



## **Behaviour Policy**

**"An exciting place to learn and thrive;**

**A place where all children are valued;**

**A place that nurtures and cements early foundations for lifelong learning"**

### **Purpose**

This policy sets out the expectation of behaviour at Basnett Street Nursery School and The Chatterbox Club for staff, parents, children and visitors. We believe that children and adults flourish best in a well-planned and developmentally appropriate environment in which everyone knows what is expected of them. At Basnett Street Nursery School and The Chatterbox Club, we aim to create an atmosphere where children are able and supported to self-regulate their emotions.

We personalise our behaviour policy using adaptive approaches to the needs of each individual child. Our policies aims are underpinned by our attachment aware approach which is based on the latest neuroscience approach by Bruce Perry, which is:

- The Neurosequential Model (see appendix 4)
- The 3R's (see appendix 1)
- Maslow's Hierarchy of Needs (see appendix 3)
- The Secure Base Model (see appendix 2)

We believe in a holistic approach to education, with relationships being the key building block to all elements of learning. Basnett Street Nursery School and The Chatterbox Club adopts a key worker system ensuring all children develop positive attachments and feel safe and secure. Therefore, this policy focus' on the importance of the key relationships and their impact on behaviour and wellbeing.

**'Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious' (Bowlby, 1988)**

Attachment is central to our well-being and affects us all. With this knowledge, we apply Attachment Aware Approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness raising of both verbal and non-verbal communication. This approach is beneficial for all children, particularly those that have experienced Adverse Childhood Experiences (ACE's), e.g., loss of family members, domestic violence, neglect, pandemics, and including vulnerable children facing disadvantage.

***'The children who need love the most, will always ask for it, in the most unloving ways.'***

(Jane Evans)

Importantly, every child is viewed as an individual, and strategies used are personalised to meet those individual needs to enable every child to reach their full potential, aiming to enable the learning brain (see appendix 1 The Three R's).

## **Aims**

Our Positive Behaviour policy aims to help children to:

- Develop social skills and help them to understand ways to express their feelings and emotions.
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement.
- Develop a respect for one another.
- Build caring and co-operative relationships with other children and adults.
- For children to learn to understand that their behaviour can impact on others and support children to understand what behaviours are unacceptable and why.
- Develop a respect for the environment and the world around them.

## **Behaviour Philosophy**

- We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.
- All pupils need to feel safe and secure before their minds are free to learn.
- Attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.
- We all need a secure base in life. School is an important secure base for all children, but for some, it may be the only secure base that they have experienced and therefore is hugely important.
- Emphasis' that relationships and a sense of belonging are key to good mental health for all but are essential for children who have experienced multiple relational losses and trauma.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's social, emotion and mental health needs.
- All children will be supported through their key relationships to develop a sense of worth, identity and achievement.
- We have a key role in providing our pupils with the skills required to participate safely, effectively and responsibly in an increasingly complex world.
- Our children's experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including their families and community.
- We need to work in partnership with parents/carers, education services, social work, health, voluntary agencies and others.
- There is a link between high quality learning and teaching and reducing negative behaviours where there is an appropriate balance of challenge and support.

- It is important to remember that not all behaviour is simply a matter of choice. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. When a child is out of their window of tolerance, a child is not always able to make a positive choice and as a result a child will appear emotionally dysregulated.

### **Our Whole School Approach System**

Our approach is based on the latest neuroscience approach by Bruce Perry which is:

- The Neurosequential Model (See appendix 4)
- The 3 R's (see appendix 1)

And:

- Maslow's Hierarchy of Needs (appendix 3)
- The Secure Base Model (appendix 2)

Key principles of our approach:

- Our approach takes attachment theory as its foundation, so there is a focus on early experience, relationships and developmental needs, which are central to well-being, teaching and learning.
- Outcomes of behaviour are responsive to the needs of the child rather than punishing or isolating, and natural outcomes are used rather than consequences or sanctions.
- Responses are never shaming or humiliating. Time in rather than Time out is used to support children in regulating.
- High boundaries are maintained rooted in high warmth, structure, consistency and reliability.
- The environment is child-led rather than task-led, so relationships, proximity, attunement and caring are always prioritised over routines and paperwork.
- The curriculum and activities are sensitive to children whose life experiences may contain chaos and trauma.
- Attuned adults facilitate learning and development through a focus on 'being' rather than 'doing', for example through open-ended, purposeful play experiences.
- Our environment enables safe spaces to be accessed throughout all provision for children for children to manage overload and dysregulation.
- Provision is made for those children who may need to experience Islands of Intimacy alone with the key person because they do not yet feel safe enough to 'share' adult attention with other children.
- We recognise behaviour is a form of communication and at no time should a child be identified by their behaviour. We support a shift towards viewing behaviour as a communication of an emotional need and respond accordingly.
- Everyday must be a fresh start and that all children are heard dispassionately and equally, and that no child is treated in light of previous choices made.
- We work with parents to identify any previous experiences that may be impacting the child and/or family.

In summary, we nurture and support children to reach their potential, focussing on early experiences, relationships and developmental needs, these being essential to overall well-being and outcomes.

Strategies to be used:

- Clear routines in place.
- Clear positive rules/boundaries in place creating a positive learning environment.

- Distraction is a key strategy to support the child when they start to show signs that they are becoming emotionally dysregulated.
- The importance of key worker relationship needs to be acknowledged and where appropriate use the keyworker to support the child who is becoming dysregulated or has become dysregulated.
- If a child does become emotionally dysregulated get down to the child's level and confirm the child's stress, "I can see your feeling angry and I think that's because....."
- Maintain close proximity and offer physical touch (if appropriate support to individual child).
- Follow where appropriate the child's individual window of tolerance plan, which will outline personalised support strategies.
- Support regulation by remaining close to the child in a safe place, providing personalised comfort, ensuring basic needs are met, e.g., if tired, hungry; meet this need first.
- Once a child is regulated, this is where you can talk to the child and reflect on what has just happened.
- Window of tolerance plans will be used from information gained to identify personalised target/actions.

### **Multi Agency Working**

As a Nursery School we would use the above approach and where necessary also seek support from outside agencies to gain specialist advice and input.

### **Responding to Good Behaviour**

Staff will acknowledge good behaviour and use it as a model to others as the expectation they will always tell the child why the behaviour is good, so it reinforces their understanding of what is acceptable and unacceptable behaviour.

### **Child-on-Child Abuse**

All children at Basnett Street Nursery School and The Chatterbox Club are entitled to learn in a safe and supportive environment. This means that we have a zero tolerance to all forms of harmful behaviours and this includes child on child abuse.

***See Safeguarding and Child Protection Policy section 20 for more detailed information.***

- Any incidents of child-on-child abuse will be recorded on CPOMS, discussed with parents, monitored and action taken as appropriate.

Basnett Street Nursery School and The Chatterbox Club and DSL will consider:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident
- the ages of the children involved.
- the development stages of the children involved.
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff.
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

### **Managing Allegations of child-on-child abuse**

Our school behaviour curriculum and our approach to supporting behaviour, aims to prevent child-on-child abuse. However, any reports of child on child will be treated very seriously and will be challenged and never ignored. All reports of child-on-child abuse will be seriously investigated and nursery will work closely with the children and parents involved to resolve the situation:

- All allegations are reported to the Headteacher.
- Practitioners gather information from all children involved and do so both thoroughly and sensitively. This will be completed in an age-appropriate way.
- If from the information gathered, it is believed that any young person/ child is at risk of significant harm, a safeguarding referral to social care will be made immediately (where a crime has been committed the police will be involved also).
- Parents / carers will be informed prior to the referral.

Through our strong key worker relationships with children, we will ensure that the Personal, Social and Emotional development of all our children is supported and remains a strong focus throughout our provision. Key workers will be aware of friendships and encourage co-operation and the development of interpersonal skills through play and group work. There will be lots of opportunities to extend friendships throughout nursery.

If any parents/carers are unhappy about the way in which matters have been dealt with they must follow the complaints procedure (see complaints policy).

### **Exclusions - Fixed term suspensions and permanent exclusions**

#### **Children:**

In extreme circumstances it may be necessary to suspend or exclude a child from Basnett Street Nursery School and The Chatterbox Club, although we firmly believe that this should only be carried out if all other strategies and support has failed. The decision to suspend/exclude is taken by the Headteacher and this may be for a fixed term suspension or permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

#### **Parents/carers and service users:**

Parents/carers and setting users are required to adhere to the behaviour policy at all times and manage their own behaviour in such a way that respects others' views, beliefs, opinions and backgrounds. The nursery school has a no smoking, no drugs and no alcohol policy. Please respect

staff at all times. Staff will respect all parents. If parents/carers or setting users behave in an unacceptable way they will be calmly asked to adapt their behaviour. If the unacceptable behaviour continues, they will be asked to leave the premises by a senior member of staff. Unacceptable behaviour at Basnett Street Nursery School and The Chatterbox Club includes:

- Verbal or physical abuse of another person
- Racist or sexist remarks
- Persistent aggressive swearing
- Aggressive and violent behaviour.

Sanctions for parents/carers and service users

- Two verbal warnings
- Written warning
- If the incidents continue parents will be asked to not attend the nursery school until they are able to respond as requested

If staff ever feel threatened by parent/ carer and they refuse to leave after being asked to staff will consider contacting the police for support.

If a parent/carers or service user was excluded.

- The Headteacher, along with the senior leadership team will decide whether the exclusion is to be temporary or permanent.
- The Headteacher will inform the excluded person immediately, giving the reasons for exclusions.
- If excluded, if they wish, they can appeal against the decision to the governing body.

### **Banned Items**

Any items that were deemed to pose a risk would be confiscated and this would be discussed with parents. It would be logged onto CPOMS and the DSL would assess the incident and take appropriate steps as deemed necessary.

Children are not allowed to bring toys/objects into nursery due to the risk of loss and upset, but they can bring in comforters that support regulation where necessary.

### **Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should also acknowledge the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

See Appendix 5 – What is reasonable force?

## **The School Behaviour Curriculum**

Positive behaviour reflects the values of the school, readiness to learn and respect for others. For young children to flourish and have high levels of wellbeing, we understand that the basic needs need to be met, in order for them to be able to learn and for deep level learning to take place.

We start every child's journey in nursery school with a home visit. This is to observe and meet their child in their home environment where they feel safe and secure. It also enables the beginning of the family relationship, and the laying of the foundations of the parental partnership approach we aim to achieve.

Every child is allocated a key worker. Their key worker will visit the child on their home visit and begin that all important building of a safe and secure relationship.

The induction process is the next step. This is completely personalised to each and every child. We ask parents to stay as long as is necessary until we together deem the child feels safe and secure enough to be left. We may then depending on the individual child, build up the length of session time at the individual pace of the child.

The daily routine is set from the beginning and provides the consistency and security for each child. Individual routines can and will be adapted to meet individual needs where necessary.

Once a child is completely settled, they will be introduced to a buddy keyworker, so that their keyworker can leave them when necessary to complete planning and assessment duties (this happens for only 1 session once a week).

Staff will continually model effective and expected behaviours throughout all elements of the day, and support children to understand what their actions and voice, can have on others, modelling appropriate social behaviours.

If a child demonstrates they are struggling with their behaviour within the universal provision, then intervention will be provided, working alongside parents, to ensure staff have full knowledge of any previous experience. These will then be taken into account to form the delivery of personalised intervention. Our Window of Tolerance Plan proves to be enormously effective in supporting behavioural difficulties, particularly if the child has suffered from any Adverse Childhood Experiences.

This approach has also proved beneficial for our SEND children who benefit from a visual timetable. Our timetables ensure that individual children's regulation strategies are clear and can be accessed by all, if a child demonstrates any element of dysregulation.

Natural consequences are only ever used as a form of managing behaviour. We do not impose consequences, as we see behaviour as a form of communication at this young age. Co-regulation is our main strategy through using our attachment aware approaches. It is our job as a staff team to identify the root cause of any behaviours and work swiftly to meet any unmet needs and eliminate any identified triggers.

## **The role of the Headteacher**

- Is fully responsible for implementing this policy and procedures to ensure acceptable standards of behaviour.
- The school has high expectations of children's conduct and behaviour, and staff feel confident to support and achieve these behaviours within a supportive, nurturing, calm and safe environment.

Reviewed April 2023

- As DSL, work alongside parents to support them with their child's behaviour.
- To ensure targeted interventions are used to support and improve children's behaviours, looking at the child holistically, with the aim to identify the root cause of any challenging behaviours, and target accordingly.
- To ensure the school's curriculum effectively supports and promotes the school's behaviour policy to ensure all children are provided with an enabling environment.
- All members of the school's community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- To ensure all children are safe and feel safe and everyone is treated respectfully.
- Ensure any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Ensure all staff are aware of their safeguarding responsibilities as set out in the statutory guidance Part 1 of KCSIE.
- Maintain a high safeguarding culture.
- Ensure if any circumstances arise that endanger the safety of a child or staff member, swift action will be taken to ensure the threat is removed and/or a reduction in the likelihood of its reoccurrence.
- Ensure CPD to support the curriculum for behaviour is received and that it forms a large part of the induction for new staff.

### **The role of Teachers and Staff**

- To create a calm, safe, stimulating and purposeful learning environment for children, which provides a secure, consistent and nurturing approach to enable positive behaviour.
- Uphold the whole-school approach to behaviour which provides consistency, established clear boundaries and importantly role-modelled expected behaviour and positive relationships.
- Use teachable moments within our behaviour approach to effectively talk to children about their behaviour, which is acceptable, what isn't and why; to develop their understanding of their impact on others.
- Use their supervision sessions, alongside daily contact with the SLT, to discuss and seek support, if they are experiencing any behavioural difficulties that may not be responding as well as expected to the whole-school approach used.
- Record any incidents of behaviour onto CPOMS.
- Work alongside parents/carers to effectively support behaviour in and outside school.

### **The role of Parents/Carers**

- Raise any concerns in regard to their child's behaviour with their child's keyworker.
- Work in partnership with the key worker sharing information that will enable the keyworker to effectively support your child and meet their individual needs.
- Attend parent meetings to ensure they fully understand how their child is progressing.
- Support the school to provide intervention support if deemed necessary, and work in partnership to personalise the support.
- Support the school to make requests for multi-agency support if school support provision is not impacting as expected.
- Support the school as often as possible in special parent events that aim to support parents with an understanding of the school's curriculum and how young children learn.
- Support their child with any home learning experiences, e.g., use of the library book and reading journal.
- Fully support the whole school behaviour policy and implemented strategies.

### **The role of Governors and Trustees**

- Reviewing and approving the written statement of behaviour principles (Appendix 6).
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.

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- Holding the headteacher to account for its implementation.

### **Training**

- The induction process for new staff, will always include introduction training on the school's whole approach to behaviour.
- Continual regular support by the SLT is always provided to all staff to ensure consistency within the whole school approach.
- INSET training will be used to support any whole school issues and provide training to support future developments identified.
- All staff will be involved in the annual review of the behaviour policy to ensure it continues to fully meet need.
- Supervision is provided regularly to all staff to ensure they continually feel well supported and confident within their roles.

### **Pupil Transition**

#### **Induction**

The induction process is completely personalised to each individual child and their needs – see The School Behaviour Curriculum section.

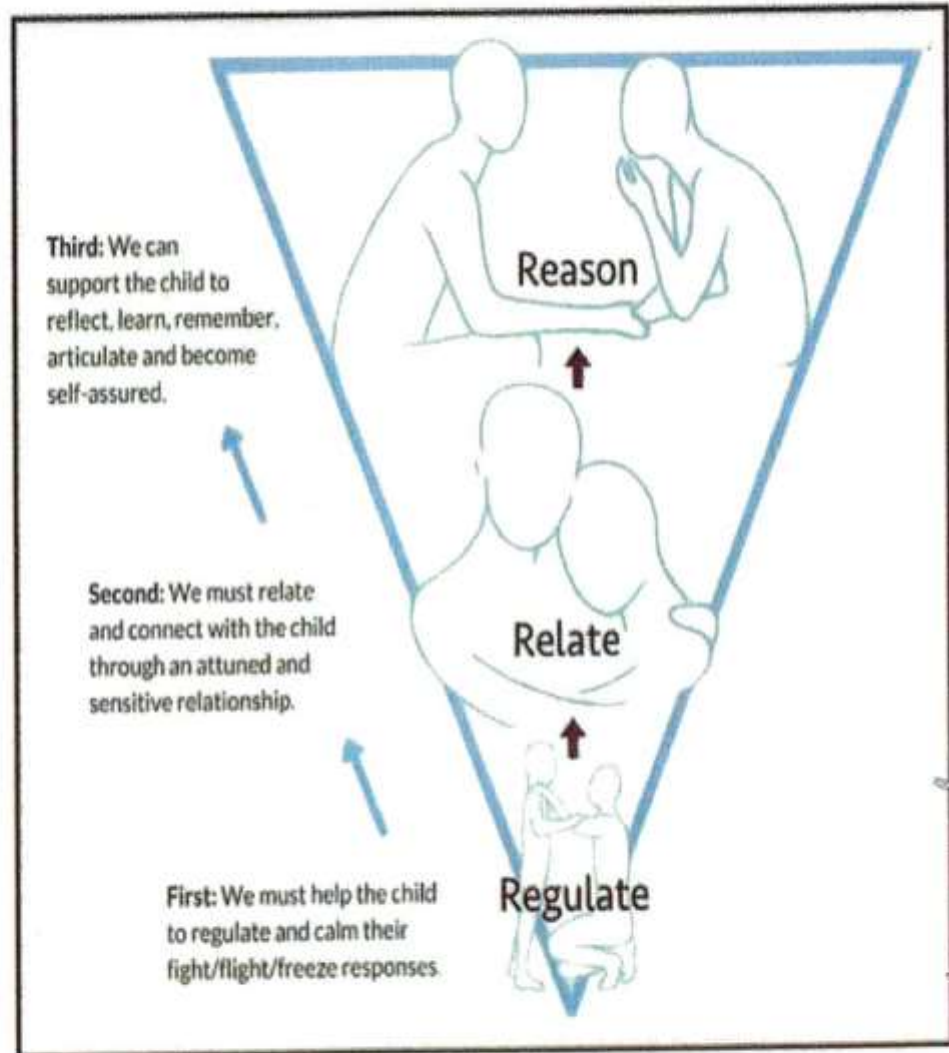
Transition to their next stage of education

- Primary schools are invited in to come and see the children in the nursery provision and for the teachers to have a discussion around the children's needs and stage of development.
- SEND – multiple meetings will be held with parents to ensure that we are fully aware of the child's needs before they start. Care plans, training and review of staffing will all be undertaken accordingly in line with the children's needs before they start.
- For SEND children, transition documents are completed and formal transition meetings are held, with the SENCO and Specialist Teacher (if involved). Personalised transition arrangements will be made for each individual child to ensure that each child is ready for their next stage of education.

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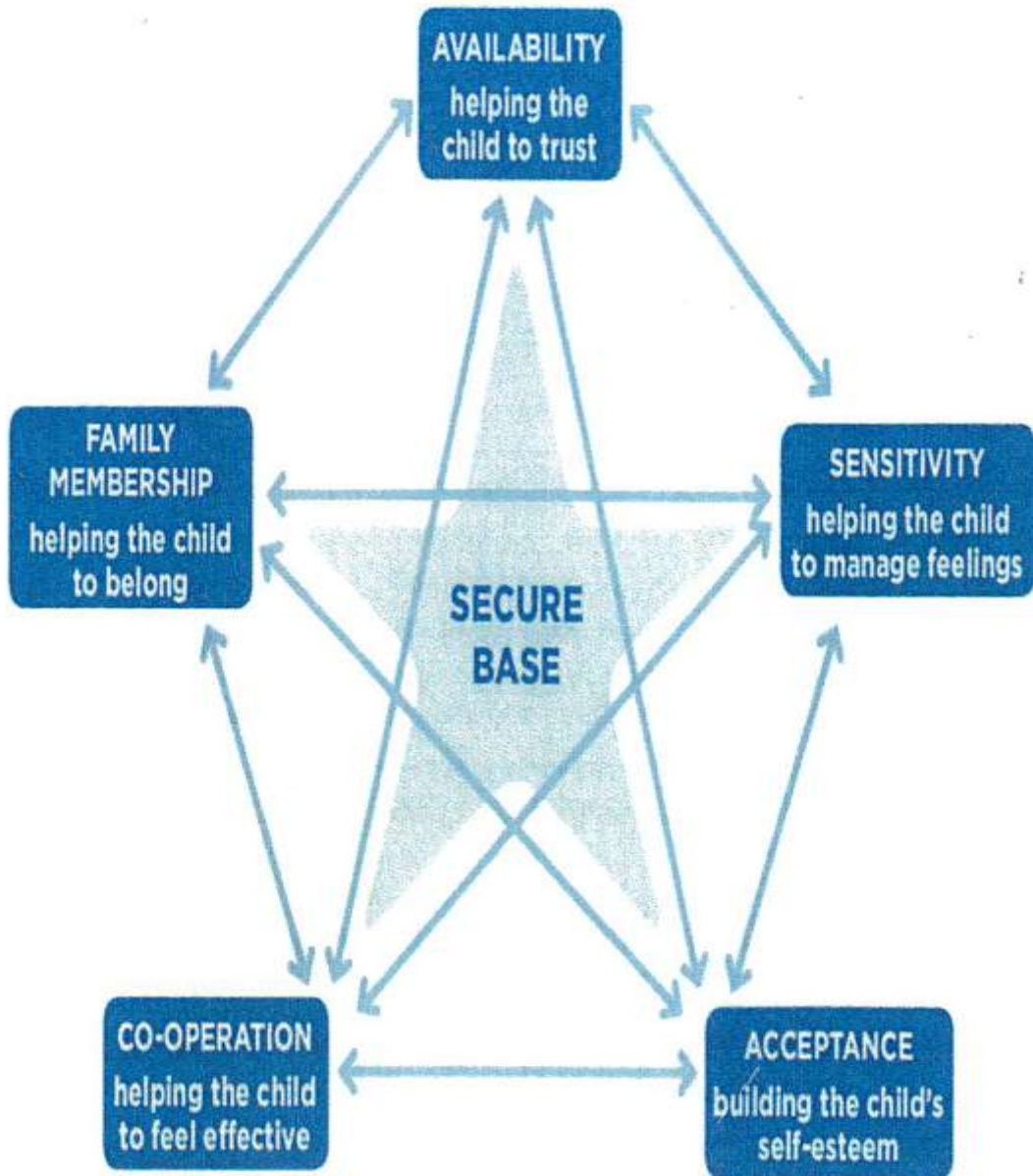
## The Three R's: Reaching The Learning Brain

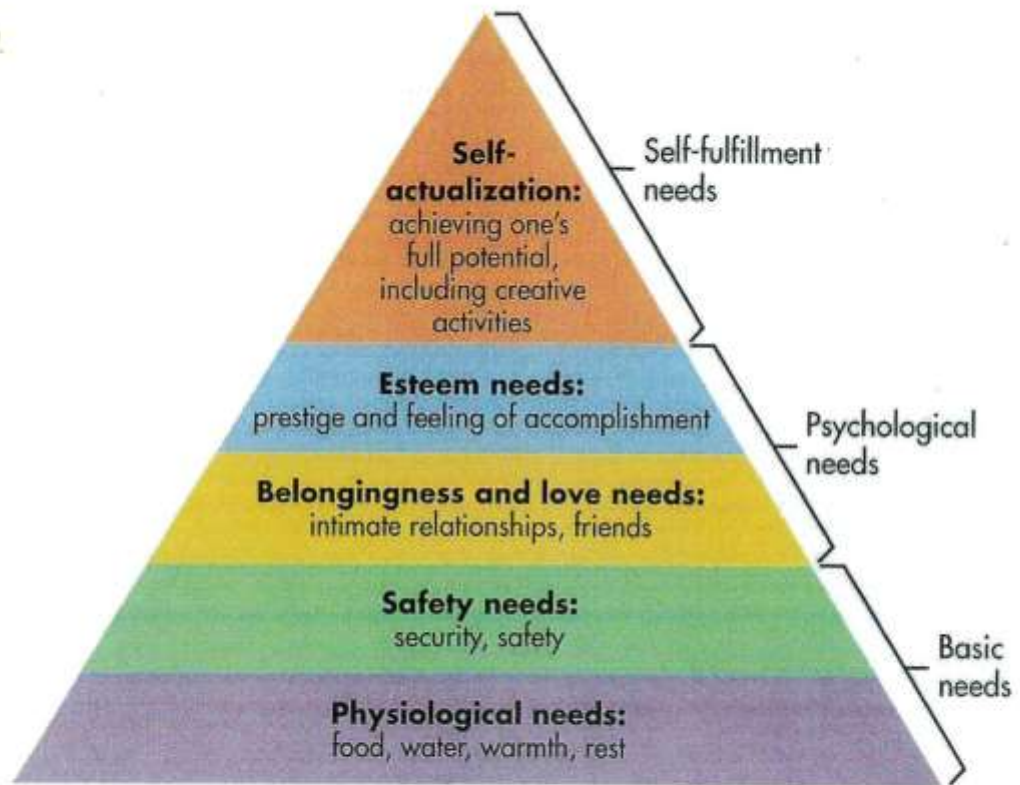
Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

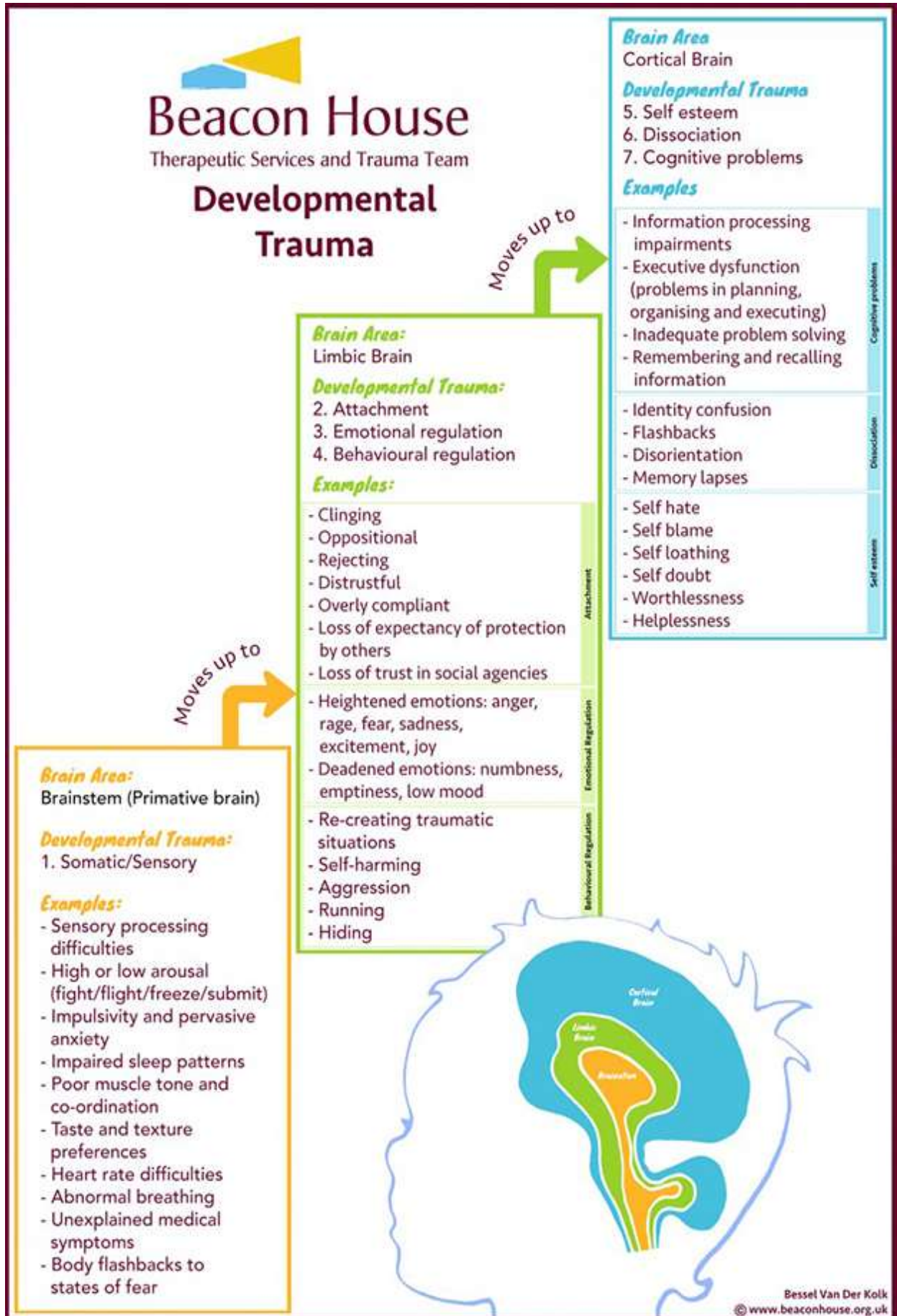


Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

## The Secure Base model







### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- It is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them: - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to: - remove disruptive pupils from the classroom where they have refused to follow an instruction to do so - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground - restrain a pupil at risk of harming themselves through physical outbursts.

### **Written Statement of Behaviour Principles**

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times.
- Staff are consistent in the use of the behaviour strategy as outlined in the behaviour policy.
- Staff understand the importance of their key relationship with their children and the impact this has on children's outcomes and attitudes to learning.
- Exclusions will only be used in extreme circumstances and as a last resort, and this policy outlines the processes involved in permanent exclusions and fixed term suspensions.
- Children are helped to regulate their emotions and understand the impact they can have and do have on others.
- Families are involved in behaviour incidents, wherever necessary, to foster good relationships between the school and child's home life.