



## Supporting & Managing Behaviour Policy

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1.0	July 2019	Policy review & new guidance on physical interventions
1.1	May 2023	Update to safe touch/physical interventions section
1.2	March 2025	Policy review and new format Amendments to SLT staff and TAB training

Arlesdene Nursery School and Pre-school is committed to:

- Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British values, including extremist views, will be actively challenged.

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## **1. Statement of Intent**

At Arlesdene we know that children learn best through creative play when they have high levels of involvement and their emotional well-being is supported. All adults are committed to working with parents/guardians and acknowledging that they are their child's first educator.

Children develop and build relationships through the support and modelling of staff. They are respectful of one another, understand diversity and this is encouraged in the wider community.

At Arlesdene we want our children to be happy, feel safe, explore, learn and flourish and to be the best that they can be.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

## **2. Values**

- We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others and promote the British values.
- The development of children's PSED (personal, social and emotional development) and well-being is a fundamental aspect of our curriculum which runs through and supports all other areas in our Curriculum goals.
- We will work in partnership with parents/guardians/carers in supporting children's PSED and emotional well-being.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

## **3. High quality first teaching**

All staff have a responsibility for supporting PSED and emotional well – being, including issues concerning behaviour.

- We expect the SLT (Headteacher, Deputy Head and SENCo) to:
  - keep themselves up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour.
  - ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour. We expect the school community to consistently provide a positive model of behaviour by treating children, parents/guardians and one another with friendliness, care and courtesy.

#### **4. Reasonable adjustments**

Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. We recognise that this does not apply to the children in Early Years.

Every child has a right to education in an environment where they feel valued, listened to, and respected. We recognise that all behaviour is a form of communication and take into account children's individual needs and circumstances, including age, first language and SEND (Special Educational Needs and Disabilities) that may apply.

The approaches for interacting with other people vary between cultures and require staff to be aware of and respect these.

#### **5. Pro-social emotional well-being and behaviours: Strategies for supporting children**

- We use Makaton / symbols to support our communications and explanations to our children when talking to them about their behaviour.
- We support social skills through modelling behaviour, activities, role playing and stories to help children understand their actions and to make the right choices.
- We praise and acknowledge considerate pro-social behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say 'stop' (using a hand gesture) open palm.
- We teach internal discipline (when you choose to do something) rather than use external discipline (when someone else tells you what to do) to control behaviour. We do not use rewards, such as stickers to control behaviour.
- We suggest pro-social behaviours to parents/guardians and carers.

#### **6. Anti-social emotional well-being and behaviours: Strategies for supporting children**

- We avoid creating situations in which children receive adult attention only in return for anti- social behaviour.
- We expect all staff, volunteers and students to use positive strategies for handling any anti-social behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development.

- If an adult observes anti-social behaviours such as, not sharing, destructive play, not taking turns, not considerate to others' feelings or not showing respect for property (this is not an exhaustive list) an explanation of what was not considerate will be given to the child and the impact this has had on others explained, i.e. 'I see you would like a turn but snatching has made your friend sad.'
- When the child has regulated their emotions adults will give solutions to help resolve conflict i.e. 'let's find a sand timer and then you can see when it is your turn' or 'let's see if we can be friends and find another train and play together.'
- At times children may have an activity or area 'finished' if their behaviour is disrupting other's. Choices will be given to de-escalate the situation or where appropriate a de-escalation script will be used.
  - "Child's name, I can see something is wrong, I am here to help, talk and I will listen, come with me and ..."
- We recognise that children who are non-verbal, preverbal, or who have less sophisticated vocabulary may find expressing their emotions more difficult. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and help them to resolve issues in an appropriate way to promote understanding.
- We recognise that some children engage in fantasy play i.e. rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable (ensuring children are not hurt). If this play becomes inconsiderate then appropriate adult intervention and support will be used. Empathy is encouraged by exploring alternative scenarios and providing children with strategies for conflict resolution.
- We help children to understand the effect that anti-social behaviour has on other children; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have upset.
- We make every effort to discuss with parents/guardians any issues that occur on the same day and work together with them to address any issues with the aim of preventing reoccurrences from happening.

## **7. Difficult / harmful behaviour**

We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Incidents will be logged on the school's online reporting system, and any racial abuse incidents will be reported to Governors.

When hurtful behaviour becomes a recurrent problem, we use observations and analyse behaviour to understand the cause. We work in partnership with parents/guardians to find a solution together.

SLT attended extensive TAB (Therapeutic Approach to Behaviour) training and this has been delivered to all staff and annual refresher courses scheduled. Staff will continue to be guided and supported by SLT in their everyday practice.

## **8. Serious / dangerous behaviour**

Generally dangerous describes behaviour or circumstances which will predictably result in imminent injury or harm. This includes harm to self or others or damage to property.

Children's sexual behaviour exists on a wide continuum from normal and developmentally expected to inappropriate. It is especially important not to pass off any sexualised behaviour as '*part of growing up*', '*children being children and just playing*' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- Any incidents of sexualised behaviour will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current KCSiE (Keeping Children Safe in Education) document

## **9. Bullying**

At Arlesdene we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This could be in the form of physical abuse, name calling or making threats.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current KCSiE document.

## **10. Support from external agencies**

Key people should make SLT aware of any children in their key group, who need additional and specific support. Key people should monitor and record any behaviour causing concern. Regular discussions with parents/guardians will be held. We recognise that there are times when support from external agencies must be sought, this will be in agreement with and consented by parents/guardians.

External agencies we work in partnership with;

- Health visitors

- Special Needs Health Visitors
- Speech and Language therapists
- Family centre
- Children services
- ISL (Integrated Services for Learning) team
- Outreach services – e.g. Amwell View, Middleton, DSPL (Delivering Special Provision Locally)
- SEND support

\*this list is not exhaustive

### **11. Safe touch / physical interventions**

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances. i.e. comforting a distressed child (as long as this appropriate for age of the child), in times of injury, holding a hand on a walk, giving a child a ‘side on’ cuddle as a means of praise and to gently direct a child. There are occasions when settling children staff may need to lift and carry a child, however this is in sight of and with permission of parents/guardians.

To prevent a child from harm there may be occasions when physical interaction is used by staff. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head Teacher immediately.

Staff will ensure that interactions will not result in a negative impact on the process of breathing, pain as a direct result of the technique and or sense of violation.

There are some children with known needs that do need physical intervention and will require risk reduction plans, these are shared with parents/guardians.

### **12. Communicating and recording**

We aim to work in partnership with our parents/guardians and carers to develop and promote positive behaviours.

We understand that behaviour is a form of communication and for children with additional needs behaviour will be consistent at home and school. Therefore, only positive behaviours will be shared daily unless in exceptional circumstances.

If serious / dangerous behaviour is observed or reported, the school will, in a timely manner;

- Ascertain the facts – this may include speaking to staff and children. Staff will remain neutral and remember to analyse not moralise
- Make a decision (SLT) to establish what action will be taken and the outcome required
- Record using on our online reporting system and ensure that all relevant categories are selected.
- Contact parents/guardians and if necessary arrange a meeting with a member of the SLT team
- Feedback to staff

Online records are regularly monitored and are always passed on to the child's next setting.

### **13. Placement breakdown**

It is hoped that no early years' child is left without an early year's placement. However, if the placement does breakdown, the school will justify, with evidence to parents/guardians why they are no longer able to offer a place to their child.

The Governors wish to emphasise that, violence threatening behaviour or abuse by pupils or parents/guardians towards the school staff will not be tolerated.