



*Nursery School*



**Duke Street Nursery School**

## Positive Behaviour Management Policy (including: Care & Control of pupils & Bullying)

This complies with Section 89 of the Education and Inspections Act 2006 & Education Act 2002

Policy leader	Mrs Susan Conron
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# Duke Street and Highfield Nursery School

## Positive Behaviour Policy

This policy sets out the expectation of behaviour at Duke Street and 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 and feels safe. At Duke Street and Highfield Nursery School, we aim to create an atmosphere where all children are supported so they are able to recognise and self-regulate their emotions and reach their full potential.

We personalise our positive behaviour policy to the needs of each individual child.

**We recognise the importance of using positive and effective behaviour strategies in promoting children's welfare, learning and enjoyment. Duke Street and 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, respectful and co-operative relationships with other children and adults
- Develop ability to express emotions in a safe way and learn strategies to support regulation

### **Behaviour Management Strategies**

Duke Street and Highfield Nursery School will manage behaviour using clear specific praise with 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 and discover inner motivation ([see appendix 1](#)), but also to

support staff identifying the reasons behind the behaviour and what the child/ren may need, this would be in the form of an ABC chart. [\(See Appendix 2\)](#)

We believe in rewarding and modelling positive behaviour specific to children's level of development. We believe it is important to help children understand the inner motivation that they need to behave in a certain way so we reward positive behaviour through verbal praise with clear acknowledgement of what we are praising.

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

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

Behaviour management will be structured around the following principles:

- Positive behaviour will be reinforced with specific praise and encouragement
- Children will be taught the expectations and boundaries through the induction process and settling in. If developmentally appropriate, children will work with practitioners to discuss and set boundaries and expectations.
- 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 practitioners 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.
- Practitioners will work as a **team** by discussing incidents and resolving to act collectively and consistently by making use of the 'Window of Tolerance' approach.
- Practitioners 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.
- Staff always keep in mind that behaviour is a **form of communication** or an unmet special educational need.

Boundaries and expectations are consistent throughout Duke Street and Highfield Nursery School and practitioners work hard to promote these to children and to ensure they are maintained, these include:

- Be considerate of others in nursery and the extended community.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside and keep it tidy. Do not litter and do not vandalise property in any way.

### **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 or an unmet need. Practitioners 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.*

Duke Street and 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, practitioners 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. Practitioners 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.

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

Children who need support in managing feelings, behaviour and emotional regulation will be given support and consistent strategies to address the matter. Practitioners will seek appropriate training in order to reflect upon the triggers and effects for children who find aspects of the play environment stressful. Practitioners may refer to the survival mode crib sheet for strategies ([see appendix 3](#))

If a child is communicating behaviour that is unsafe to themselves and/or others, practitioners employed by the nursery have the right to use 'reasonable force'. This covers a broad range of actions involving physical intervention with a child with no more force than is needed and will only ever be used as a last resort. Practitioners will be offered appropriate training and reasonable adjustments will be made for children with disabilities or SEN.

### **Definitions of physical actions are as follows:**

#### **Physical Contact**

Situations in which proper physical contact occurs between practitioners and children, eg, in the care of children with learning disabilities; outdoor play; to comfort pupils, to help support the emotional separation from carer, toileting

#### **Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for

example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

### **Physical Control/Restraint**

This will involve the use of reasonable force when there is an immediate risk to children, staff or property. All such incidents must be recorded on a RF1 form ([see appendix 4](#)) and a record kept in the Serious Incidents / Behaviour Log. The Headteacher or Assistant Headteacher will speak to the parent/carer of the child if physical control or restraint is used.

#### **Reasonable force can be used to:**

- Remove disruptive children 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; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Headteacher or Assistant Headteacher will speak to the parent/carer of the child if physical control or restraint is used. The Senior Leadership Team will also support the member of staff involved in the incident. All complaints about the use of reasonable force will be thoroughly and speedily investigated. If a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true.

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 or Window of Tolerance ([See appendix 5](#)) will be drawn alongside parents/carers and the child. Parents/carers will be given support and sign posted to our family support worker.

### **Pupil Support and Supporting children with additional needs**

We aim to support all our children to ensure that every child succeeds during their time with us. Where it becomes clear that a child is having on-going difficulties in regulating

their behaviour, there are a wide range of strategies which are used to support children. These include, but are not restricted to:

Increased communication between home and school

- Windows of Tolerance
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group
- Adapted curriculum provision
- Reduced timetable (if used must be kept under regular review)
- early help support from the family support worker

Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An individual Window of Tolerance will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will also be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly. Please read the school's special educational needs policy for more information.

### **Child on Child Abuse**

All children at Duke Street and Highfield Nursery School are entitled to learn in a safe and supportive environment. This means that we have a zero tolerance to all forms of harmful behaviours and this includes child on child abuse.

**Child-on-Child Abuse** is defined as abuse between children under 18 years of age. This includes:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying. This includes repetition, intent and targeting
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

### **Managing Allegations of child-on-Child Abuse**

Any reports of child on child abuse 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/carers involved to resolve the situation.

- All allegations are reported to the DSL and/or Executive Head Teacher
- 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.

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.



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

### **Banned & Prohibited Items**

The following is a list of items that children are prohibited to have at Duke Street and Highfield Nursery Schools, and if they are suspected to be in a child's possession, staff have the right to conduct a search and confiscate the items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stole Items
- Tobacco and cigarette papers
- fireworks
- pornographic images
- Anything that a member of staff reasonably suspects has been or is likely to be, used to commit an offence or injure a person or damage property

The following is a list of items that children are banned from possessing on the premises at Duke Street and Highfield Nursery Schools and if they are suspected to be in a child's possession, staff may conduct a search and confiscate the items:

- Mobile phones or any recording equipment
- Any item that may cause hurt or harm
- Any items that may cause offence to others or promote discriminatory behaviour
- Chewing gum
- Aerosol cans
- Nuts

Any member of staff can carry out a search (with another member of staff present to witness) if the pupil consents to the search. If the pupil does not consent, the Executive Headteacher or member of SLT will conduct the search (with a member of staff to witness) if there are reasonable grounds to suspect that one of the prohibited items is present. Pupils will only ever be asked to remove an 'outer layer of clothing' if being searched. Belongings such as bags, will only be searched with the child and another

member of staff present. However, in an emergency belongings can be searched without the pupil or additional adult being present.

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

#### **Children:**

In extreme circumstances it may be necessary to exclude a child from Duke Street and 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 Executive Headteacher and this may be for a fixed term or permanent exclusion. The Executive 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 at Duke Street and 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 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 a 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 Executive Headteacher, along with the senior leadership team will decide whether the exclusion is to be temporary or permanent.
- The Executive 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.

### **Staff Induction, development and support**

Behaviour and the ethos of Duke Street and Highfield nursery school is communicated to all staff, students and volunteers at the beginning of the induction process, where they are made aware of the behaviour policy and the nurturing environments of the schools. Both nursery schools have awards in Attachment and Trauma Informed Practice and this is shared with anyone working with our children. If new staff require more support or understanding of this, training is offered. All staff are offered support and training to meet behaviour needs of children and the behaviour policy is regularly shared and discussed at staff meetings.

All practitioners take part in half termly supervisions with SLT or their line managers. This offers an opportunity to share concerns that practitioners may have and to discuss strategies to support children or to share concerns of any unmet needs. Duke Street and Highfield nursery schools operate an open door policy for all staff so that they can request support or discuss concerns when needed.

## **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. Some of the children have their own safe spaces already set up within the nursery.

**APPENDIX 2: ABC charts to be implemented following discussions with SLT.**

ABC Behaviour Chart

Name:.....

Date	Time	Antecedent (e.g location, people, activity)	Behaviour (describe observations)	Consequence (e.g how did the staff respond? How did the child react? Actions by adults impact pn individual. What they 'achieved' by the behaviour)	Possible Reason/Purpose

## ABC Significant Incident Record Sheet

Pupil Name :	Day & Date:	Reporting Adult:	Reported to: (* **see below)	
Potential or Actual Harm: (please circle)			Level of Hazard: ** see guidance (please circle)	
Potential                  Actual			0   1   2   3   4   5	
<b>Time/ Activity:</b>	<b>A Antecedents:</b>	<b>B Behaviours:</b>	<b>C Consequences:</b>	<b>Possible function/Unmet need:</b>
	<i>Setting factors: Eg task, mood, physical factors Staffing change</i>  <i>Triggers: What happened immediately before the event</i>	<i>What was actually observed Not inferred or opinion</i>	<i>What happened after the event Actions by adults Impact on individual What they 'achieved' by the behaviour</i>	<i>Hypothesis re unmet need Linked to MAS</i>
<b>Follow up Review :</b> <i>Need to consider changes or adaptations to plan</i>			<b>Completed by: Date</b>	
<b>Actions</b>			<b>Who responsible</b>	<b>By when</b>
<i>Review of risk assessment after L3 incident Review plan ? Child support meeting? Interim review Contact family – TAF? Options</i>				

\* All incidents with a level of hazard of 3 or above must have a Oracle (staff) or HS1 form (children) and be written in the serious incident book and be reported to SLT .

\*\* 0 = No risk of Harm; 1 = Mild Disruption; 2 = Serious disruption; 3 = Significant distress and/or minor injury; 4 = Significant injury to self or others; 5 = Risk of major injury or death

<b>Behaviour Frequency Chart</b> <b>Pupil.....</b>	K – KICKING	P – PUSHING	HB – HEAD BUTTING	Other – please specify
	H – HITTING	T – THROWING	R – RUNNING ;.....	
<b>Week beginning</b> .....				

Please record who the behaviour is against, S – staff, or C-Children, e.g. KS Kicking staff, KC Kicking children

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00					
9.30					
10.00					
10.30					
11.00					
11.30					
12.00					
12.30					
1.00					
1.30					
2.00					
2.30					
3.00					



## APPENDIX 3: Survival Mode Crib sheet

### Inner World Work Survival Mode Spotter & Grounding Ideas



Freeze	Flight	Fight	Submit
<ul style="list-style-type: none"> <li>• Not interested, bored</li> <li>• Confused, forgetful</li> <li>• Talking about something else</li> <li>• Hard to move through the task</li> <li>• Not listening</li> <li>• Stubborn</li> <li>• Staring into space, daydreaming</li> <li>• Clumsy</li> </ul>	<ul style="list-style-type: none"> <li>• Running away</li> <li>• Keeping SUPER busy</li> <li>• Not coping with free time</li> <li>• Needing to be first</li> <li>• Bumping into people</li> <li>• Avoiding chores or playing</li> <li>• Baby talk or silly voices</li> <li>• Hyperactive, giddy &amp; silly</li> <li>• Hiding under tables</li> </ul>	<ul style="list-style-type: none"> <li>• Hot &amp; bothered</li> <li>• Angry &amp; aggressive</li> <li>• Controlling</li> <li>• Lie or blaming</li> <li>• Shouty &amp; argumentative</li> <li>• Pushing away friends/siblings</li> <li>• Demanding</li> <li>• Inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Socially withdrawn</li> <li>• Compliant</li> <li>• Quiet</li> <li>• Unable to think, just yes or no answers</li> <li>• Passive</li> <li>• Resigned</li> <li>• Sleepy</li> <li>• Neutral expression</li> <li>• Low mood</li> </ul>
<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>
Grounding Freeze	Grounding Flight	Grounding Fight	Grounding Submit
<ul style="list-style-type: none"> <li>• Stay with me, don't leave me alone</li> <li>• Deep breathing</li> <li>• Spinning on a swing</li> <li>• Digging in the garden or in some sand</li> <li>• Tell me that I'm ok &amp; that I'm safe</li> <li>• Jumping on a trampoline</li> <li>• Gently wonder where I've gone</li> <li>• Tell me kindly who I am &amp; what we're doing</li> <li>• Climbing &amp; hanging</li> <li>• Rolling or cycling downhill</li> <li>• Watching TV</li> <li>• Hot chocolate &amp; piece of toast</li> <li>• Soft teddy in bed with me</li> <li>• A nice warm bath &amp; a warm towel</li> </ul>	<ul style="list-style-type: none"> <li>• Keep me close by</li> <li>• Happily find me if I'm hiding</li> <li>• Deep breathing</li> <li>• Crunchy foods</li> <li>• Give me a easy &amp; familiar chore</li> <li>• Make things predictable</li> <li>• Hanging from monkey bars</li> <li>• Tell me I'm safe</li> <li>• Make me a safe place</li> <li>• Heavy blankets</li> <li>• Talk though what might be tricky</li> <li>• Tug of war</li> <li>• Cup of warm milk</li> <li>• Hot water bottle</li> <li>• Soft teddy</li> </ul>	<ul style="list-style-type: none"> <li>• Give me a something to do that makes me feel important</li> <li>• Support me socially</li> <li>• Match my energy</li> <li>• Chewy foods</li> <li>• Make things predictable</li> <li>• Deep breathing</li> <li>• Hanging &amp; swinging</li> <li>• Climbing</li> <li>• Connect &amp; show empathy before exploring the consequences of my behaviour</li> <li>• Warm bath with lots of bubbles</li> <li>• Warm milk</li> <li>• Hot water bottle</li> <li>• Super soft teddy &amp; blanket</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive simple tasks</li> <li>• Weighted blanket</li> <li>• Swinging</li> <li>• Building with lego or play-dough</li> <li>• Tell me I'm safe</li> <li>• Deep breathing</li> <li>• Hot chocolate &amp; a biscuit</li> <li>• Spending time with a trusted adult</li> <li>• Do the task with me</li> <li>• Wrapping up in a soft blanket &amp; watching TV</li> <li>• Tell me what to do without showing frustration</li> <li>• Warm bath &amp; a warm towel</li> <li>• Warm pyjamas</li> </ul>

## APPENDIX 4:

### Policy on Care and Control of Pupils

Name of School (or Service)

.....

Record of use of Reasonable force

Reference should be made to the School's Policy on Care and Control of Pupils before completing this report form. This report should normally be completed as soon as practically possible after the incident.

Name of Pupil ..... Registration

Group/Class.....

Date/Time of Incident.....am / pm

Place.....

Reporting Staff.....

.....

Staff witnesses.....  
.....

Child Witnesses.....  
.....

### 1. RECORD OF INCIDENT

Reason why reasonable force was thought necessary:

Was the child concerned liable to injury? Yes / No

Were other children liable to injury? Yes / No

Were staff liable to injury? Yes / No

Was property about to be damaged? Yes / No

Was good order prejudiced? Yes / No

Other

Reasons.....  
.....

.....  
.....  
.....  
1.1 Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and the measure taken to avoid harm to the pupil.

1.2 Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long.

1.3 Record of any injuries to pupils/staff (a body map should be attached [LACPC Multi-Agency Policy, Guidance and Procedures])

1.4 Record of any damage to property.

1.5 Measures taken to ensure that the pupil was calmed after the incident.

Signature.....  
.....

Time ..... am / pm                      Date  
.....

Report passed to .....  
Designation.....

**2. ACTION TAKEN BY HEADTEACHER/DEPUTY HEADTEACHER/ SENIOR  
MANAGER**

2.1 Name.....  
Designation.....

- 2.2    Incident Book Completed                      Yes / No  
       Signed by Headteacher                                      Yes / No  
       Parents informed                                      Yes / No  
       Incident discussed with pupil                      Yes / No

Time.....Date.....

Other professions informed:                      Yes / No

NAME	DESIGNATION	DATE INFORMED

**2.4 Action Log (any other actions taken/follow up from other professions etc)**

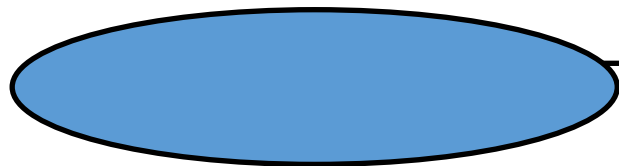
Date .....

Summary of Actions/Reports



**APPENDIX 5: Window of Tolerance and crib sheet**

You can help me by



I can begin to feel distressed when...