



# Positive Behaviour Policy

<b>Policy title:</b>	<b>Positive Behaviour Policy</b>
<b>Approved by:</b>	<b>FGB</b>
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## **Statement of Principles**

At Ashworth Nursery School we are very proud of the behaviour of our children. This policy is to share with you the ways in which children are rewarded for good behaviour and what actions the school takes when children display inappropriate behaviours or disrupt the learning of others.

At Ashworth Nursery School we aim for all our pupils to be happy and to be :-

- **Safe and Secure** – For children to be supported within trusting relationships where they are free from harm.
- **Unique** – For children to be recognised as the amazing individuals they are.
- **Curious** – For children to explore the environment in their own unique way.
- **Ambitious** – For children to be part of a learning community where all within it are determined to achieve the very best they can.
- **Communicator** – For children's communication to be understood and valued by others.
- **Resilient** – For children to be motivated and determined to achieved their goals

Our motto is *'Happy children learn.'*

## **Context**

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Home School Agreement
- Special Educational Needs and Disabilities Policy
- Online Safety Policy Classroom Management

## **Classroom management**

We aim for our Nursery to be a safe, warm caring environment in which all children can reach their potential. We expect all staff to be consistent in their approach to managing behaviour and that any unacceptable behaviour is dealt with following the guidelines set out in this policy. Staff model positive relationships and strive to build close working relationships with parents and carers. Staff are expected to provide a stimulating and challenging learning environment for pupils. Lessons are to be planned at an appropriate level and all resources prepared in advance. Children are taught to respect and care for themselves, others and the environment. They are encouraged to be kind and friendly. Our Ashworth Nursery School values are:

- **We have a voice**
- **We share and take turns**
- **We have a choice**
- **We show respect to everyone and everything**

## **Rules**

- We take turns
- We share
- We have kind mouth, hands and feet

## **Rewards**

Good behaviour is rewarded though:

- Recognition and praise from staff
- Sharing positive events with parents
- Stickers, reward cards and prizes
- Star of the week certificates / postcards sent home

## **Sanctions**

If a child's behaviour is inappropriate or disrupts the learning or well-being of another pupil / member of staff then sanctions will be used. Pupils are expected to take responsibility for their own actions and undertake a consequence linked to their behaviour. Children will be helped to understand why their behaviour was wrong and helped to find ways to make things right.

A restorative approach is used by all members of staff in Nursery as this method helps children to take responsibility for their actions and develop an understanding about how their actions may affect others. Children will be asked questions such as:

- What happened?
- What were you thinking / feeling at the time?
- How do you think / feel now?
- Has anyone been upset or hurt by what has happened?
- How?
- What do we need to do to make it right?

Children who display inappropriate behaviours are dealt with calmly. Consequences are presented to the children as a choice so that pupils have responsibility for their own behaviours. When negative behaviours are discussed the emphasis should always be on the behaviour, never the child.

Low level negative behaviours such as name calling, pushing within play and not sharing toys will be dealt with by staff talking to the children and discussing why that particular behaviour is not appropriate. If this continues then the Class teacher or Head teacher may be asked to speak to the child. Continuation of the behaviour or higher level misbehaviour such as purposely hurting, purposely damaging equipment, throwing equipment or repeated inappropriate or racist comments/language will result in the child being withdrawn from an activity and being asked to sit on a chair in the Nursery Classroom for a short period of time (time out). At the end of the 'time out' period the child will be asked the questions above helped to understand the consequences of their behaviour.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact parents and the situation will be discussed further. This may result in an Individual Behaviour Plan being written for the child. If at any time a child/adult is in danger the class will be stopped and particular children may not be able to continue with an activity.

## **Exclusions**

It is necessary to have procedures in place to exclude pupils from Ashworth Nursery School, although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will usually have already have been identified by the school and will have their own Individual Behaviour Plan (IBP).

## **Criminal Law**

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

## **Preventing Bullying**

At Ashworth Nursery School we do not tolerate bullying in any form. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Children at Ashworth Nursery School are taught to care and respect one another through both the curriculum and the positive role model presented by staff. Each child has their own key worker who can recognise when a child may be anxious or distressed. Children are taught to speak to adults if they are feeling unhappy or other persons' actions have upset them. The curriculum enables children to explore and discuss their own feelings. Children develop a clear understanding of how their own, or other children's actions can harm and upset people. They are taught the difference between right and wrong.

If bullying is suspected or reported by a child, parent or member of staff the incident will be investigated immediately by the member of staff who has been approached. The Headteacher will be informed of the incident and a log of the incident will be recorded. Parents will be informed.

Children who experience bullying will be supported to feel safe and rebuild confidence and resilience again.

Children who engage in bullying behaviour will have sanctions which hold them to account for their behaviour. They will be helped to understand the harm they may have caused. Children will be expected to apologise and supported to learn different ways to behave.

We strongly believe that our nursery school should be a happy place for children and adults and that no-one should have their time with us spoilt by the words and/or actions of another. Through our policy and practice we intend to ensure that all members of our school community understand that:

- No form of bullying is acceptable
- Everyone should report incidents of bullying, including witnesses, to the Head teacher or Teacher in Charge
- We will support victims of bullying
- We will discuss the consequences of actions, and help to modify behaviours
- We seek staff, parental and peer group support to counter bullying at all times
- We will always listen

Children are encouraged to develop strong links with members of staff so that they are confident about reporting any behaviour that find worrying. Opportunities are used in nursery during focus activity time and group time to discuss issues around diversity and draw out anti-bullying messages.

## **Supporting Victims**

In offering support we:

- Always listen
- Give support through helping them to develop strategies e.g. by saying “Stop it, I don’t like it!”
- Encourage them to speak out, and to tell an adult what has happened
- Encourage co-operative activities with other children
- Aim to develop self-esteem and confidence
- Following an incident, reassure them that they have our support and that it is not their fault
- Inform/involve other staff and/or parents/carers

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils’ property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided that they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2. Power to search without consent for ‘prohibited items’ including

a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

## **Power to use reasonable force**

In our school we do not have a ‘no contact’ policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupils causing harm. School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

## **Roles and responsibilities**

The Governing Body sets out the rationale for this policy which the Head teacher operates on a daily basis. We expect all staff and pupils to adhere to this policy. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Head teacher.

## **School Support Systems**

As a fully inclusive school, we recognise that for some of our children additional or different action may be necessary as a result of a special educational need and/ or disability. This is in accordance with the SEND code of practice: 0 to 25 years (2014). We recognise that a child with social, emotional and mental health difficulties (SEMH) may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEND register. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

## **Consultation, monitoring and evaluation**

Our policy has been developed in consultation with our school community of Governors, pupils, parents, teachers, teaching assistants and other adults. It will be monitored in accordance with the schools annual cycle of monitoring and shared with the Governing Body through the Head teacher's report and the School Record of Self Evaluation. The school's policy will be reviewed at the start of each academic year with mid-year reviews if changes are required. The most up to date version of the Behaviour Policy will be on the Nursery School's website.

## **Complaints Procedure.**

This section of the policy should be read in conjunction with the school's complaints procedure. A copy is available in school.

1. All complaints about the use of reasonable force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to a property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff