



## POSITIVE BEHAVIOUR POLICY

Review Date: March 2025

Next Review Date: September 2026

**To be read in conjunction with the Anti-bullying, Safeguarding and British Values policies**

### **Ethos**

Our core values of Kindness, Uniqueness, and Community are at the heart of everything that we do at Uplands Nursery.

### **Aims**

- To provide a safe, happy and friendly environment where kindness and respect is shown to everyone (Core Value - Kindness).
- To enable children to develop positive learning for behaviour in recognition of its importance as a lifelong skill (Core Value - Uniqueness).
- To foster a caring attitude for the school environment and equipment (Core Value - Community).
- To help children take responsibility for their actions and to understand their consequences (Core Value - Uniqueness).
- To give children positive strategies to understand and control their behaviour (Core Value - Uniqueness).
- To help children respond appropriately to the behaviour of others (Core Value - Kindness).
- To treat each other fairly and consistently (Core Value - Kindness).

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Uplands these values are reinforced regularly alongside our core values which support, drive and praise the behaviour of everyone in our school community.

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### **Roles and Responsibilities**

**Our School Code of Conduct is based on the following rules:**

- Kindness - We show care and respect for each other
- Community - We care for our school environment
- Uniqueness - We are responsible for our own actions

**Parents:** demonstrate positive support of our school's policy and all the work undertaken in school to promote positive behaviours and attitudes.

**Children:** will take responsibility for their behaviour at all times and help to create a positive, safe and exciting place to learn where everyone is treated fairly and respectfully. They use good manners to both adults and peers and consistently demonstrate behaviour in line with Uplands' Values.

**Staff:** a clear code of conduct will be agreed by each class annually, and will be reinforced consistently throughout the school year as a reminder to children of our expected standard of behaviour. All staff will be included in formulating and carrying out the positive behaviour policy to ensure consistency.

## **Celebrating Achievements**

We recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Uplands Nursery, our successes are celebrated in many ways and are always linked to our core values of Kindness, Uniqueness and Community.

These include:

- Verbal and written praise
- Good News Postcard to be sent home
- A visit to the Senior Practitioner
- Celebration of the core value of the term (display in hall)

## **Supporting Pupils**

At Uplands Nursery, we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child (valuing the uniqueness of each child) so we may need to address each individual case differently.

When a child is displaying behaviours that are not in line with our core values, for example;

- Refusing to follow adult instructions
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Vandalism or theft
- Fighting
- Any form of assault
- Racist, sexist, homophobic or discriminatory behavior
- Possession of any prohibited items

we will use the following strategies.

- Use de-escalation techniques (enable the child to regulate)
- As the child calms down, relate and talk about what has happened.
- When the child is calm, reason with the child and reflect on the impact of their actions.
- Give the child a restorative opportunity.

If the above procedure is not as effective as a deterrent to unacceptable behaviour, alternative sanctions will be applied as appropriate.

If the child is finding it very difficult to regulate, a member of SLT will be called upon to provide additional support for the child and the child's parents will be informed. Parents will also be informed of persistent low-level disruptive behaviour. For safety and so as not to impede learning, any child whose behaviour is deemed to be out of control will be separated from the class until such time as they are calm and ready to learn.

## **Exclusions/suspensions**

The aim of the Nursery is always to improve a child's general behaviour and it will only use exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable. The school follows strict LA (Local Authority) guidelines regarding any exclusion matter and procedures.

**We hope that all parents will accept that we do not take permanent or temporary exclusions lightly and that we expect all parents to support all school actions which attempt to stop this happening.**

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The Staff Handbook
- The Nursery website
- Meetings with parents such as introductory, transition, parent-teacher consultation
- Curriculum sessions in Nursery
- Meetings with school personnel
- Nursery events.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

It also complies with Section 89 of the Education & Inspections Act 2006 –

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and Deputy Headteacher, Senior Nursery Practitioner and nominated governor for safeguarding. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## **Searching for Electronic Devices**

The 2011 Education Act increased these powers with regard to searching for and of electronic devices and the deletion of data. When dealing with online safety issues, electronic devices will only be searched and data deleted with parents. If parents are unavailable, the device will be kept securely until a parent can meet to conduct such a search with a senior leader.

## **Useful documents:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/393770/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_school\\_staff\\_080115.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf)

<http://learning.wales.gov.uk/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>

[http://www.new2teaching.org.uk/tzone/images/managing-classroom-behaviour-july-2011\\_tcm7-26264.pdf](http://www.new2teaching.org.uk/tzone/images/managing-classroom-behaviour-july-2011_tcm7-26264.pdf)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## Appendix 1

- ✚ **Every** adult working within our nursery models, reinforces, praises and monitors behaviour of **all** children around the school.
- ✚ Standards and expectations of all children's behaviour is high, including when moving around the nursery.
- ✚ Adults display warmth and affection towards all children and work together to create the safe and stimulating learning environment.

### **Classroom behaviour management strategies**

- ✓ Provide high quality and motivating resources which enthuses, inspires, challenges and supports the learning of **all** children.
- ✓ Use positive language to set an example and prompt positive behaviour from all children, rather than reprimanding unwanted behaviour.
- ✓ Demonstrate positive, open body language when teaching.
- ✓ Smile and be honest and fair with all children.
- ✓ Be a positive role model with/towards other members of staff.
- ✓ Be specific with the praise you give to ensure children know how to behave in the future, as well as offer opportunities for role models to be observed.
- ✓ Talk about the consequences of behaviour choices in order to establish responsibility for behaviour on the child.
- ✓ Maintain eye contact with those being spoken to - this includes when children are working together as talk partners.
- ✓ Be at the child's eye level when they are being spoken to about their behaviour.
- ✓ Ensure a positive and calm tone of voice is used when dealing with unwanted behaviour.
- ✓ Ensure children understand and are clear on the rules and expectations of the classroom and task at hand.
- ✓ Reward positive behaviours at least twice as many times as you sanction unwanted behaviours.

This is not an exhaustive list and other strategies will be implemented depending on the age of the children.