



Behaviour Policy

(including Written Statement of Behaviour Principles)

The Education and Inspectors Act 2006 requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteachers in determining measures to promote good behaviour.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteachers.

The statement has been adopted by the Governing Board as a whole, following consultation with the Headteachers, parents, staff and pupils.

The Governors at Hillview Nursery School believe that high standards of behaviour lie at the heart of every successful school and must pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents (DfE guidance -Behaviour in Schools, 2022).

This whole-school approach is one of the key systems that supports safeguarding and ensures that everyone can feel they belong in the school community.

We believe that everyone should treat one another with dignity, kindness and respect.

At Hillview Nursery School, we understand the importance of educating the whole child, so they can become confident, competent, socially and emotionally aware citizens of the future. We understand the importance of treating each child holistically and we strive to be aware of the circumstances that affect each child's life, and we know that no one system can be applied to all children.

Some children come to Hillview Nursery School with hurdles and difficulties in their lives and we believe we are here to help them through these difficult times and to give them the aspirations to know they can succeed and be whatever they choose to be.

The Governors expect the behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children under equality legislation, considering SEND, disability and the needs of vulnerable children, and with the offer of support as necessary.

Approved by the Governing Board in September 2023

To be reviewed by the Governing Board in Autumn 2024 or earlier if required by legislation/guidance

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Purpose of Policy

- To promote positive behaviour, helping children's social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery school.
- For all staff to have consistent expectations and approaches to children's behaviour.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.

This policy is a working document and is reviewed regularly.

The ethos at Hillview Nursery School is to respect and value each child and their family as individuals. All the children are encouraged to learn through play in groups and individual activities. Within the school environment, we have clear boundaries and expectations for all the children to work towards.

Our behaviour policy is based on respecting the children's individuality. When dealing with children's behaviour we take into consideration the behavioural differences that come from cultural and religious backgrounds and the different learning styles and behaviour of boys and girls.

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, empathetic relationships set a very positive climate for children's social and emotional development and help to promote good behaviour

Key people will:

- Work closely with each key child, starting with the home visit and settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who do not approach them. • Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.

All staff will:

- Strive to be “emotionally attuned” to children, valuing and accepting their emotions e.g. “I can see you’re sad about that, shall I help you for a moment” rather than “don’t cry, you’re a big girl now”. • Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. “That was a rude thing to do” not “You rude child”.
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. “I understand you feel..... but” ... “Are you feeling?”

Key boundaries

We recognise that strategies for supporting behaviour may differ, considering the child’s developmental and individual needs.

We recognise that very young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adult help to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort and helping children to manage their feelings and help them to resolve issues and promote understanding.

We acknowledge that children get angry and frustrated with each other and adults in different situations. This is an important part of their development and we support them in dealing with their emotions in a positive appropriate way.

We respect that children develop at their own pace; so when setting boundaries for them we take into consideration their individual needs and ensure the method is age appropriate.

When supporting children with behavioural concerns we take a pro-active approach always working in partnership with parents and carers. Progress meetings will be held with parents and carers and action plans will be agreed with the key person.

We do not allow:

- Physical hurting – hitting, biting, scratching, pushing
- Emotional hurting – using unkind words against another child, swearing, racist or any other prejudiced comments, mocking another person’s appearance, clothing, home, family, or (dis)ability
- Spitting

Where a child crosses one of these boundaries, staff respond by taking the child away from the incident and saying clearly “there is no [hitting...spitting...swearing...] in the nursery. You can’t go back to playing unless you can keep to that rule.”

Further actions and responses will depend on the professional judgement of the member of staff.

Positive Handling

The team member must not physically intervene unless the child is in danger or this is an agreed strategy. With a very young age-group of children, physical holding and guidance are often needed, e.g. when a small child is very angry and about to hit out at other children, or runs to the gate during an unsettled episode whilst settling-in.

Staff are trained to use safe techniques, which are called ‘positive handling’.

We judge that an incident is “physical restraint” if the child has to be fully restrained from movement for more than a few seconds because the child wants to hurt another or to hurt her or himself. Restraint is then needed in order to keep the child or other children safe.

If a child’s behaviour results in a need for restraint, as defined above, then there will be a specific plan to manage behaviour and set clear boundaries. This plan will be drawn up by the SENCO working with wider services, and with the involvement of the child’s parents. This plan will outline when restraint is needed and how it is to be implemented. All instances of restraint will be recorded by the SENCO and the information will be shared with the parents.

We have a system for planning this type of behaviour support via our provision map and recording all instances, and sharing the information with parents.

How Staff Deal with Conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling.

- Encourage children to be assertive and to say/sign “no” clearly, say “I don’t like that”, etc. Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved.
- Think according to the child’s development: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/approaches like “me next”; “can I have a turn”; “you can have it next, when I’ve finished”.
- Model sharing and learning. Show children that we actively listen to the ideas, needs and wants of others. Show simple approaches to sharing like “I’ll do one, you do the next.” Support and promote open-ended experiences that promote collaboration, e.g. blockplay. If a conflict needs adult intervention to be resolved, our approach is:
 - Listen to both children.
 - Encourage children to say how they feel (“it hurt” ... “I’m sad” etc)
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.

- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve saying sorry, comforting the other child or agreeing to be friends. Avoid a situation where a child expresses a grudging “sorry”.
- If a child has been hurt or is distressed, then initially focus attention on that child rather. Deal with the behaviour of the other child next.
- If necessary, state a clear boundary. “Remember, no hitting in nursery.”
- If necessary move one child away from the other’s play.
- It is important to spend time settling the children back into positive play – do not deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. “I can see you are playing nicely now, that’s good to see you sharing.”

Bilingual staff play a key role in helping with incidents where children are at early stages of learning English.

Involving parents

We work in partnership with children’s parents to address reoccurring unacceptable or undesirable behaviour. It is important to involve parents because they know their own children best and they may be able to help us to understand why their child is finding a particular situation difficult, and help us to manage

Parents are regularly informed about all aspects of the children’s behaviour by their key worker.

We use observations to help us understand the cause and to look for patterns in children’s behaviour and decide jointly how to respond appropriately. This may include involving professionals from other agencies e.g. educational psychologist.

A risk assessment management plan may be carried out to support the child and keep everyone safe.

Working with parents to support their child’s positive behaviour is an ongoing and collaborative process that depends on regular and open communication over time.

Sexualised play

The NSPCC advise that from infancy to 4 years (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people>). Even at this stage, sexual behaviour is beginning to emerge through actions like:

- kissing and hugging
- showing curiosity about private body parts
- talking about private body parts and using words like poo, willy and bum
- playing "house" or "doctors and nurses" type games with other children
- touching, rubbing or showing off their genitals or masturbating as a comforting habit.

This type of play should not in itself raise undue concerns. However, children do need to learn that this type of play is not appropriate, without being made to feel they have done something bad, wrong

or shameful. It is also important that children are empowered to feel confident in saying “no” when they do not like someone else’s actions or play.

Staff should respond to sexualised play in a low-key and matter-of-fact way, following the general guidance in this policy. If it is important to describe a body part, we use the correct term like a doctor would, not another term. For example, “penis” rather than “willy”.

It is important to respond to children’s direct questions but not to offer information that the child might yet be ready to understand.

If a member of staff feels any concerns about the play, then they should talk over those concerns – however small – with one of the Designated Safeguarding Leads.

Controversial and challenging play

All sorts of play can pose a dilemma in terms of whatever it is children’s natural exploratory play or something more concerning. Staff often have to make judgements about the nature of the play and whether they should be supporting and scaffolding it, whether to intervene or whether to observe and report concerns.

Weapon play

It is understood that however we respond to weapon play, we will always ensure that every child feels safe and protected. Children are not allowed to use forms of play to intimidate other children in any way.

We are tolerant of weapon play and believe that children should be able to extend their imaginative play in this direction. Staff will join in to support and extend the play, however, we will not actively help them to make weapons as props. We will support them to understand that, while this type of play is harmless, real weapons are not.

Any member of staff that does not feel comfortable with weapon play should feel able to express this to children and decline to enter into such play. However, they should make their position clear to their room leader.

Keeping children safe

It is a core responsibility of the nursery school to ensure that children are safe and secure. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning.

We want children to be strong, connected to other children and to adults, and to be self-motivated and self-regulating. Sometimes children may present with severely challenging behaviour and may seek to hurt other children regularly. It is very important that steps are taken quickly, with the involvement of the SENCO and wider services, to help children with this level of difficulty, and to ensure that other children are kept safe.

We are an inclusive school and we will work positively with every child and every family.

Anti-Bullying Policy

Purpose

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school.

In order to achieve this:

- All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.
- Children must be encouraged to tell a trusted adult about bullying.
- A key person is often in a good position to notice a change in a child's emotional wellbeing or confidence and to look for and ask about reasons behind this change. Sometimes that may lead to the judgement that the child is experiencing bullying, which can then be acted on.
- Parents must be informed about what is happening at school and have the opportunity to discuss it with the head teacher or deputy head teacher.
- All staff have a common approach to bullying and deal with incidents consistently.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- physical (e.g. hitting, kicking, taking things off another child)
- verbal (e.g. saying unkind things, name calling, racist, sexist or homophobic remarks)
- indirect (e.g. excluding someone from play or other social groups)

Children in nursery who are being bullied may show changes in behaviour, such as signs of low emotional wellbeing, low confidence, becoming shy and nervous, not engaging in play and becoming preoccupied in look around, feigning illness, taking unusual absences or clinging to adults. The bully, or potential bully, may also be experiencing problems which are a cause of his/her anti-social behaviour.

Staff must be alert for behaviour or comments which may highlight that the child needs help to deal with their concerns.

Teaching about bullying

It is important to raise awareness of the nature of bullying and teach children how to respond if they are involved in, or witness, an incident of bullying. It is also essential that children learn to identify what bullying is, and how it differs to normal disagreements between friends. This can be done through our play-based curriculum, using suitable stories, and using group time for discussions.

Implementation of the policy

The following steps must be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the head teacher.
- The Headteacher will record the incident.
- Class teachers will be kept informed.
- Parents will be kept informed and are asked to support us by encouraging their children to talk to staff and not telling their child to hit back.

In ways which are appropriate to the child's development:

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their key person or member of staff of their choice.
- Reassurance and continuous support.
- Encouraging to be assertive and strong, say "no", and say when there are things happening which they do not like or want
- Helping to restore self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing the events and their behaviour with their key person.
- Discovering why the child became involved.
- Establishing the wrong doing and need to change.
- Informing parents/guardians to help change the attitude of the pupil.

Strategies to prevent bullying

- Ensuring that children feel valued and respected.
- Listen to what children say about their emotional state and value it. Acknowledge when children are sad or shy and offer them help, without contradicting their emotional state (e.g. avoid saying "don't cry, it's alright"; plan to say things like "I can see you're really sad, how can I help you with that" – "I can see you are very angry with her, let's think what you could do").
- Giving children time and encouragement to talk about and resolve any disagreements they might have. Where appropriate allow children to sort out disagreements themselves and to be strong and assertive, e.g. shouting "no" or saying "I don't like that".
- Good supervision.
- Awareness and sensitivity on the part of staff.
- Support children's communication and their social development.
- Clear expectations of behaviour.
- Consistent and fair approach.