



# **Positive Behaviour Management Policy**

**Policy Owner/approval: Susan Conron  
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This complies with Section 89 of the Education and Inspections Act 2006

# Highfield Nursery

## Positive Behaviour Policy

This policy sets out the expectation of behaviour at Highfield Nursery School for staff, parents, children and visitors. We believe that children and adults flourish best in a well-planned and developmentally appropriate environment in which everyone knows what is expected of them. At Highfield Nursery School, we aim to create an atmosphere where children are able and supported to self-regulate their emotions.

**We recognise the importance of using positive and effective behaviour strategies in promoting children's welfare, learning and enjoyment. Highfield Nursery School adopts a key worker system ensuring all children develop positive attachments and feel safe and secure.**

Our Positive Behaviour policy aims to help children to:

- Develop social skills and help them to understand ways to express their feelings and emotions.
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement
- Develop a respect for one another
- Build caring and co-operative relationships with other children and adults

### **Behaviour Management Strategies**

Highfield Nursery School will manage behaviour using clear, consistent and positive strategies. Practitioners and Parents/carers are encouraged to contribute to these strategies, raising concerns or offering suggestions.

Clear boundaries are in place and a range of strategies are used to support children to understand the boundaries. (See Appendix 1)

We believe in rewarding and modelling positive behaviour specific to children's level of development.

We reward positive behaviour through:

- Verbal praise with clear acknowledgement of what we are praising
- Stickers
- Certificates

Highfield Nursery School follows the Highscope 'Six Steps to Conflict Resolution' process appropriate to the children's level of development.

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings;
3. Gather information from both sides;
4. Restate the problem;
5. Ask for solutions and choose one together;
6. Be prepared to give follow-up support

Behaviour management will be structured around the following principles:

- Positive behaviour will be reinforced with praise and encouragement,
- When dealing with challenging behaviour, staff will always communicate in a clear, calm and positive manner. We will try to re-direct children's energies by offering them alternative and positive options.
- All staff and parents/carers will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns confidentially with SLT and/or parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- The nursery environment will be well resourced and planned in order to meet the needs of the children, thereby offering a variety of play opportunities.

### **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: Challenging behaviour is often a result of a breakdown in communication. 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.*

Highfield Nursery School defines challenging 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 challenging 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, staff 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 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.

Staff will not under any circumstances administer physical punishment or shout at the child. The only occasion when a member of staff may shout across the room/outdoor area to a child, is when they cannot get to the area themselves and the member of staff sees a potential danger.

Children who need support in Managing Feelings and Behaviour will be given support and consistent strategies to address the matter. Staff will seek appropriate training in order to reflect upon the triggers and effects for children who find aspects of the play environment stressful.

If a child's behaviour is persistently challenging and the procedures in this policy are not meeting the child's needs a behaviour management programme will be drawn alongside parents/carers and the child. Parents/carers will be given support and sign posted to parenting courses if necessary.

## **Anti-Bullying Statement**

All children at Highfield Nursery School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour.

Bullying is a persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another.

Bullying is generally characterised by:

- Repetition: incidents are not one-offs but frequent and happen over a period of time.
- Intent: the perpetrator means to cause verbal, physical or emotional harm. It is not accidental
- Targeting: bullying is generally targeted at a specific individual or group.
- Power imbalance: whether real or perceived, bullying is generally based on unequal power relations.

Through our strong key worker relationships with children we will ensure that the Personal, Social and Emotional development of all our children is supported and remains a strong focus throughout our provision.

Key workers will be aware of friendships and encourage co-operation and the development of interpersonal skills through play and group work. There will be lots of opportunities to extend friendships throughout nursery.

Any reports of bullying will be treated very seriously and will be challenged and never ignored. All reports of bullying will be seriously investigated and nursery will work closely with the children and parents involved to resolve the situation.

If any parents/carers are unhappy about the way in which matters have been dealt with they must follow the complaints procedure.

## **Exclusions- Fixed term and permanent exclusions**

### **Children:**

In extreme circumstances it may be necessary to exclude a child from Highfield Nursery School although we firmly believe that this should only be carried out if all other strategies and support has failed.

The decision to exclude is taken by the head teacher and this may be for a fixed term or permanent exclusion. The head teacher 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 at Highfield Nursery School 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

- a) Two verbal warnings
- b) Written warning
- c) If the incidents continues parents will be asked to not attend the nursery school until they are able to respond as requested

If a parent/carer or service user was excluded.

- The head teacher, along with the senior leadership team will decide whether the exclusion is to be temporary or permanent.
- The head teacher 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.

## APPENDIX 1:

- Time in- One to one time with a member of staff in a quiet calm environment that allows children to calm and talk about their feelings, with acknowledgement from adults and discussions on positives to help children feel safe, secure and regulate their emotions.
- Physiological needs- think about physical needs of the body- ask children if they're feeling hot/cold, hungry/thirsty and meet this need. Open a window or wrap a blanket around the child to help them respond to their body.
- A safe space is offered to children where they can go to for some space if they wish to.
- Survival mode: spotter and grounding ideas (See Appendix 2)
- ABC charts to be implemented following discussions with SLT. (See appendix 3)