every child feels safe and protected. Children are not allowed to use forms of play to intimidate other children in any way. We are tolerant of superhero and weapon play and understand that this is a child's form of expression and learning about the world around them. It can also be an insight into influences from outside our setting and an opportunity to engage in conversation about the type of play/behaviour.

We allow children to extend their imaginative play in all areas of play and expression, however, we monitor play carefully and develop a child's understanding that real weapons are something that can seriously harm others, and this is not something that is kind and in keeping with our school ethos.

Staff will join in to support and extend children's understanding and expression. We will not actively help them to make weapons as props. We will support them to understand that, while this type of play is harmless, real weapons are not. Any member of staff that does not feel comfortable with weapon play should feel able to express this to children and decline to enter into such play.

- We prefer that no child brings in a toy weapon from home. Any such toy will be kept in a safe place until the child goes home or the parent/carer will be asked to take it home.
- Any representational weapon that is made by a child during the nursery session will be talked about in such a way as to extend the child's thinking and imagination beyond the actual weapon.
- Only children involved in a game can be targeted and the games should remain non-contact if involving pretend weapons.
- Children who do not wish to take part in such games will be taught to say and gesture "Stop."
- Rough and tumble games are allowed to continue as long as everyone involved has consented to being a part of it and as long as the play is still safe. Adults will check that all children are 'happy' with the game.
- The children will be reminded frequently of the boundaries of rough and tumble and superhero play.

It is important to keep in mind that children who express weapon play maybe expressing play such as: Nerf gun play (soft pellets shot from a toy); water shooting play and or laser tag play.

Sexualised play

The NSPCC advise that from infancy to 4 years sexual behaviour is beginning to emerge through actions like:

- Kissing and hugging.
- showing curiosity about private body parts.
- talking about private body parts and using words like "poo", "willy" and "bum."
- playing "house" or "doctors and nurses" type games with other children.
- touching, rubbing or showing off their genitals or masturbating as a comforting habit.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexualbehaviour-children-young-people/>

So this type of play should not in itself raise undue concerns. However, children do need to learn that this type of play is not appropriate, without being made to feel they have done something bad, wrong or shameful. It is also important that children are empowered to feel confident in saying "no" when they do not like someone else's actions or play.

Staff should respond to sexualised play in a low-key and matter-of-fact way, following the general guidance in this policy. Of course, this won't be easy for everyone, especially if the child's behaviour seems shocking or morally wrong to a member of staff. But staff should try to keep calm. Body language and tone can make a difference.

If it is important to describe a body part, we use the correct term like a doctor would, not another term. So for example, "penis" rather than "willy". It is important to respond to children's direct questions but not to offer information which the child might yet be ready to understand.

If a member of staff feels any concerns about the play, then they should talk over those concerns – however small – with the Designated Safeguarding Lead.

Use of Stickers

It is acknowledged that for many parents using stickers is a common method of rewarding good behaviour. Lea Nursery have historically used stickers as rewards for good behaviour. For this reason, on occasions it

may be appropriate to reward good behaviour with a sticker. However, this needs to be considered alongside the following factors:

- While stickers can sometimes be a motivator, it needs to be acknowledged that for some children priming them to expect rewards for good behaviour can harm their social development in the long term.
- Children can come to expect a reward for good behaviour and can become reluctant to behave well without an external reward.
- Offering children tangible rewards in exchange for caring behaviour can erode some children's innate tendency to help others.

Working with Parents

It is important to involve parents because:

- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult, and help us to manage it.
- Working with parents to support their child's positive behaviour is an ongoing and collaborative process that depends on regular and open communication over time.
- Parents need a clear picture of how their child is managing in school. It is important to talk to parents about difficulties their child might have. But, please be clear that the reason is to share information, and not because we want them to tell their child off again, or because we are blaming them.
- We are able to offer support to parents through workshops and through partners such as the Children's Centre and Early Help. All parents are encouraged to join in with these.

Restraining children

With a very young age-group of children, physical holding and guidance are often needed, e.g. when a small child is very angry and about to hit out at other children. We judge that an incident is "physical restraint" if the child has to be fully restrained from movement for more than a few seconds because the child wants to hurt another or to hurt her or himself. Restraint is then needed in order to keep the child or other children safe.

If a child's behaviour results in a need for restraint, as defined above, then there will be a specific plan to manage behaviour and set clear boundaries. Staff will use the minimum force needed to restore safety and appropriate behaviour. At Lea Nursery School, Team Teach is the preferred approach to using positive handling strategies. Team Teach remains committed to the term "Positive Handling" to describe a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and the deployment of staff. It also involves personal behaviour, diversion, definition and de-escalation. Physical restraint is only a small part of the framework.

The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the child's and/or other children's best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the child will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used to prevent severe distress, injury or damage.
- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the child to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of the setting.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual child will always be taken into account.
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each child's circumstance. These plans will be drawn up with involvement from the child's parents and if necessary will include input from wider services.

- Procedures are in place, through the pastoral system of the setting, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.
- All instances of restraint will be recorded and the information will be shared with the parents.

Bullying Legal Definition

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The governing board

is responsible for:

- 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

Roles and Responsibilities defined by DfE

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board

- › Giving due consideration to the school's statement of behaviour principles
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their development through their EYFS education

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
 - › The school's key rules and routines
 - › The rewards they can earn for meeting the behaviour standard, and the support they will receive when they are struggling
 - › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated and appropriately modelled behaviour set against the schools rules and expectations.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-phase arrivals.

Mobile phones

Mobile phones are not allowed in nursery

(the only exception to this is for monitoring diabetes Dexcom systems and these phones will not have telephone or camera service activated and will be kept in a secure pouch at all time and monitored by a designated staff member)

Staff phones are kept in lockers provided in the staff room area

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

DfE guidelines for Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). For nursery children we would not typically search or screen children and therefore have not provided the details in this policy. Any concern

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the parents at the end of session.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Off-site misbehaviour

We expect all children, parents, and staff to act in a manner that reflects our school behaviour ethos.

Should concerns be raised we would deal with concerns in a measured manner starting with positive communication and guidance, where concerns are related to safeguarding, we would act in line with our Safeguarding Policy.

Online misbehaviour

Children at Lea Nursery do not have independent access to online systems.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and Slough Children First. All facts will be carefully collected and considered and appropriate support for the child put in place.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

DfE - guidance

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the nursery for a limited time. They will be supported and placed in our calming area and helped to use strategies which will calm them and refocus energy and emotion.

Our calming area can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the nursery are supervised by an appropriate member of the staff team in line with appropriate action for EYFS aged children. We are here to educate and support not sanction.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the nursery area as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

Meetings with SENCo

- › Use of teaching assistants
- › Short term behaviour home schoolbook
- › Long term behaviour plans
- › Referral to LA SEBDOS
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

At Lea Nursery we work with understanding the why and supporting children in our setting to learn how to cope with triggers that impact their behaviour choices – we do not sanction. We work with parents, trained internal staff and external professionals to ensure our children are fully supported.

When considering a behavioural sanction for a pupil with SEND, the school must take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

At Lea Nursery we work with understanding the why and supporting children in our setting to learn how to cope with triggers that impact their behaviour choices – we do not sanction. We work with parents, trained internal staff and external professionals to ensure our children are fully supported.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following the need for specific behaviour intervention

Following the need of specific behaviour support for a child, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

At Lea Nursery we would work closely with the pupil, parents and other professionals to ensure the child is given every opportunity to thrive and succeed.

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

For children transitioning to Primary School we work closely with their new setting inviting reception teachers to meet the pupil sessions and take the opportunity to carry out a comprehensive handover.

Training

Behaviour management CPD is part of our nursery's ongoing commitment to supporting our children and promoting a positive environment where children can be supported with learning how to manage their own behaviour.

Monitoring and evaluating school behaviour

The school will monitor and review the following:

- Behavioural incidents, including removal from the classroom
- Attendance data, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The information will be reviewed annually

The information will be analysed from a variety of perspectives

The school will use the information to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at annually, or more frequently, if needed.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Managing Allegations Policy
- Mobile phone policy