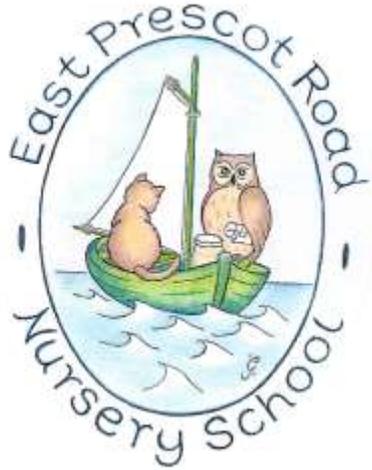


East Prescott Road Nursery School



Behaviour Policy 2024-25

Overview:

At all times, members of staff are *in loco parentis* and they must therefore act in the best interest of the child, in the manner of a good parent. This policy outlines how we endeavour to promote positive behaviour directly through our vision, values, ethos and pedagogy throughout our school.

On occasion, and based on individual needs, members of staff may need to apply the use of Restrictive Physical Interventions as part of this comprehensive behaviour policy.

This policy should be read in conjunction with the school's SEND policy 2023, the Health & Safety policy (2023), Child Protection Policy (2023) and School Values statement. Through the procedures outlined in this policy we aim to promote an environment that is sensitive and responsive to the needs of all children.

Behaviour Management Policy Statement:

Our commitment to the development of children's positive dispositions and attitudes is inherent in our school aims, policies and the pedagogical approaches we use when working with children and families.

To develop this practice and provision, children are observed closely, their strengths identified, areas for development monitored and consistent challenge and support provided. As we make provision for effective teaching and learning, we endeavour to create an atmosphere of respect and trust for all children, so that they are able to internalise and reflect these attitudes with others.

This is achieved through; listening to children's ideas and using them to inform relevant planned opportunities for purposeful play; providing meaningful challenges and appropriate support. Through the development of problem solving strategies and collaborative approaches children are encouraged to identify, label and manage their feelings and behaviour.

The role of the adult in developing positive behaviour:

- To have high expectations of behaviour and model positive behaviours
- To coach and support children to resolve conflict between peers
- To share effective strategies for individual children and adopt a consistent approach
- To identify children that may need additional support and put in place appropriate intervention

Procedures to support behaviour management:

- Setting clear guidelines for appropriate behaviour with all children
- Using praise and encouragement
- Encouraging children to take responsibility for their own actions and to begin to understand the impact on others if they don't
- Ensuring that children know that they are cared for and that their feelings are considered and respected regardless of their behaviour and even when we are clear that we do not like their actions

The following strategies are used consistently to support effective behaviour management:

- Children learn about the school's values of FRIENDSHIP and TRUST. These values underpin the behaviour and conduct of all members of our community.
- Expectations for behaviour are made explicit, through class rules drawn up in consultation with the children.
- Children made aware of the daily routine, acceptable noise level and general conduct expected during the session
- Reinforcing class rules throughout the year, redrafting and adding to the rules if necessary
- Feelings are discussed during large and small group teaching times to ensure a focus on emotional literacy and the development of an emotional vocabulary
- Incidents of challenging behaviour are diffused if possible with diversionary tactics
- Praising wanted behaviour with relevant explanations drawing attention to what the child did to warrant the praise
- Making explicit to all children the need for everyone to care for the learning environment and tidy resources up after play.
- Where appropriate, encouraging the 'injured' child to confront the child that has hurt or distressed them to explain why they are upset by their behaviour
- Adults model relevant language to enable children to articulate their feelings
- Encouraging parents/carers to work in partnership with staff and children ensures that we maintain our high standards of behaviour

Responding to unacceptable behaviour:

By setting clear guidelines for appropriate behaviour, we enable our children to work towards managing their feelings and behaviour. To do this there needs to be a clear definition of appropriate and inappropriate behaviour. Through discussion it has been agreed that the following are not acceptable in our school:

- Any act of aggression towards any child, member of staff, visitors and or to themselves
- Inappropriate language, including language that may not be understood
- Racist or abusive comments or behaviour directed at an individual's culture, family background or other
- Not responding to class rules or requests.

Responding to ongoing behavioural difficulties:

Sometimes when prevention strategies and reinforcing the class rules do not resolve a child's conflicts and frustrations, a direct and systematic approach is helpful. This can often be achieved through problem solving techniques rather than adult imposed control or 'punishment'. By working through the various approaches, children can become aware of how the choices that they make can help them to manage their behaviour.

Specific strategies for addressing behavioural difficulties:

- Encouraging the parents to become partners with the staff and their child to help them modify their behaviour
- Working through strategies with parents/carers
- Where possible reasoning and explaining to the child the inappropriateness of their

behaviour

- Talking through the inappropriate behaviour with a member of the class team and developing a way of challenging their behaviour, i.e. short-term restrictions on areas of play as agreed by the child and members of the class team
- Removing a child from an activity with the understanding that they can return when their behaviour has been modified
- Withdrawing a child to calm them down
- Restraining a child to withdraw them from an activity
- Restraining a child by holding them to calm them down
- Seeking advice from outside agencies: Health Visitor, SENISS, SALT, CAMHS, other
- Implementing the use of social stories where appropriate

The following procedures may support ongoing behavioural strategies:

- Taking it in turns to be the adult stopping the behaviour when it occurs
- Spending time with the child during calmer moments
- Physically supplying the control that the child lacks see below for policy and procedures for *Restrictive Physical Intervention*
- Recording the frequency of the behaviour on an incident sheet
- The daily routine can be used to help the child control their behaviour i.e. reminding them that there are choices at different times of the routine, "It's time to tidy up now and when you have finished it's milk time and then we can go out to play."
- Help the other children understand their own feelings and the ways in which they could deal with unpredictable behaviour i.e. "Tell _____ that you don't like that." "What would you do if someone broke your model?"
- If child has SLCN, then language needs to be adapted to child's level of understanding with reference to Blank level model and number of Information Carrying Words (ICW).
- Look for ways in which the child could take responsibility for their behaviour, by helping to repair the object they have damaged or helping to clean any mess that they have made.

Working with parents/carers:

Promoting good behaviour goes beyond simply maintaining order. It also involves assisting children to grow up with a clear view of what is right and wrong and helping them appreciate the needs of others and the society around them.

In doing this, schools should seek the support of parents.

It is the school policy to inform parents that their child has been involved in an incident of challenging behaviour. When an incident occurs the following strategies are employed as appropriate to the individual parents/carers.

- Incidents are reported as quickly as possible, preferably on the day the incident occurs
- Parents should be informed in private, in confidence and as discreetly as possible
- Parents should be contacted directly and not through a third party
- Parents should be listened to with regard to concerns about their child
- Parents should be informed of the behavioural policy and procedures
- Parents should be involved with record keeping regarding ongoing behavioural difficulties
- Positive behaviour should also be reported as often as possible to ensure that parents do not become wary of talking with staff

Involving parents/carers in the process of finding ways to challenge established behaviour:

When informing and involving parents judgement should be made as to whether every incident of challenging behaviour is to be reported to the parents after the initial reporting of any difficulties.

It should be noted that if the only point of contact with the parent/carer is to talk about their child's behavioural difficulties this can be demoralising for the parent and could cause them to avoid talking to the class team on a regular basis. Reports to parents/carers however, should be regular and will attempt to inform of positive developments as well as that which is causing concern.

The following may inform reports to parents/carers:

- Setting time limits for the challenging behaviour. "We will try this for x weeks/until half term. If we don't see any improvement we will . . ."
- Anticipate that certain strategies may have to be repeated several times over a long period of time before results can be seen

If the situation does not improve outside agencies (SENISS, Educational Psychologist SALT Services) can provide useful information and support through the SEN Consortia.

There are links between the Behaviour Policy (2023) and SEND Policy (2023). The first indication of a child's behavioural difficulties may be seen in the number of incidents that have been recorded in the child's records. These re-occurring incidents are often linked to SLCN and/or low self-esteem, early identification of these issues accompanied by relevant intervention and support strategies in collaboration with parents/carers can support this. The incidents should be assessed with regard to frequency, intensity, nature

and duration by parents/carers and staff.

Whilst this process can enable most children to function in a classroom setting, at times members of the class team can find themselves spending a disproportionate amount of time dealing with the difficulties of individuals exhibiting challenging behaviour.

The attached pro-forma: *Incident Sheet for Recording Challenging Behaviour* can be used to monitor incidents of challenging behaviour over an agreed period of time to enable feedback to parents/carers and to devise a One Page Profile following the *Plan, Do, Review* process.

The *Incident Sheet for Recording Challenging Behaviour* supports our behaviour and discipline procedures and with its use the following strategies are employed:

- Antecedents to behaviour are monitored
- Behavioural patterns are monitored for time of session/week, frequency
- Children involved, class area and behaviour exhibited.

Antecedent	Behaviour	Consequences
Feelings and experiences that can lead to behaviour Skills gaps?	We know the obvious! What about reduced friendships? Isolation?	Positive
NB; Triggers can start behaviour but are not always the cause. Reduce triggers = reduce behaviours Address antecedents = long term impact	Some people want this others do not. What are the risk behaviours that we may miss?	Negative
		What is a positive consequence?

Diet (D) Sleep (S) Scored out of 10		8:30/9 12/12:30	9:00/9:30 12:30/1:00	9:30/10 1:00/1:30	10/10:30 1:30/2:00	10:30/11 2:00/2:30	11/11:30 2:30/3:00	Lunchtime
Mon day	D =							
	S =							
Tues day	D =							
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Incident Sheet for Recording Challenging Behaviour ¹

Name of child/ren _____ Class / Session _____
Circumstances and events surrounding incident/s
Detailed description of incident/s
Any injuries sustained? (By child to other children, staff /or themselves)

Details of action taken, reason for any force necessary
Details of informing parent/s or carers
Witnessed by:
Headteacher / SENCO informed _____ Date _____

Signed: _____

Role: _____

Restrictive Intervention Policy statement:

In rare and exceptional circumstances, alternative approaches may be required to support a child and ensure their safety and that of other children and staff. Restrictive physical intervention will only be considered when other behaviour management options have proved ineffective or are judged to be inappropriate owing to individual/special educational needs and/or in an emergency situation.

Individual risk assessments will be undertaken in consultation with children parents/carers in the event that restrictive physical intervention is required to keep a child safe. In order for all aspects of this policy to be compliant with Keeping Children Safe in Education (DfE Sept 2023).

- The Headteacher is responsible for ensuring that staff, Governors and parents are aware of the policy and procedures therein
- The Headteacher will ensure that any necessary training and/or awareness-raising takes place so members of staff know and understand how to undertake their responsibilities
- Safeguarding discussions ensure that all staff understand that in some circumstances appropriate physical contact is a perfectly normal part of their relationship with very young children e.g. to offer comfort when a child is distressed or to give them reassurance or to support in physical development activities and/or to prevent them from injury
- Safeguarding agenda items will ensure that staff/volunteers are aware of the sensitivities associated with some forms of physical contact with children and when certain types of physical contact should be avoided
- Safeguarding policies and procedures will ensure that all adults and children understand that physical contact must never be abusive, with intention to cause pain or injury and staff must always take account of gender/cultural issues and sensitivities.

Procedures to be followed when using Restrictive Physical Intervention:

- Staff must ensure that the use of restrictive physical intervention is the outcome of a professional judgement made by staff on the basis of school policy
- Before intervening in this way staff will determine whether the risk of not intervening is greater than the risk of intervening
- Individual risk assessments will be undertaken in consultation with children parents/carers in the event that restrictive physical intervention is required to keep a child safe
- Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation
- Staff must not place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks for example, by calling for assistance
- Parents and volunteers in the school are not given authorisation to use restrictive physical intervention
- When a restrictive physical intervention is justified, staff will use 'reasonable force' 'warranted by the situation' and in line with the risk assessment
- 'Reasonable force' must 'be proportionate to the circumstances' of the incident and the consequences it is intended to prevent' and in line with the risk assessment

- Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time
- During an incident the member of staff involved will tell the child that his or her behaviour may be leading to restraint
- After the use of an unplanned restrictive physical intervention the details of the incident will be reported to the Headteacher on the same day and a written record of the incident will be kept
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident.

Ensuring Equality:

- We see all children as being individual and unique
- Challenging behaviour demonstrated by any child is due to their individual needs and will be treated as such This is central to our school philosophy and the core of our belief that each child has their own special and additional needs
- Rewards and sanctions are used consistently with all children.

Exclusion:

Exclusions are very rare but there are procedures in place to monitor possible future exclusions to see if there are any patterns or trends.

In extreme cases and after consultation with the Governors we may suspend a child or withdraw a child from our school as a last resort. This process would be undertaken in conjunction with Liverpool County Council exclusion from school policy.

At East Prescot Road Nursery School the positive ethos, pedagogical approach, good behaviour strategies and positive relationships throughout the school community mean that restrictive physical intervention are rarely needed to be employed.

This policy will ensure that in those rare circumstances the care and wellbeing of all pupils will be paramount and all essential safeguarding procedures will be implemented.

Approved: September 2024

Review: September 2025