



## **Truro Nursery School Policy for Behaviour including anti bullying and physical restraint**

**Agreed by governors March 2022**

**To be reviewed March 2023**

### **Links to other policies**

Safeguarding

Admissions

Exclusion

We adhere to the following government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/137645/No-Health-Without-Mental-Health-Implementation-Framework-Report-accessible-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/137645/No-Health-Without-Mental-Health-Implementation-Framework-Report-accessible-version.pdf)

[Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools)

[Department for Education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

### **Aims**

The governors statement of principles agreed by staff are as follows:

The Staff and Governors at Truro Nursery School believe that:

- High educational standards and effective teaching and learning can only take place in an environment where there are positive relationships between staff, children, parents/carers, governors and the whole community.
- We want our school community to feel happy, safe and cared for at school
- Children have an entitlement to consistency from all staff in the areas of promoting positive behaviour. Age appropriate interventions and sanctions will be applied consistently alongside talking to children about how they could improve their actions.
- Personal, social and emotional development is a core element of the curriculum.
- We want our children to value others and understand how their positive behaviour can improve the lives of others.

- Partnerships with parents/carers are important in supporting children's development in this area and supporting children's behaviour is a shared responsibility
- Working with other agencies where appropriate e.g. educational psychology, behaviour support services etc. is important to support the child and family.
- We have high expectations of everyone and actively promote equality taking account of all protected characteristics. We take positive action to eliminate all forms of discrimination.

**All staff will:**

- Treat all visitors with courtesy and respect so that they leave the nursery knowing that we value them
- Model positive relationships between staff members and staff and children
- Strive to be 'emotionally attuned' to children valuing and accepting all emotions e.g. 'I can see that has made you sad can I help you' rather than 'stop crying now'
- Try strategies such as distraction before behaviour escalates
- Show disapproval of the behaviour rather than the child e.g. 'that was a rude thing to do' rather than 'you are being rude'
- Praise positive behaviour and effort
- Following the EYFS policy and practice guidance whilst engendering interest and wonder in children
- Deal with parental queries about behaviour management in the most appropriate way (referring to the most recent legislation/guidance and referring to other professionals where appropriate)
- Ensure admission and transitions within school are as smooth as possible  
Develop and teach routines to ensure children have consistency and understand boundaries
- Undertake activities to promote positive self-esteem for example through circle times
- Allocate key workers to ensure children and parents have a named adult for support (whilst ensuring ALL staff have shared knowledge and understanding of all children).
- Encourage children to behave responsibly and be independent in solving problems and finding resolutions e.g. clearly saying 'no hitting' to another child.
- Be clear about behaviour that is unacceptable
- Deal with unacceptable behaviour quickly and immediately
- Use resources e.g. songs and stories to teach about positive behaviour and consequences and model appropriate language e.g. 'can I have a turn' 'me first you next'
- Use the sensory room as an area for a child to be calm and regulate their behaviour but a child will be able to leave the room of their own free will (with the exception of exceptional circumstances requiring physical intervention – see below) A child will NEVER be isolated in the sensory room as a punishment.

**Setting and managing boundaries**

We recognise that learning about acceptable behaviour is a very natural part of development for the children in our care. We deploy a range of strategies to help children to make the right choices.

Unacceptable behaviours include (not conclusive):

Physical hurting; emotional hurting; spitting; unsafe behaviours

We will always explain to children what they should have done or said when they get it wrong. We will encourage children to make amends for example get a tissue for tears etc. Many children find it difficult to say sorry.

When inappropriate behaviour continues after a warning the following consequences/sanctions may be applied:

- Removal from the group or activity if the behaviour is disrupting others or threatening safety.
- Use of a sand timer to focus thoughts and consider appropriate behaviour
- As a last resort; physical intervention for the child's own safety or the safety of others.

Consequences will be age and stage appropriate.

As part of our everyday practice, we may also use strategies such as the sand timer when a child just needs a little bit of time out to think about their actions for example if they are over excitable or struggling to share or not listening as well as we know they can.

Children with limited language will rely more on non-verbal cues and Makaton.

Sexualised behaviours will be dealt with in a matter of fact way without indicating they are wrong or bad but just inappropriate at nursery.

Weapon play is often part of imaginative play. We tolerate weapon play but will not allow it if it is used to intimidate or frighten others or it poses a safety risk to others e.g. poking with sticks. Staff will not encourage or initiate weapon play or help children to make weapons. Staff will support children to understand that play with pretend weapons is harmless but real weapons are very dangerous.

### **Dealing with conflict**

Where an adult needs to support children in dealing with conflict they will:

- Listen to both children
- Encourage children to explain how they feel
- Deal with any hurt or distressed child first
- Ask children how they could solve the problem
- Offer suggestions if necessary
- Help them to make amends
- Reiterate the boundary e.g. no hitting in nursery

### **Monitoring**

Feedback to parents/carers is offered termly. However, should a child have a particular difficulty with their behaviour during a session which requires intervention by staff deemed as of a serious nature or if minor misdemeanours are persistent then the parent/carer will be informed verbally as soon as is practically possible.

Where appropriate we will endeavour to work with parents to plan support for their child's development

Where it is likely that the advice of other professionals e.g. behaviour support service or educational psychology is to be sought; a behaviour log will be initiated and completed.

### **Safeguarding**

We recognise that there may be many different reasons behind children's behaviour. We will endeavour to find out why a child is behaving inappropriately. Staff will be aware that sometimes a child may display inappropriate behaviour due to something happening outside the school environment and will take appropriate action should we have a concern or if a child or family member makes a disclosure (see safeguarding policy).

### **Anti-Bullying**

We adhere to the following government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children or perceived differences. It is highly unlikely that children aged 2,3 and 4 years will be involved in bullying but it is not impossible and we are aware of our duty to address bullying which occurs outside school premises.

Our immediate response to potential bullying behaviour must be to safeguard children.

### **Strategies we use**

- We promote an environment of tolerance and teach children about how to be kind to others.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience at the most appropriate level for early years
- We promote awareness and celebration of differences and have an inclusive ethos. In fact, as a result of our ethos we find that many of our children behave with exceptional kindness (above and beyond that offered to their friends) to children who are different e.g. have a special educational need.
- We provide 'safe spaces' for children e.g. sensory room.
- Children are encouraged to understand the language of emotions in order to be able to communicate effectively.
- Communicate effectively and regularly with parents regarding challenging behaviours
- We recognise that vulnerable pupils will be more susceptible to bullying and therefore work to promote their self-esteem and teach them strategies e.g. saying no to others; praising them for positive behaviours; asking for help.
- Parents/carers who require guidance in dealing with challenging behaviours are supported via our staff (knowledgeable professionals). We also provide workshops for families e.g. emotion coaching using external providers such as the educational psychologist.

Staff undertake relevant training as necessary e.g. Trauma informed schools, safeguarding.

### **Physical Intervention**

We adhere to the following government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

(reasonable force)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

(reducing the need for restraint and restrictive intervention)

Very young children often require physical holding or guidance to keep them safe, prevent them from hitting out or for reassurance e.g. running after parent when settling in. We consider physical restraint to mean full restraining of a child for more than a few seconds in order to keep themselves or others safe. Restraint of a child will be consistent with the concept of 'reasonable force' and will stop as soon as it ceases to be necessary for safety. Staff members should not put themselves at risk of injury e.g. lifting and where possible should seek the support of a colleague. Communication with the child in a calm and matter of fact manner whilst the restraint is happening is important to reduce a child's anxiety.

*Examples of exceptional circumstances when physical restraint is necessary:*

Pupils fighting; a child running and is likely to injure others; a child attempts to hit an adult; running out of a door or gate or child climbing likely to hurt themselves.

*Examples of restraint:*

Physically interposing between pupils; blocking a path; holding; shepherding a child away; pushing or pulling with reasonable force.

All staff have undertaken manual handling training to help them to keep themselves safe. Other local training e.g. 'Team Teach' is deemed inappropriate to this age group.

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Use of reasonable force is NEVER used as a punishment
- Restrictive physical intervention must be consistent with the concept of reasonable force.
- The circumstances must warrant the use of force;
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- Avoid causing pain or injury;
- Avoid holding or putting pressure on joints;
- In general hold long bones;
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

### **SEN and additional needs**

Staff will be sensitive to the needs of children when using physical intervention e.g. hyper sensitivities, triggers, resistance to touch, limited language or understanding.

### **Recording Incidents**

Any member of staff involved in an incident requiring physical intervention must inform the Head and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation. **The incident must also be recorded on CPOMs.** Parents/carers are informed at the earliest opportunity.

### **Physical Contact**

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned gestures, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with the pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused. Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance.

### **Where Physical Contact may be Acceptable**

There are occasions when physical contact with a pupil may be necessary or appropriate, for example to demonstrate exercises or technique during Jabadao (Developmental Movement Play) or when providing first aid. Young children and children with special educational needs may need staff to provide physical prompts to help. There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting such as a caring parent would give e.g. sitting on a lap, picking up or holding a child. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. The child will in almost all cases be the one to initiate such comfort and it should not be forced on a child who may have other ways of dealing with their emotions. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Head Teacher.

Parents/carers have access to this policy via the website or in printed form upon request.