




ASHMORE PARK  
AND  
PHOENIX NURSERY SCHOOLS  
FEDERATION  
BEHAVIOUR  
POLICY

Senior Leadership Team/Compliance Governor(s) Review Date	28.02.2024
Governing Board Approved/Adopted	07.03.2024
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	31.03.2026

## **PRINCIPLES**

At Ashmore Park and Phoenix Nursery Schools Federation we are committed to ensuring that children are safe and feel safe; a key aspect of this is to promote good behaviour.

Through a positive approach to promoting good behaviour, co-operation, and a caring attitude, we hope to ensure that children will develop a strong sense of esteem, empathy and respect for themselves and other people.

High quality, ongoing staff development cultivates the essential understanding of child development, which guides our expectations of children's behaviour.

Behaviour is also about developing emotional literacy so that children are able to explore and acknowledge their own feelings and find appropriate ways to express them.

Appropriate behaviour enables individuals to become good citizens and good learners. Good behaviour is the responsibility of everyone including staff, children, parents/carers, families, and visitors. We are all expected to be:

- courteous and respectful to others;
- caring of the nursery environment and each other's work; and
- committed to ensuring that all members of our school community are treated fairly and to value everyone regardless of whether or not they have a disability.

### **At Ashmore Park and Phoenix Nursery Schools Federation we are committed to:**

- ensuring the whole school community is informed about the principles of their school's Behaviour Policy;
- working in partnership with parents/carers to support their child's positive behaviour and ensuring that they are aware of the behaviours needed for learning;
- having high expectations of children and adults in showing respect and consideration towards each other, and towards the nursery environment and its resources;
- improving outcomes for all children and eliminating all forms of discrimination, harassment, and bullying, as well as promoting equality of opportunity;
- ensuring the welfare of all children and fostering good relations across the whole school community;

- taking all reasonable measures to protect the safety and well-being of staff and children, including preventing all forms of bullying and dealing effectively with reports, and complaints about bullying;
- ensuring parents/carers who may have a complaint about their child being bullied are taken seriously by the Senior Leadership Team and it is investigated/resolved as necessary;
- ensuring good order in Nursery where adults and children are respectful towards each other creating an environment in which learning can take place;
- ensuring staff model good behaviour and never denigrate children or colleagues;
- promoting positive behaviour through active development of children's social, emotional and behavioural skills;
- focussing on and praising good behaviour, and applying sanctions fairly and consistently, taking account of children with SEND, and the needs of vulnerable children offering support as appropriate. Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded; and
- working with other agencies to promote community cohesion and safety.

This policy applies to everyone, and our Federation aims to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

**Governors will:**

- review and monitor the policy on a biannual basis;
- support the Headteacher and staff in maintaining high standards of behaviour; and
- support children and parents/carers by ensuring that the Headteacher discharges her statutory and contractual functions regarding behaviour in a fair and professional manner.

**EQUITY ACROSS THE FEDERATION**

Equal educational opportunity refers to the concept that all children, regardless of their background or circumstances, should have access to a high-quality education that prepares them for success in life. It is about recognising differences, meeting individual needs, and taking positive action, so that

each child has equal access to the educational opportunities offered by both school(s) to achieve and reach an equal outcome.

## **STRATEGIES**

- nursery rules are limited and cover broad headings e.g. Be Kind and Be a Good Listener. These rules apply to both the indoors and outdoors, and have been created by the adults, and shared with the children. Parents are informed about our rules and positive behaviour approach during induction and parent meetings. Differences of opinions that arise between children e.g. over sharing a toy etc. are resolved by the process of negotiation facilitated by a member of staff with the children involved;
- the use of a 'Thinking Stool' is used so that children can reflect on their behaviour if their behaviour is considered not to be acceptable after being given two chances to alter their behaviour. The Nursery uses timers as a fair system of allocating time for the children to reflect upon their own behaviour;
- across the Federation we encourage behaviours that create an environment conducive to learning. Promoting opportunities for learning to take place is at the heart of everything that we do. Below are some behaviours, which may be a barrier to learning and an indication of the strategies that may be used by the adults to support a context for learning.
  - persistent talking during a listening time – the member of staff would indicate a positive role model within the group and comment positively on their behaviour. A symbol would be used alongside the verbal comment to help with understanding. The adult would give prompts and praise if a change in behaviour occurred. The next step then is the child would be sat next to an adult and be given a chance to alter their behaviour;
  - persistent 'not hearing' of requests when working inside/outside – the child would be given two chances throughout the session to alter their behaviour before sitting on the 'Thinking Stool' to reflect upon their behaviour. If after this strategy was implemented, there was no improvement in the behaviour, the member of staff would then redirect the child either indoors or outdoors in order to focus their attention/energy in an alternative positive direction;
  - outburst of uncontrollable emotion, distracting the other learners in the group – the child would be removed to a quiet area and an adult would stay with the child until they became calm;

- outburst of uncontrollable emotion where the child and others could be at risk – the child would be removed to a safe area to reduce the likelihood of the child hurting themselves or others. An adult would stay with the child until they became calm. Physical intervention may be needed in order to prevent them hurting themselves or others. The use, however, of physical intervention is very rare and is, wherever possible avoided. Please refer to ‘Managing Challenging Behaviour – Appendix 1’ for what action would be taken if a need arose.

Behaviour rules can be negotiated with children for new learning and play experiences.

The ethos of the Federation is based on consideration for others and positive reinforcement of good and acceptable behaviour. It is made clear to children that a rejection of bad behaviour is not a rejection of the child him/herself.

In order to build upon reinforcing and embedding positive behaviours, ‘Above and Beyond Slips’ are given to children who display dispositions and attitudes that go beyond what is expected. These slips are given to families who can celebrate their child’s positive behaviour and continue to praise the behaviour of the child at home. This action promotes the ethos of the Federation of positive reinforcement of behaviour with families, rather than engaging with families regarding negative behaviours.

## MANAGING CHALLENGING BEHAVIOUR

### **PHYSICAL INTERVENTION AND RESTRAINT OF PUPILS WITH CHALLENGING BEHAVIOUR:**

#### **BACKGROUND**

All members of staff across the Federation have a legal power to use reasonable force. This allows teachers or other 'authorised staff', who have control or charge of children, to use such force as is reasonable in all circumstances to prevent a child from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property, whether belonging to themselves or others; and
- engaging in any behaviour prejudicial to maintaining good order and discipline at either school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The Federation is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal, professionally, with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with national and local advice.

*(DFE – Use of reasonable force, Physical Restraint and if used at all, it will be in the context of a respectful, supportive relationship with children. We will always aim to ensure minimal risk of injury to children and staff).*

#### **WHEN TO USE PHYSICAL RESTRAINT**

Before using physical intervention, staff should, wherever practicable, tell the child what will happen, if they do not stop misbehaving. Staff should continue to try to communicate calmly with the child throughout any incident, making it clear that physical intervention will stop as soon as it ceases to be necessary.

Where there is no urgent risk, staff should consider carefully whether and when physical intervention is the right response. All staff should have a well-developed range of strategies and techniques for defusing potentially difficult situations, before the need to use physical intervention is reached. The age and level of understanding of the child is particularly relevant in all circumstances.

Whether used in a planned or unplanned way, physical restraint should only be considered when other, non-physical, strategies have failed and there is significant evidence of actual or probable:

- violence directed towards others;
- violence which is self-directed (self-injury);
- dangerous disregard for the safety of their own person;
- dangerous disregard for safety of others;
- serious damage to property; and
- behaviour that compromises good order and discipline.

Examples of such situations could include:

- attacking a member of staff or another child;
- fighting;
- engaged in, or on the verge of committing, deliberate damage, or vandalism to property;
- causing, or at risk of causing, injury, or damage by accident through rough play or the misuse of dangerous materials or objects; and
- running inside the building in such a way as may cause injury to themselves or others.

#### **OUR PRACTICE RE: A SPECIFIC INCIDENT**

Staff intervening with children will seek assistance from other members of staff as early, in the stage as possible, as single-handed intervention increases the risks of injury to other parties and does not provide a witness.

All staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence, and to offer support and assistance should this be required.

Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.

When possible, staff who have not been involved in the initial confrontation leading up to any incident may be in a better position to intervene or restrain the child if this proves necessary. A child's behaviour may be adversely affected by the presence of an audience.

Whenever possible, the audience will be removed, or if this is not possible, the child will be removed from the audience. The child and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present, or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the child being restrained, in a calm and gentle manner that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, he/she will be released.

## **PHYSICAL INTERVENTION/RESTRAINT APPROACHES WHICH CAN BE REGARDED AS REASONABLE IN APPROPRIATE CIRCUMSTANCES**

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding the child for security, and to reduce anxiety where there is potential risk, even if the child is not yet out of control;
  - This is best used when the child is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the child as aggression.
- Physically interposing between children;
- Blocking a child's path;
- Leading a child by the hand or arm; and
- Shepherding a child away by placing a hand in the centre of the back; in extreme cases using restrictive holds.

In exceptional circumstances, where there is an immediate risk or injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force' for example, to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something.

## **UNACCEPTABLE STRATEGIES**

- holding a child around the neck or in any other way which may restrict breathing;
- holding a child face down on the floor as this too may restrict breathing;
- slapping, punching, or kicking a child;
- twisting or forcing limbs against a joint;
- tripping up a child;
- dragging a child along by their hair;
- pulling or pushing a child in a violent, sudden, or unexpected manner;
- dragging a child by an arm or leg; and
- intentionally touching any sexually sensitive areas of the child's body.

## **THE AIMS OF PHYSICAL INTERVENTION**

Wherever physical restraint is used the main aim should be to:

- lower the child's level of arousal, by giving verbal reassurance, and removing the trigger for the incident as far as possible;



- cause the minimum level of restriction to the child, consistent with preventing injury, to the child or others, and/or serious damage to property;
- use a form of restraint which is suited to the child and the environment and is therefore least likely to cause injury;
- prevent any other children becoming engaged in the incident, or its control;
- work with other responsible adults whenever possible, with one adult taking the lead;
- not move the child whilst restraint is still required, unless not doing so may cause greater physical danger; and
- cease the physical restraint at the earliest possible moment.

### **RECORDING INCIDENTS OF PHYSICAL INTERVENTION**

All incidents of serious physical intervention should be recorded, dated, and signed by all adults who were involved or witnessed the incident. Immediately following the incident, the Headteacher should be told, and this should be followed by a written report as soon as possible using the pro-forma 'Incident Report Sheet' (Appendix 2).

### **REPORTING TO PARENTS/CARERS**

All serious incidents where physical restraint was required should be reported to parents/carers, and they should be given the opportunity to discuss their concerns.

### **AUTHORISED STAFF**

The Act allows teachers at a school to use reasonable force to control or restrain children. It also allows others, who have been authorised by the Headteacher to have control or charge of the children. In our Federation this also includes Early Years Educators, Early Years Practitioners and Lunchtime Supervisors/Carers.

### **WHAT IS REASONABLE FORCE**

As there is no legal definition of 'reasonable force', two relevant points must be considered:

- The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force cannot be justified to prevent a child from committing a trivial misdemeanour or in a situation that could be resolved without the use of force; and
- The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

## **PARENTAL COMPLAINTS PROCEDURE**

The Federation's 'Complaints Policy and Procedures' document clearly explains the process parents/carers should follow in the event that they have an unresolved concern.

If a complaint is made about a particular incident, the appropriate school will record and investigate this, and a full report will be made to the Governing Board at the next available meeting.

Should the complaint and the result of the investigation lead to a disciplinary hearing, the disciplinary panel or in the case of a criminal prosecution, the court will decide whether the use and degree of force was reasonable, given all the circumstances.

## **REPORTING TO GOVERNORS**

Governors will be informed of all cases of physical intervention, termly, details will be shared via the Headteacher's termly report.

ASHMORE PARK NURSERY AND PHOENIX NURSERY SCHOOLS FEDERATION

INCIDENT REPORT SHEET

Name of Reportee: \_\_\_\_\_

Name of Child: \_\_\_\_\_ Date/Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Names of Witnesses: \_\_\_\_\_  
\_\_\_\_\_

Reason for using Physical Intervention: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What provoked the incident and how did it progress: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did all parties involved say: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps taken to diffuse the situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the level of intervention used and for how long: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the child's response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the outcome of the incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Details of any injury suffered/damage to property: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Reporting to Parents**

How was the incident reported e.g. by telephone/face-to-face: \_\_\_\_\_

Who was present: \_\_\_\_\_

Who spoke to the child's parents/carers: \_\_\_\_\_

Date/time of communication: \_\_\_\_\_

Staff Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_