



Positive Behaviour and Relationships Policy

Policy title:	Positive Behaviour and Relationships Policy
Approved by:	FGB
Date approved:	December 2024
To be reviewed annually and any changes detailed.	

Policy review

Date of review	When / who carried out the review	Details of changes	Next steps
24/09/2025	All staff present at staff meeting.	None	Inform Governors that the review has taken place.

Statement of Principles

At Ashworth Nursery School we are very proud of the behaviour of our children and we hold high expectations with regard to the behaviour of everyone associated with our setting. This policy is designed to share with you the ways in which we promote and encourage positive behaviour and what actions the school takes when children display inappropriate behaviours or disrupt the learning of others. In this policy, the term staff refers to staff directly employed, staff on supply, volunteers and with support those who are on college / university placements.

At Ashworth Nursery School we aim for all our pupils to be happy and to be:-

- **Safe and Secure** – For children to be supported within trusting relationships where they are free from harm.
- **Unique** – For children to be recognised as the amazing individuals they are.
- **Curious** – For children to explore the environment in their own unique way.
- **Ambitious** – For children to be part of a learning community where all within it are determined to achieve the very best they can.
- **Communicator** – For children's communication to be understood and valued by others.
- **Resilient** – For children to be motivated and determined to achieved their goals

Our motto is '**Happy children learn.**' In order to achieve this, we need to ensure that we create a culture of exceptionally good behaviour both for learning within Nursery and as citizens of a wider community.

Through a shared understanding of behaviour, we can recognise behavioural norms, learn how to promote self-esteem and self-discipline and teach positive behaviour through strategies and interventions.

This policy is based on research and training following the Paul Dix approach.

Aim of the Policy

- To ensure that everyone is treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners develop control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure consistency in the way that behaviour is both rewarded and effectively managed.

School values

Our Ashworth Nursery School values are:

- **We have a voice**
- **We share and take turns**
- **We have a choice**
- **We show respect to everyone and everything**

The Governing Body sets out the rationale for this policy which the Head teacher operates on a daily basis. We expect all staff and pupils to adhere to this policy. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Head teacher

Behaviour is taught as part of the curriculum through Personal, Social and Emotional Development. We recognise that children are on different pathways within their learning and as such, will be at different developmental stages with regard to their ability to be aware of the effects of their behaviour on others.

Strategies to promote positive behaviour and relationships

Our rules	Visible consistencies	Over and above recognition	Relentless routines
<ul style="list-style-type: none"> *Be safe *Be kind and helpful *Be ready to learn 	<ul style="list-style-type: none"> *We greet children and parents at the start of the session *We use children's names *We tell children what we want them to do, not what we don't want to see. 	<ul style="list-style-type: none"> *Positive praise *Key person group reward jars *Stickers / prizes *Praise pad notes home *Verbal feedback to parents *Headteacher praise 	<ul style="list-style-type: none"> *Reward in public *Remind in private *Consistent language / use of the script

Roles and responsibilities

In addition to the above, we expect the following from our staff

<ul style="list-style-type: none"> * Speak to all children regularly throughout the session ensuring they feel welcome and part of the setting. * Build positive, caring relationships with children particularly those for whom they are the named Key Person * Acknowledge all children and adults that they come into contact with * Never walk past or ignore children who are not meeting behaviour expectations * Notice positive behaviour and praise children who demonstrate it * Be positive behaviour role-models * Remain calm and keep their emotions stable when managing the behaviour of pupils * Demonstrate unconditional care and compassion. * Use ABC sheets to identify triggers / patterns with behaviour.
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The Headteacher must:

<ul style="list-style-type: none"> * Be a visible presence around the setting * Regularly celebrate staff and children whose efforts are consistently good or who go above and beyond * Encourage the use of positive praise, notes home, certificates, stickers etc. * Ensure staff training needs are met * Support staff to devise behaviour interventions / behaviour plans for those with complex or challenging behaviour needs * Support teachers who need help to manage behaviours well including extreme behaviours * Catch children doing the right thing and praise them * Relentlessly work to build mutual respect.

Stepped response to negative behaviour

If a child's behaviour is inappropriate or disrupts the learning or well-being of another pupil / member of staff then a stepped response is used. This is designed to help pupils to take responsibility for their own actions and behaviour. Children will be helped to understand why their behaviour was wrong and helped to find ways to make things right.

<p>Calm, gentle approach</p> <p>Use the child's name, make eye contact at the child's level, deliver the message without emotion</p> <p>The adult who witnessed the behaviour should follow the stepped response, although in some instances, the child might need the support of the Key Person for this to be effective.</p>
<p>1. Reminder – remind the child of the correct behaviour with reference to the rules.</p> <p>"I can see that you are (noticed behaviour) Remember that we need to (refer to rule). You need to make a good choice. Thank you for listening."</p> <p>E.g. – "I can see that you are running. Remember that we need to be safe. You need to make a good choice. Please walk inside. Thank you for listening."</p>
<p>2. Warning – A second reminder of the noticed behaviour with a talk in the moment about expected behaviour.</p>

"I can see that you are still (noticed behaviour). I have already reminded you about being (insert rule) We need to sit down and talk about this. Do you remember when you? (model of previous good behaviour) That is the behaviour I expect from you. If you choose to break the rules again, you will have to come to (insert place) for calm down time. I know that you can make good choices. Thank you for listening."

E.g. – "I can see that you are still running. I have already reminded you about being safe. We need to sit down and talk about this. Do you remember when you were walking in the construction area? This is the behaviour I expect from you. If you choose to break the rules again, you will have to come to the Rainbow Room for calm down time. I know that you can make good choices and be safe. Thank you for listening."

3. Calm down time – this could be in the Rainbow Room/outside/secret garden/different area of provision

"I can see that you are choosing to (noticed behaviour) You need to come with me to for some calm down time. I will speak to you in a few minutes."

Once the child goes to the desired area, let them settle if need be or begin the restorative approach to repair the situation.

4. Follow up – this is more appropriate for instances of meltdown, hurting other children etc.

Take the child to a quiet space. Ask them to tell you what happened. If the incident involves another child, promise to speak to that child after. Use this as an opportunity to explore feelings and the impact of actions on others.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact parents and the situation will be discussed further. This may result in an Individual Behaviour Plan being written for the child. ABC charts will have been completed by staff to ensure that any patterns / triggers regarding behaviour are noted and taken into account.

Consequences

Consequences should

- Make it clear that unacceptable behaviour affects others.
- Be in proportion to the action.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be balanced with positive support.
- Be something that children will learn from, but they must never be physically or psychologically harmful.
- Aim to resolve and 'put right' the consequences of the initial negative behaviour.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up.
- A child who has been rude to another pupil should make the choice to apologise and make amends.

Exclusions

It is necessary to have procedures in place to exclude pupils from Ashworth Nursery School, although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will usually have already have been identified by the school and will have their own Individual Behaviour Plan (IBP).

Preventing Bullying

At Ashworth Nursery School we do not tolerate bullying in any form. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Children at Ashworth Nursery School are taught to care for and respect one another through both the curriculum and the positive role model presented by staff. Each child has their own key worker who can recognise when a child may be anxious or distressed. Children are taught to speak to adults if they are feeling unhappy or another person's actions have upset them. The curriculum enables children to explore and discuss their own feelings. Children develop a clear understanding of how their own, or other children's actions can harm and upset people. They are taught the difference between right and wrong.

If bullying is suspected or reported by a child, parent or member of staff the incident will be investigated immediately by the member of staff who has been approached. The Headteacher will be informed of the incident and a log of the incident will be recorded. Parents will be informed.

Children who experience bullying will be supported to feel safe and rebuild confidence and resilience again.

Children who engage in bullying behaviour will have sanctions which hold them to account for their behaviour. They will be helped to understand the harm they may have caused. Children will be expected to show the person they bullied that they feel remorseful and supported to learn different ways to behave.

We strongly believe that our nursery school should be a happy place for children and adults and that no-one should have their time with us spoilt by the words and/or actions of another. Through our policy and practice we intend to ensure that all members of our school community understand that:

- No form of bullying is acceptable
- Everyone should report incidents of bullying, including witnesses, to the Head teacher or Teacher in Charge
- We will support victims of bullying
- We will discuss the consequences of actions, and help to modify behaviours
- We seek staff, parental and peer group support to counter bullying at all times
- We will always listen

Children are encouraged to develop strong links with members of staff so that they are confident about reporting any behaviour that finds worrying. Opportunities are used in nursery during focus activity time and group time to discuss issues around diversity and draw out anti-bullying messages.

Power to use reasonable force

In our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil causing harm. School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force. Parents will be informed of any use of reasonable force and the incident will be recorded using CPOMs.

Child on child abuse

Child-on-child abuse refers to any form of physical, sexual, or emotional abuse perpetrated by one child or group of children against another. Ashworth Nursery School recognises its responsibility to safeguard all pupils from such harm. All staff are trained to recognise the signs of child-on-child abuse and are aware of the procedures for reporting concerns. The school will take all necessary steps to prevent and address child-on-child abuse, including:

- Providing a safe and supportive environment where pupils feel comfortable reporting concerns.
- Investigating all allegations of child-on-child abuse thoroughly.
- Providing support to both the victim and the perpetrator.
- Working with external agencies, such as the police and social services, as appropriate.
- Reviewing and updating our policies and procedures regularly to ensure they are effective in preventing and addressing child-on-child abuse.

School Support Systems

As a fully inclusive school, we recognise that for some of our children additional or different actions may be necessary as a result of a special educational need and/ or disability. This is in accordance with the SEND code of practice: 0 to 25 years (2014). We recognise that a child with social, emotional and mental health difficulties (SEMH) may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEND register. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

Context

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Special Educational Needs and Disabilities Policy
- Online Safety Policy