



... where children's learning is celebrated

Taywood Nursery School and Seedlings Behaviour Policy

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. (DfE Behaviour in Schools, 2024)

Purpose

Taywood Nursery School and Seedlings believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. These expectations are applied consistently and fairly for all children irrespective of their gender, age, race, religious belief or social background.

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Our curriculum is designed to promote the prime area of personal, social and emotional development and the fundamental British values, with a focus on the Rule of Law, Mutual Respect and Tolerance.

This Positive Behaviour Policy is aligned with our Safeguarding policy and all staff are aware of their safeguarding responsibilities, as set out in the statutory guidance of Part 1, KCSIE.

EYFS key themes and commitments:

A Unique Child	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Practitioners support babies and children to develop a positive sense of their own identity, keep children safe and value and respect all children and families equally.
Positive Relationships	Children learn to be strong and independent through positive relationships. Positive relationships are warm and loving, sensitive and responsive to the child's needs and feelings, supportive of the children's own efforts for independence and consistent in setting clear boundaries.
Enabling Environments	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
Learning and Development	Practitioners foster the characteristics of effective early learning through playing and exploring, active learning and creating and thinking critically.

Aims

- To create an atmosphere of safety and security for all babies and children
- To encourage socially acceptable behaviour
- To promote self-esteem and self-confidence to allow children to manage their feelings and emotions
- To develop tolerance and understanding of others' needs and views and respect for others
- To respect their own, others and nursery property, taking pride in their environment
- To reward appropriate behaviour with praise and encouragement and sanction inappropriate behaviour in a developmentally acceptable manner
- To deliver our curriculum to educate children with the strategies to regulate their own behaviour
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Leadership and management

The role of school leaders

School leaders are defined as the Headteacher, the Extended Services Co-ordinator, the class teacher and class leaders. Together, this team will ensure the school's approach to behaviour meets the following national minimum expectations as set out in 'Behaviour in Schools' (DfE, 2024)

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- School leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;

- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The role of the Headteacher

- The Headteacher is fully responsible for implementing this policy and procedures to ensure acceptable standards of behaviour. The Headteacher will:
- Ensure that 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.
- Delegate the responsibility of this policy to the Extended Services Co-Ordinator for Breakfast and After School Club.
- Ensure that staff are responsive to any potential safeguarding concerns which may be displayed through challenging behaviour, or changes in behaviour. (The Headteacher is the Designated Safeguarding Lead)
- Ensure that 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.
- Ensure the school's curriculum effectively supports and promotes the school's behaviour policy to ensure all children are provided with an enabling environment.
- Maintain a school community that is positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- Provide all children with a safe environment, so that they 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.
- Plan a cycle of CPD to support the curriculum for behaviour is received and that it forms a large part of the induction for new staff.
- Align the principles of this policy with other related policies- Safeguarding Policy, Attendance Policy.

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.
- Recognise any dysregulation in behaviour as a teaching point and use strategies within this policy to support the child/children, so that learning can take place.
- Refer any cause for concern to the Family Support Lead, using support-first as our approach.

Role of the Extended Services Co-Ordinator

At Taywood, the Extended Services Co-ordinator has the role of Family Support Worker and Attendance Lead. They will:

- Be responsible for liaising with families, offering a support-first approach. We recognise that any persistent, unwanted behaviour may also be occurring at home.
- Liaise with other agencies to ensure that a consistent approach is taken to address these behaviours, and that the family are supported, through courses such as Triple P and encouraging links with their Healthy Family Practitioner.
- Sign-post to our SENCo for children who may be identified as having additional needs.
- Undertake the induction of new staff on this policy.

The role of the Governing Body

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

School systems and social norms

At Taywood Nursery School and Seedlings, we expect all children to try their best to follow our code of conduct.

Our code of conduct

- Look after each other
- Be kind and helpful
- Share and take turns
- Talk politely to others
- Take care of nursery toys
- Walk when indoors

Additionally, we expect our children to:

- Follow our routines
- Make good choices and be proactive in their learning
- Have good manners
- Be respectful to adults
- Follow our carpet/ group time rules to listen, look and engage in sessions

Procedures

- Taywood requires all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and

courtesy. Through the induction programme we familiarise those new to the setting with our policy and procedures for behaviour management.

- Staff are expected to keep up-to-date with relevant training regarding promoting positive behaviour and supporting children's personal, social and emotional development.
- Staff recognise that codes for interacting with other people vary between cultures and require them to be aware of, and respect, those used by other staff, parents, students, volunteers and visitors.
- Staff work in partnership with children's parents*. Parents are regularly informed about their child's behaviour by the Class Teacher or Class Lead.

Children under 3 years

- Staff recognise that babies and young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them do this.
- When children under 3 behave in inappropriate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inappropriate or hurtful behaviours of young children include tantrums, biting or hurting. In response, staff remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talking about them to help resolve issues and promote understanding.
- If tantrums, biting or hurting are frequent, we try to find out the underlying cause. The class teacher/ class lead /key person may then decide that it is appropriate to put sanctions in place.
- Staff focus on ensuring a child's attachment figure in the setting, their key person, builds a strong relationship to provide security for the child.

Strategies to reward children who engage in positive behaviour

- Acknowledge when children have demonstrated appropriate behaviours such as kindness, friendliness, sharing, waiting and so on by:
 - Verbal praise, stating the behaviour or action that is being recognised
 - Special responsibilities e.g. helping an adult, visiting another room in nursery
 - Verbal comments to parents (on collection or through Class Dojo)
 - Whole-class incentives- Treasure Jars are used for children in our Willow class

Treasure Jars

- Treasure jars are used as a whole-class incentive, which compliments individual praise on a 1:1 or group level. By using a whole class incentive, we do not focus on individual behaviours, but encourage positive behaviours that affect others.
- The class teacher/ class lead will decide how treasure jars are to be used in response to their cohort e.g. for tidying up.
- Once the jar is full, children can choose their whole class/group reward, supporting our commitment to promoting the Fundamental British Value of Democracy.

Stickers

- Stickers are used to reward behaviour why practitioners feel this is appropriate and will have impact on the child's wellbeing and future behaviours.

Star of the Week

- Each week, a child is chosen from Orchard and Willow to be our 'Star of the Week'. This can be for a variety of reasons, but the focus is based on effort, rather than

outcome. A Headteacher's award is also given to children who are good role models to others.

Strategies used with children who engage in misbehaviour

Dealing with inappropriate

Certain types of behaviour are normal according to the stage of development of individual children. We need to remember that all behaviour is a communication: Inappropriate behaviour is often a result of a breakdown in communication or an unmet need. Staff involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support.

We define inappropriate behaviour "**as any behaviour which gets in the way of a child's learning, or ability to function in socially acceptable ways**".

When confronted with inappropriate behaviour, staff will distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- **Disengaged behaviour** may indicate that a child is not on task, unsettled or unhappy. With appropriate interventions, practitioners may be able to re-engage a child in purposeful activity.
 - Practitioners should aim to direct the child to another activity or learning area.
 - Ensure that the child's basic needs are being met, checking that they are not hungry, tired etc.
 - Stay with the child to maintain a positive experience and get them back on task in their learning.
- **Disruptive behaviour** describes a child whose behaviour has an impact on others; this could be through becoming dysregulated or repeated low-level behaviour. Practitioners should use the following strategies to support the child:

- use the 'stop' card to signal that the behaviour should, using the child's name and making sure that the practitioner is down at the child's level and ensuring the child can hear/ see the adult. The 4 step approach is used initially;
- **Acknowledging:** "I hear that you I see that... I noticed you..."
- **Repeat:** "You are having strong feelings about... You wanted to..."
- **Validate:** "You're allowed to feel... but we cannot allow you to..."
- **Hold space:** Let's find a safe space to sit with these feelings. I'm here to listen. I want to understand."

When in the hold space, and the child is regulated, the adult can;

- Re-iterate our nursery school code of conduct with reference to the behaviour causing the disruption, with the aim of ensuring that the child understands that the behaviour is not acceptable and should not be repeated.
- The Colour Monster can be used as a visual tool for emotion coaching.
- Always stay with the child and offer comfort if accepted.
- There may be occasions when the child would prefer to be in their own space. A comfortable area within the classroom should be used, e.g. book corner to allow them to regulate their emotions in a safe space. The adult should be nearby and ensure their safety at all times.
- **All incidents must be recorded in the behaviour log on CPOMS**

• **Unacceptable behaviour** refers to non-negotiable actions which include the destruction of equipment, hitting, biting, kicking, intentional unkind words. (Child-on-child abuse and bullying is referred to later in this policy)

If children have behaved inappropriately, help them to understand the outcomes of their actions and support them in learning how to manage a similar situation differently in the future.

- Avoid situations where children's inappropriate behaviour is rewarded with adult attention (whether positive or negative e.g. cuddling or shouting).
- Physical punishment are never used; children are not threatened with these. Children are never sent out of the room nor excluded from the group. Children are never singled out or humiliated. We never shout or raise our voices in a threatening way in response to children's inappropriate behaviour.
- Physical restraint, such as holding against their will, is used only to prevent physical injury to children, adults or significant damage to property. Procedures relating to such an event are outlined in the Pupil Moving and Handling Policy.
- Racial or other abuse and bullying are considered to be serious misbehaviour and children will be immediately informed of the unacceptability of their behaviour or attitude by means of explanation rather than personal blame. Procedures relating to such an event are followed according to the Equal Opportunity and Race Equality Policy and the Bullying and Harassment Policy.

Sanctions, including 'time out'

- From a developmentally appropriate age, all staff will consistently use the following strategies when the above strategies have been used, and the behaviour is repeated within the same 3-hour session. If the behaviour is repeated in an afternoon session or the following day, then the above strategies are repeated.
- When the unwanted behaviour occurs on a second occasion;
 - Verbal warning e.g. Adult directs the child to stop the behaviour/ action with reference to the school code of conduct, using the 'stop' card and re-directs the child's learning.
 - If repeated/ or more disruptive behaviour, the adult directs the child to stop the behaviour and warns that they will have time out if repeated.
 - Repeated behaviour on a third occasion- the child has time out using a 2 or 3 minute timer as a visual aid. Time out is within the classroom in a safe space where the child is not disturbed by others.
 - The adult who has signalled for time out to take place will stay with the child to offer support and the opportunity to restore if the child is emotionally able to do so.
 - Adults are clear on who is speaking to the child after their time out to discuss their behaviour with reference to the code of conduct. The adult does not refer to how the adult feels e.g. "You have made me feel sad." The Colour Monster is used in relation to the child and children affected to support emotion coaching.
 - The adult then directs the child's learning. The child is welcomed back into learning by all staff.
 - Parents should be informed at the end of the session.
 - **All incidents must be recorded in the behaviour log on CPOMS**
- Space for time out will be provided for children experiencing great difficulties. This space is to enable the child to access a quiet space in which they can calm down, for them to be able to successfully reintegrate back into nursery and join in with activities on offer, when they are both physically and emotionally ready.

- Staff work with parents if there are recurring incidences of unacceptable behaviour, using observational records and information from parents to address the underlying causes of the behaviour together and aim to identify a joint and agreed way to respond appropriately, addressing the child's holistic needs.
- An ABC Chart will be completed in class to record and monitor behaviour over a week. This is then uploaded to CPOMS at the end of the week, alerting the DSL/ SENCo/ Headteacher.
- The SENCo will also be made aware and put appropriate Targeted Learning Plans in place where necessary. This may include referral to outside agencies for further support and advice. Incidents are recorded on CPOMS and referred to the Senior Leadership Team.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using strategies as above.

- Staff recognise that rough and tumble play are normal for young children and acceptable as long as others do not get harmed. This kind of play is pro-social and not problematic or aggressive.
- Staff develop appropriate strategies with the children in order to agree and understand acceptable behavioural boundaries to ensure others are not hurt.
- While fantasy play can contain violently dramatic scenarios such as fighting and shooting, we recognise that the main themes are around 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- Staff engage in the children's play with them and as such are able to perhaps suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

Staff take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This is not 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

- Staff recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Staff will help them to manage these feelings as the children have neither the biological means nor the cognitive means to do this for themselves.
- Staff understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of fear or anger.
- In order to help this process staff offer support, calming the child who is angry. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to manage his or her own feelings.
- If appropriate, staff will calm children through holding and cuddling, demonstrating to the child that they are still valued. Older children will be offered an explanation of the behaviour and the distress it has caused at a level appropriate to their developmental stage in order to support their understanding.

- Staff support children to understand their emotions by naming them and helping children to express them, making a connection between the event and the feeling. Older children will be encouraged to talk through their feelings which motivated the behaviour and discuss what they could do in the future to prevent the behaviour from recurring.
- Children are helped to learn to empathise with others, understanding they have feelings too and that their actions impact on others' feelings e.g. "When you hit xxx, it hurt him and he didn't like it and it made him cry."
- Staff recognise that until a child can understand the effect their hurtful behaviour has had on another they should not force the child to say sorry. Children are encouraged to apologise for their behaviour only when it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- Staff are aware that the same problem may recur several times before children have developed appropriate skills. Children will need repeated experiences with conflict resolution, supported by patient, consistent and understanding adults before they develop the necessary cognitive skills.
- Children are supported through the curriculum to ensure that they have opportunities through stories, puppets, and other activities to develop self-esteem and confidence; the family worker supports children to recognise their emotional needs through the close and committed relationships they have with them.

Bullying (including cyberbullying and prejudice-based or discriminatory bullying)

Staff take bullying very seriously. Taywood supports the Anti-Bullying Alliance's definition of bullying and ensure that both adults and children are supported should they experience bullying in the nursery.

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." Anti-Bullying Alliance definition

Should bullying take place, staff would follow the policy and procedures in the Bullying and Harassment Policy.

Use of Reasonable Force (See Appendix 1)

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).

Staff induction, development and support

On induction, new staff members are provided with our Staff Handbook, which sets out the expectations of this policy. Where appropriate, the School Improvement Plan has a focus on Behaviour and Attitudes, with staff training being delivered throughout the year, through INSET or staff meeting time. The PSED Champion is responsible for being proactive in gathering information on new initiatives and being research led, so that we are continuously reviewing our approach.

The Headteacher attends cluster groups within Lancashire and is responsible for ensuring that staff have up to date knowledge. Professional development may be delivered by the headteacher, the PSED lead or an external provider.

Our robust monitoring calendar ensures that any training needs are quickly identified by the senior leadership team, and supervision allows for practitioners to raise any concerns regarding the application of this policy.

CPOMS is monitored regularly by the Headteacher. Learning walks and observations, along with feedback from supervisions informs any interventions and training needs.

Pupil transition

When any child takes up their place at Taywood, they receive a Pen Portrait, where they are directed to this policy. The behaviour policy is shared with parents at the start of each academic year. It is always available on the website so parents are aware and can work together to adhere to this policy. Parents are encouraged to reinforce the policy at home, as appropriate.

Every adult within our school is responsible for reinforcing the code of conduct for children. On induction, children are taught and if developmentally appropriate, work with staff to discuss and set the nursery class rules, expectations, routines and boundaries and about the environment. They are made aware of rewards and consequences or sanctions. This learning is recapped in weekly PSED group times and practised and applied throughout the session.

Following a sanction, practitioners should always ensure that the child is calm and prepared for re-introduction back into learning. The 4 step approach to support children through difficult emotions is used as outlined above, and children are welcomed back into their learning in a positive way by all staff, so that they feel a valued member of the group/class.

Exclusions - Fixed term suspensions and permanent exclusions

In extreme circumstances it may be necessary to suspend or exclude a child from Taywood Nursery School and Seedlings, although we firmly believe that this should only be carried out if all other strategies and support have 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.

Pupil support

When the ABC pathway, or CPOMS logs, pupil progress meetings and supervision meetings identify that a child is having on-going difficulties in regulating their behaviour, the class lead will work with the family support worker and SENCo/Deputy SENCo to plan the best support available for the child, which may include;

- Daily feedback between home and school
- Sticker charts
- Increased use of visual aids
- PSED interventions with the deputy SENCo and/or family support worker
- Adapted curriculum

- Increased adult support in the provision
- Early Help support
- Referral to other agencies
- TAF meetings

Some children may need support or provision that is additional to, or different from the usual daily offer in class. Children with additional needs will have a targeted learning plan (TLP), which is shared with all relevant staff and parents. Advice will be sought from the Specialist Teaching service and targets will be integrated into the TLP. Please refer to the Special Educational Needs policy.

Child-on-child abuse

All babies and children at Taywood Nursery School and Seedlings are entitled to learn in a safe and supportive environment. This means that we have a zero-tolerance approach to all forms of harmful behaviour, which includes child on child abuse. Please see our Safeguarding and Child Protection Policy. Any incidents of child-on-child abuse will be recorded on CPOMS, discussed with parents, appropriate action taken and monitored.

Child-on-child abuse is intentional and targeted. It includes:

- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent

The DSL, will consider:

- the wishes of the victim
- the nature of the alleged incident
- the age of children involved
- the developmental stage of children involved
- any power imbalance
- if the incident has occurred before or first incident
- any ongoing risks to the victim, other children or staff
- any safeguarding issues

Following a report of sexual violence, the DSL/ Deputy will make an immediate risk assessment and needs assessments, 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 2024

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/ DSL.
- 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).

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.

Children may bring comforters into nursery in Seedlings and are able to use them when needed. By the time children are in Willow, comforters are discouraged. If a child does still need a comforter, they may keep this in their designated peg box. Toys are not permitted in nursery, as they may become lost, or broken.

Any member of staff who feels that a child has brought a banned item into nursery, is able to remove the item from the child, including their possessions if they feel that the child, other children or adults are being put at risk. This includes items such as lighters or weapons for example. Such items require an immediate phone call home, and the safeguarding policy will be followed.

Parents/carers

The role of Parents/Carers

- Raise any concerns in regard to their child's behaviour with their child's class teacher/class lead.
- 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.
- Where the Headteacher feels that a child may require support when attending a school trip, parents will be asked to accompany the class/school on the trip, and be responsible for their behaviour.

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 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.

Mobile phones

Mobile phones are not permitted in school in line with our Safeguarding policy.

Appendix 1- Reasonable Force

Refer to DfE 'Use of Reasonable Force' 2013

- 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.

Review date: September 2025, or in response to statutory changes.