



Positive Behaviour Policy



Approved by: Governing Body

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by Deb Thwaites and Jackie Wilson

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All children at Ronald Tree Nursery School are aged 2, 3, or 4 years old. Our nursery provision is child-led; the activities are designed to promote choice making. Children join our nursery at different stages in their learning pathway and our practitioners plan next steps in each individual child's progression through observation and close partnership with families. We believe in providing children with opportunities for safe risk-taking, collaboration and problem-solving to promote learning and development.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistently adopted throughout the school.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

THE CURRICULUM AT RONALD TREE NURSERY SCHOOL INSPIRES CHILDREN TO BE HAPPY, LIFELONG LEARNERS.

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AIMS

This policy aims to:

- Provide guidance to practitioners, parents and carers, governors, and other stakeholders on how to support our children
- Establish a whole-school approach to supporting students to self-regulate, co-regulate, manage their own behaviour, and feel safe so that they can engage in learning.
- Create an ethos that makes everyone in the school community feel valued and respected.
- To act as a guiding tool for practitioners to promote shared values and understanding of behaviour.

LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

This policy is guided by legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

GLOSSARY

Our terminology reflects our professional stance to behaviour support.

AGENCY	The capacity to act.
BEHAVIOUR	Everything that we do. Behaviour is selected and defined by the environment.
BEHAVIOUR WHICH CHALLENGES	Behaviour which can be experienced as challenging to another person.
CRISIS	Loss of control. Support may be needed to keep an individual or others safe.
DYNAMIC RISK ASSESSMENT	Assessment of risk in a rapidly changing environment at an incident where decisions are sometimes made in fast-moving situations.
EMOTIONAL REGULATION	Recognising and responding to varying emotions.

LEADERSHIP AND MANAGEMENT

All incidents involving the use of Restrictive Physical Intervention (RPI) are currently reported [behaviour incident log on My Concern] by the member(s) of staff involved. Staff are required to log incidents on the day they take place and never later than 24 hours after the incident. Parents and Carers must be informed of all incidents which have required the use of RPI.

All incidents which cause self-injury, harm to others, destructive behaviours (such as throwing objects) or which require physical intervention will be recorded.

Physical prompts and guides may be required to aid communication, support personal care routines, or to meet sensory needs. Staff will not be required to report these instances unless the previous points require a member of staff to do so.

PROMPTS AND GUIDES

The use of touch to gain attention or direct movement as part of teaching and to guide people between places, rooms, or activities.

RESTRAINT

'The use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement' (Physical contact. Care, comfort, reassurance, and restraint – Bernard Allen, 2011).

A member of the Senior Leadership Team (SLT) will be alerted to all incidents requiring RPI.

Practitioners are responsible for their children and for adjusting their teaching and support to best meet the needs of the children.

The Leadership Team and Safeguarding Team are responsible for monitoring behaviour and interventions on a weekly basis.

The Headteacher reports to the Governing Body school's self-evaluation.

Whenever restraint has been used, staff and children should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

Staff will receive regular training on behaviour and approaches which create a safe environment for all children to learn and reach their full potential. This may include Team Teach Positive Behaviour Training and The Solihull Approach.

When a new member of staff joins the team or supply staff are used, their induction includes an overview of behaviour strategies and techniques are modelled by the staff. If a new member of staff or supply staff identify that physical intervention is needed, they will ask for support from a colleague.

Team Teach training is an accredited training framework designed to focus on positive behaviour support issues, with an emphasis on de-escalation, risk, and restraint reduction. The Team Teach code of practice states that professionals should always act in the best interests of the individual concerned, ensuring that responses to behaviours are reasonable, proportionate, and necessary.

At Ronald Tree Nursery School, our team works closely with our families to create a puzzle-solving culture which helps us to understand the behaviours of a child and how to support. Our Family Support Worker can signpost to behaviour support in the local area and run classes for select groups of parents. Practitioners also benefit from peer support and access to the specialist support service.

SCHOOL SYSTEMS

At Ronald Tree Nursery School, we seek to understand behaviour as communication. Behaviour is everything we do.

There are four basic functions of behaviour:

ESCAPE OR AVOIDANCE

To get out of / prevent something from happening

ATTENTION

To seek connection with others

ACCESS TO TANGIBLES

To access a preferred activity or item

AUTOMATIC OR SENSORY

To trigger an intrinsic response i.e., it feels good

Behaviour support must focus on the needs of the children, recognise the difficulties they may face and offer positive approaches to support positive behaviour. Responses to behaviour must never be punitive, aversive, threatening or compromise the rights of the child.

Practitioners are responsible for their students and for adjusting their teaching and support to best meet the needs of the students. This includes, identifying the function of the behaviour and then providing meaningful opportunities to teach functional communication.

Some children may require an individual behaviour plan which will be shared with staff to ensure a consistent response.

EXAMPLE: A practitioner identifies that a child is displaying a particular behaviour to avoid an activity. The teacher recognises that the child is ultimately feeling uncomfortable about taking part and plans for an appropriate intervention which teaches the student how to communicate “no” when offered choices. The practitioner provides opportunities for the child to practice the new skill which, in turn, reduces the less helpful behaviour previously used.

OUR RULES

Our nursery school rules are linked to our values.

CONFIDENCE	We look after ourselves.
CONSIDERATION	We look after others and our nursery.
COLLABORATION	We work as a team.
CREATIVITY	We solve problems and share our ideas.
CURIOSITY	We try new things.

We promote our school rules through positive reinforcement, staff modelling, and praise.

Posters are displayed around the school with visual images to reinforce required behaviour in the setting.

Pupils can be directed to this to clarify expectations.

SUPPORT FOR CHILDREN

Some children may require an individual positive behaviour support plan-which is completed with input from their family and any professionals who provide support and/or interventions. This plan is considered a live document and will be updated as and when needed.

Some children may require an additional SEN Support plan, which will be reviewed termly by practitioners and families.

Social stories are used with individuals who require a more targeted approach.

Families may be signposted to online support tools such as the Easy Peasy App or BBC's Tiny Happy People website

All significant incidents should be followed by a process of restoration involving listening, learning, putting things right again, and planning a better way for the future. When we carry out the restorative work, and how we do it, will entirely depend on the individual child. It is unlikely that restoration will be effective immediately after an incident, and this could cause a child to loop back into crisis. The priority is for the practitioner to calm the situation as quickly as possible.

Restoration may look differently depending on the age, developmental stage, communicative ability, and neurological difference of each child. The key in all restorative activities is to listen to the child's views first. For some children, this will require the practitioner to carefully observe the behaviour and to identify what that behaviour is telling us. Practitioners supporting children during, and after, an incident will aid recovery by acknowledging feelings without judgment.

LISTEN

To the child's views first

LINK

Feelings to behaviours for all concerned

LEARN

Find better ways for next time

REPORTING AND MONITORING ARRANGEMENTS

All staff are responsible for reporting incidents on the same day they occur. Challenging behaviour requiring adult intervention will be recorded on My Concern. Any injuries caused by behaviour incidents or by accidental means are recorded on Tapestry. These must follow safeguarding guidance and describe clearly the incident and resulting injury. They must be shared with the parent or carer the same day.

The head teacher and nursery teacher will complete regular behaviour walks and observations to ensure the positive behaviour policy is being adhered to by all staff.



Behaviour incident reports will be analysed, evaluated and monitored by the safeguarding team for trends to identify any recurring incidents or timescales to improve provision

Significant behaviour incidents will be reported to the Governing body at Full Governing Body meetings 3 times a year.

This policy will be reviewed annually and shared with the full governing body.