



Hart Hill Nursery School

**Behaviour Policy,
Including positive handling**

Updated Summer Term 2023

Ratified by Governors on 6/6/23

Signed 

To be updated Summer Term 2026



Rationale

Hart Hill Nursery School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

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

Aims

Hart Hill Nursery School is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-regulation and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging misbehaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with children to enable early intervention
- Promoting a culture of praise and encouragement in which all children can achieve

Roles and Responsibilities

The governing body has overall responsibility for the monitoring and implementation of this behavioural policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional or mental health (SEMH) related drivers for poor behaviour. They will ensure that this policy, as written, does not discriminate on any grounds. The governing body will ensure that the school promotes a whole school culture of calm, dignity and structure which encompasses every space and activity. The school will handle complaints regarding this policy, as outlined in the school's Complaints Procedure.

The Headteacher is responsible for establishing the standard of behaviour expected by children at the school, working with the whole staff team to determine the school rules. The Headteacher will ensure the day-to-day implementation of this policy and will make it available to all staff and parents at least once a year.

The SENDCO is responsible for collaborating with the governing body, the Headteacher and the Family Workers to determine the strategic development of behavioural and safeguarding policies in the school. They will undertake day-to-day responsibilities for the successful operation of the behavioural policy to support children with SEND. They will support class teachers and keyworkers in assessing of a child's strengths and areas for focus or intervention. The SENDCO will advise on effective implementation of support, including how to manage children with behavioural difficulties and the engagement between staff and the child. The SENDCO will support any staff or parents, with the development of Individual Support Plans, where any behaviour is impacting on a child's ability to learn. The SENDCO will make referrals to outside agencies where appropriate.

The Family Workers are responsible for overseeing the whole school approach to mental health, including how this is reflected in the school's Behavioural Policy. They will advise on the deployment of budgets linked to Early Years Pupil Premium or Disability Access Fund where SEMH related difficulties affect a child's behaviour. The family workers will provide professional guidance to colleagues about SEMH difficulties, in partnership with the SENDCO, where relevant, and will make referrals to outside agencies where appropriate.

Teaching staff are responsible for being aware of the signs of SEMH related behavioural difficulties and be able to plan and review support for any children who are displaying challenging behaviours in the classroom environment. They will create Individual Support Plans in collaboration with parents, the SENDCO and where appropriate the child themselves. Teaching staff will set high expectations for every child and will plan lessons to address the potential areas of difficulty to ensure that there are no barriers to children achieving their full potential. They are responsible and accountable for the progress and development of the children in their class.

All staff are expected to keep up to date with legislation on handling children's behaviour and promote positive behaviour at all times. They must access relevant sources of expertise when unsure on how to support a child who may display challenging behaviour and positively put any recommendations into place as soon as physically possible. All staff must attend training on promoting positive behaviour. Staff will provide a positive model of behaviour by treating all children, parents and one another with care and courtesy; they will follow the school's Code of Conduct at all times. All staff will work in partnership with parents and ensure they are regularly informed verbally about their children's behaviour. Staff will work with parents to address recurring challenging behaviour, using observation records and the child's Individual Support Plan to help understand the cause or triggers to certain behaviours, the function of the behaviour and decide jointly how to respond appropriately.

Effective Classroom Management and Positive Behaviour Reinforcements

We understand that well managed classrooms will establish simple and manageable class rules for the children to understand. These must be at an age and stage appropriate level and must be displayed in a child friendly, visual way, which is easily understood.

Class Teachers should have well planned lessons with a range of activities available to the children, which are refreshed regularly, to keep children stimulated. They should make sure they have the opportunity to teach the children how to show respect for the school environment and what to do if something happens that was not meant to happen.

The school understands that children work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Routines are displayed in the classroom, in a visual way, so that the children can clearly see what they should be doing now and what will be happening next. Teachers must ensure that the routine remains consistent and is practised throughout the school year to create a more proactive and enjoyable environment.

We recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. Staff encourage children to praise each other, to support building relationships and team work to support resilience. The school understands that when rewards are used following certain behaviour, children are more likely to model the same behaviour again. Rewards should be immediate, consistent, achievable and fair to all. Positive relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow all staff to understand the children and create a strong foundation from which behavioural change can take place, through a designated key worker system.

Strategies to support children who display challenging behaviour

The school has a strong belief that most challenging behaviour can be supported through the use of de-escalation strategies or distraction with young children. When behaviour appears to escalate, staff will remain calm and use simple, direct language, lowering themselves to the child's level and using visuals to support, if appropriate. They will avoid being defensive, or demanding of the child and will not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour. Staff will ensure they provide the child with adequate personal space and will only block or stop a child if they appear in danger or pose a risk to themselves or others e.g. due to a door being open and the risk that a child will be able to get out of the school building or site. Staff understand that when children present with challenging behaviour they will not be judged and the main goal will be to calm and reassure the child, using open and accepting body language; staff will not stand with arm crossed, or in defensive way. Where a relationship between a member of staff and a child does not appear to be supportive at the time of altercation, staff will request a swap with another member of staff. We understand that some instances may cause staff to be in pain or cross with the situation; where this happens it is the staff member's responsibility to recognise this and request the support of another member of staff, so that the relationship between the child and staff member remains strong. Sometimes a staff swap can also benefit the child as a fresh face can lighten the situation.

The school uses Zones of Regulation to support all children within the class to recognise the different emotions they have at different times of the day. Staff are trained to support children to use signing of the emotions to name them and understand that all feelings are okay. Staff support children to begin to understand activities or simple strategies that they can do to begin to regulate their emotions. As the children move through the school, staff begin to encourage them to independently recognise their feelings and complete appropriate tasks or activities to help them to calm down.

Where children are pre-verbal, or have a special educational need which can present some challenging behaviours, staff are encouraged to recognise triggers and the function of the behaviour so they can support and prepare children for different situations. The school uses a wide range of interventions including TacPac, Sensory Play, TEACCH, Object of Reference and Now and Next to support routines and boundaries to remain consistent and fair for all children.

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Intervention

Where children behave in inconsiderate ways, staff help them to understand the outcomes of their action and support them to cope in more appropriate ways. Physical intervention is only used to prevent physical injury to children or adults or to prevent the child from harm, or to prevent serious damage to property and only takes place when agreed by the child's parents, unless this is the first instance. Where an action of physical intervention has had to take place without parental permission, the Headteacher must be informed immediately and parents must be contacted to discuss this. Where behaviour is persistent, a behaviour plan will be drawn up for the child with parents, as discussed in this policy.

Where children present with challenging behaviour, or where they have a special educational need and specific behaviours that may have been seen at home, staff and parents will create an individual plan. This plan will discuss the triggers and the function of the behaviours that the child displays, as well as the support and actions staff and parents will take. Details of this will be stored on Cpoms (an internal electronic system). Any incidents of challenging behaviour will be entered onto the system, so that the school can gather an understanding of the repeated triggers and frequency of incidents. In some cases, the class team may use an incident report form to record repeated behaviours. This is to allow us to support the child and be prepared for future incidents, as well as to try to minimise incidents in future. All incidents will be discussed with parents at the earliest possible opportunity and records of children's behaviour can be accessed at any time by speaking to the class teacher, SENDCO or family worker. The school will try their best to work with parents, children and families to support them with any incidents that happen, both in school and at home, so that there is a consistent approach to challenging behaviour, with clear and simple expectations.

Staff have agreed the following principles when dealing with behaviour:

- Hold children by the hand with an easy grip so that if they drop, you release
- Guide with the other arm if needed around their back/shoulder
- Scoop rather than lift
- Wait and keep repeating 'stand up' (simple vocab, gestures, signing, distraction and motivators)

Staff have discussed the risks that need to be thought about, to ensure the safety of the child at all times, when dealing with behaviour and when having to positively handle children.

- Force
- Individual Support Plan
- Emotional state of the child
- Secluded space
- Your physical and mental state at the time
- If I do this, what risk is there to the child?

Rough and tumble play and fantasy aggression

Young children often engage in play that may appear to have aggressive themes, such as superheroes. Although children may appear pre-occupied with these themes, their behaviour is not to cause harm or an intent to hurt or harm. We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard this kind of play as pro-social and not as problematic or aggressive. The school will develop strategies to ensure the play is agreed by the children involved and that acceptable behavioural boundaries are clear, so that children are not hurt.

We also recognise that fantasy play may contain some dramatic scenes such as shooting or the reference of 'goodies' and 'baddies'. Staff will use these opportunities to explore the concepts of right and wrong and will tune in to the content of the play, possibly suggesting alternative strategies. They will make the most of the teaching opportunities that these themes pose, including linking to empathy and conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if emotions are high at the time; this behaviour will not be labelled as bullying. For young children, hurtful behaviour is momentary, spontaneous and often without realising the feelings of the person they have hurt. Bullying involves the persistent physical or verbal abuse of another child and is characterised by a planned intent to hurt, where a child has full awareness of the impact of the behaviour.

We understand that young children often behave in a hurtful way towards someone because they have not yet developed the means to manage intense feelings that sometimes overwhelm them, or due to the children not yet knowing how to gain someone else's attention in a socially acceptable way. As a school, we help them manage these feelings as they have often do not yet have the means to this for themselves. Research shows that self-management of intense emotions, especially anger, happens when the brain has developed the physiological response system that will help them to be able to recognise and manage their own feelings. We know that the same problem may happen repeatedly before skills such as sharing and turn taking develop, as children require the maturity and experience of problem solving that is supported by patient adults and clear, consistent boundaries.

When hurtful behaviour becomes problematic, the class team will work with the parents to identify the cause and find a solution together. At this stage, we may request consent to contact outside agencies to support the school, child or parents to work together to support the situation.

Staff Training

The school recognises that early intervention can prevent misbehaviour. Staff will receive training in identifying problems before they escalate, as well as on this policy and how to implement it within the classroom situation. All staff are provided with sufficient training in de-escalation strategies, as well as how to deal with disruptive and challenging behaviour.

Training may be refreshed in light of any recent incidents or challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff receive training on common Social, Emotional and Mental Health, including attachment theories, so that staff feel confident at spotting a developing concern or potential problem arising.

Monitoring and Review

It is the responsibility of the SENDCO and Family Worker to monitor incidents of challenging behaviours, including frequency and type of behaviours, to ensure that all staff feel confident to implement this policy. Individual Support Plans are considered working documents that are consistently monitored, and reviewed at least termly.

Training will be planned when needed in relation to changing incidents. The Headteacher will report data related to behaviour incidents to the governing body as and when appropriate, but at least annually.

This policy will be reviewed by the Headteacher, Family Worker and SENDCO on an annual basis. Any necessary changes will be communicated to all members of staff.