



# Behaviour Policy: Nursery

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## 1 Introduction

- 1.1** At Uplands Primary School and Nursery, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to, deliver services at Uplands Primary School and Nursery. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.
- 1.2** The Governing Board accepts that good behaviour is a necessary condition for effective teaching and learning to take place, and seeks to create an environment in the school which encourages and reinforces good behaviour.
- 1.3** We are dedicated to providing a warm and welcoming learning environment where all children can progress and experience success. Building positive relationships between parent/carer, child and the key person is seen as a priority. On entry, staff gather information from parents/carers about children's interests, development and needs. In addition, staff also try to gather information from previous settings the child has attended. This information feeds into our planning to ensure activities provided meet the needs of all the children in our care.
- 1.4** Although Uplands will do everything possible to promote positive behaviour and be proactive in behaviour management, the school recognises that there is a need for a clear, graduated and structured discipline process, to ensure that processes and systems are fair for pupils and understood by staff, parents/carers and children.
- 1.5** At Uplands, we believe that all children and adults in our nursery setting have the right to be treated with respect and to be in an environment which is calm and safe. We recognise that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Young children need time to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. We understand that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.



- 1.6** This policy provides a range of strategies which can be used to promote positive behaviour as we aim to be consistent in our approach. However, we also recognise that each child is individual and develops in their own way and at their own rate. Therefore, we understand the need to be flexible when supporting individual children in our care.
- 1.7** This policy takes into account guidance from *The Statutory Framework for the Early Years Foundation Stage 2021* and other key documents, including information on British Values.

## **2 Purpose of this policy**

- 2.1** This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school, to allow everyone to understand the policy of the nursery and to apply it consistently and fairly.
- 2.2** This policy outlines the responsibilities of key parties, as well as the positive behaviour expected and the sanctions for undesirable behaviour.

## **3 Behavioural principles, as set by the Governing Board**

- 3.1** The principles, as set by the Governing Board, are:
- To create a positive, caring, family atmosphere within the Nursery which encourages and reinforces good behaviour and is supported by the promotion of Uplands behaviours of being:
    - Respectful;
    - Kind;
    - Resilient;
    - Brave; and
    - Motivated.
  - To provide a friendly, welcoming environment for all children, parents/carers and visitors.
  - To develop within the children respect, tolerance and understanding for the rights, views and property of others.
  - To develop a sense of responsibility for their own actions.
  - To define acceptable standards of behaviour.
  - To promote self-esteem, self-discipline, responsibility and positive relationships.
  - To encourage children to take a proud and responsible interest in caring for their environment.
  - To encourage and celebrate the efforts made by all children.
  - To ensure that the nursery's expectations and strategies are widely known and understood.
  - To encourage the active involvement of home and nursery in the implementation of this policy.



## **4 Responsibilities**

- 4.1** All members of the nursery community (teaching staff, support staff, non-teaching staff, parents/carers, volunteers and governors) work towards the nursery's vision by:
- Treating all individuals fairly and respecting their rights, values and beliefs
  - Working as a team, supporting and encouraging one another
  - Providing an environment in which all are fully aware of behavioural expectations, and by applying strategies fairly and consistently to eliminate undesirable behaviour both within and outside the classroom
  - Encouraging, praising and positively reinforcing good relationships, behaviours and work
  - Rejecting all conduct involving bullying, harassment or discrimination.
- 4.2** The Governing Board, Head Teacher and Senior Leadership Team (SLT) work towards the nursery's aims by:
- Establishing and maintaining a positive ethos throughout the nursery
  - Monitoring and reviewing behaviour throughout the nursery, evaluating the success of this policy and ensuring necessary revisions are undertaken
  - Recording and reporting incidents of bullying, harassment and discrimination (including racial incidents).
- 4.3** Teachers and support staff work towards the nursery's aims by:
- Enabling children to take increasing responsibility for their behaviour and conduct
  - Acting as a role model by displaying desirable behaviours
  - Taking firm, decisive action to prevent or take action against inappropriate behaviour
  - Providing opportunities for pupils to discuss appropriate behaviour in both formal and informal settings.
- 4.4** Pupils work towards the nursery's aims by:
- Contributing to the positive ethos of the nursery by understanding and adhering to behavioural expectations
  - Continue to take growing responsibility for their own learning and conduct.

## **5 Procedures**

- 5.1** To ensure good communication and involvement of all members of the nursery community, there are:
- Weekly staff meetings
  - Daily nursery staff meetings
  - Regular meetings with the leadership team
  - Regular meetings with the teaching and support staff, led by the Key Stage 1 leader
  - Meetings with office staff, facilities manager and teaching team when appropriate
  - Termly report, from the Head Teacher, at Governors' meetings in order to monitor the behaviour policy.



- 5.2** To ensure good partnership with parents/carers, there is:
- Regular informal contact with teachers and staff who are usually accessible to parents/carers after school
  - Termly parent/carer meetings, to which all parents/carers are invited to observe part of a morning session and play with their child
  - Good communication channels, including weekly newsletters from the school and Uplands Fundraising Community (UFC), texts as required, regular updates on the school website and use of other social media such as Facebook, Twitter and Instagram
  - Regular updates of observations of the children using Tapestry
  - A programme of parents'/carers' meetings, productions and UFC fundraising events
  - An induction programme for children entering Nursery which involves a 'drop-in' session for new parents'/carers' and children.
  - A clear policy for children with specific identified needs, (e.g. special needs, those who are more able, and those with behavioural difficulties) which involves parents/carers (see Special Educational Needs and Disabilities policy)
  - A procedure for communication of learning development and parental support, involving emailed responses to children's learning journeys.

## **6 Communication with parents/carers**

- 6.1** The nursery gives high priority to clear communication and to a positive partnership with parents/carers. Both are crucial in promoting and maintaining high standards of behaviour and learning development from pupils.
- 6.2** Where the behaviour of a pupil is giving cause for concern, communication of the concerns is vital to ensure all adults working with the pupil are made aware of the problem, and of the steps which are being taken in response.
- 6.3** Positive partnership with parents/carers is crucial for building trust and developing a common approach to behaviour and learning expectations, and to develop strategies for dealing with problems. The participation of parents/carers in many aspects of nursery life is encouraged.

Building links in this way, we hope this will encourage parents/carers to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

- 6.4** At this age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.



## **7 Desirable / undesirable behaviour**

### **7.1 Our aims:**

- To encourage children to develop positive attitudes towards themselves and to learning.
- To encourage children to show consideration for others and to exercise self-discipline.
- To help to provide children with the skills to manage their own behaviour and to solve their own problems through talk and modelling of correct behaviour.
- To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the setting.
- To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.
- To work in partnership with parents/carers in managing their child's behaviour both at home and at nursery.

### **7.2 To promote desirable behaviour**

7.2.1 Staff act as role models.

7.2.2 Staff praise children showing appropriate behaviour – if a child is displaying an unwanted behaviour, praise a child sitting close who is displaying the correct behaviour in a positive tone of voice. *For example, 'I like the way you are sitting with your hands in your lap'.*

7.2.3 Staff state the positive - aim to use positive language and focus on '**do**' rather than 'don't'. For example, rather than stating '*No running*', staff should say, '*Walk inside, it is safe*.' Instead of saying '*No, don't throw your toys*', say '*Let's put the toys in the box together*'.

7.2.4 Staff offer a choice - providing children with a choice can be empowering for the child. For example, if a child wants the same toy that another child is using, '*.....has the orange car; you can have the blue or green one*'. When going on a walk, a child may be given the choice to; '*Hold my hand or go back to the classroom*'.

7.2.5 Staff divert children's behaviour - it is important that staff intervene to prevent a situation becoming worse, especially if it could result in an aggressive attack taking place or a child hurting themselves or another child. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together.

7.2.6 Staff encourage children to express feelings and encourage empathy - in nursery, we acknowledge that children can have strong and changing emotions. We encourage children to express themselves by providing the words children need to describe their feelings, e.g. '*You look very angry*' or '*You don't look very happy, what's the matter?*' *Validate the child's feelings, e.g. 'It is okay to feel angry/sad, but it is not okay to hit'.*



- 7.2.7 Staff encourage assertiveness - in nursery, we are keen to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child, we try to encourage the children to explain what they did not like. For example, *'Don't pull my hair, I don't like it'*. or to use 'I feel' statements. *'When you pull my hair I feel sad because you hurt me'*. Staff can also use 'I feel' statements, e. g. *'When you won't come when I call you, I feel sad because I have to come and get you'*. Children in the early stages of language acquisition can also say 'stop' and use a hand signal. Staff may use this strategy as well when communicating.
- 7.2.8 Staff explain rules - there are times when children do not understand what is expected of them therefore nursery staff should always strive to explain the reasons behind what is expected behaviour. Provide examples, such as 'we sit with our legs crossed on the carpet, so other children do not trip over our legs'.
- 7.2.9 The nursery also provides a curriculum to stretch and engage each child.
- 7.2.10 Classroom organisation facilitates independent learning.
- 7.2.11 We encourage and appreciate children who act as positive role models.
- 7.2.12 There is collaborative work within the nursery which helps to develop good relationships.
- 7.2.13 We notice and acknowledging positive behaviours.
- 7.2.14 We use clear and consistent boundaries, which are non-negotiable.
- 7.2.15 We share information with parents/carers about their children's behaviour both in the nursery and at home.
- 7.2.16 We provide strategies to support turn-taking e.g. using a sand-timer.
- 7.2.17 We communicate and model positive behaviour, using a variety of strategies and props e.g. simple Makaton signs, gestures, visual timetables and verbal praise.
- 7.2.18 We create an environment that minimises conflict e.g. by ensuring there are sufficient resources.
- 7.2.19 We provide planned opportunities to discuss behaviour and feelings e.g. at small groups story time or talk time.
- 7.3** Adults at the nursery will intervene when behaviour is persistently disruptive or difficult to manage, in order to protect the security, stability and ethos of the school community.
- 7.3.1 Types of behaviour that are deemed inappropriate are as follows:
- Physical incidents (including fighting and conflict, biting, kicking, hitting, pinching, hair pulling, scratching, tantrums, destructiveness)



- Verbal incidents (including swearing, racist or derogatory comments)
- Personal, Social and Emotional Development (PSED) incidents (including unwillingness to share, uncooperative child, withdrawn or distressed child, imagination and weapon play that is not welcomed by another child)
- Bullying.

**7.4** Staff should always interrupt and stop any inappropriate physical behaviour calmly and firmly saying, 'No thank-you! We are kind to each other.' **Deal with any injuries first.** Use the **six steps of conflict resolution** to support the children involved.

**1. Approach Calmly** – this will help to reassure children that things are under control and can be worked out to everybody's satisfaction.

- Place yourself between the children on their physical level.
- Use a calm voice. If an object is involved in the conflict, say something like, '*You are finding it hard to play nicely with this right now; you can try again later*'.

**2. Acknowledge Feelings** – children need to express their feelings before they can let go of them and think about possible solutions to the problem.

- Give recognition to the feelings children are expressing by using simple descriptive words. For example, '*You look upset*'.

**3. Gather information** – staff should be careful not to make assumptions or take sides.

- Ask the children open-ended questions that will help you find out what exactly the problem is. Questions like '*What's happened?*' or '*What's the problem?*' or '*What's going on?*' are useful at this stage. Repeat children's words back to them to help them clarify their thoughts.

**4. Restate the problem**

- Say exactly what the problem is. Use words like, '*So the problem is....*'. Use the needs and information the children have described.

**5. Ask for ideas for solutions and choose one together**

- Say something like, '*What do you think we can do to solve this problem?*' Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. Reinforce that everyone has a voice that should be heard. If children suggest that they can 'share', explore this idea further so that everyone is clear how the sharing will happen.
- Staff may need to model how to make the situation better.

**6. Be prepared to give follow-up support as needed**

- When children have reached a solution, check that they are both happy with it. Summarise what is going to happen by saying something like, '*So you're going to..... and you're going to .....*'.
- Staff should help children begin to carry out their solution, making sure that no one remains upset. If necessary, repeat one or more steps until all the children return to their play.



- Acknowledge that the children have solved their problem by saying words to the effect of *'You did it! You solved the problem!'*. This helps to build children's confidence in their capabilities as problem solvers.

7.4.1 Nursery staff should record the incident in the child's individual behaviour book (if this meets the criteria for a behaviour book to be set up, or if a behaviour book has already been set up for the child), and may use this as a trigger for an individual behaviour book if the tantrums are escalating or persistent and linked to undesirable behaviour. Staff should inform parents/carers if they feel, in their judgement, that it is a reportable incident. Staff should also monitor for any recurrence of this behaviour; if a child is prone to tantrums, staff need to try to identify the triggers.

## **7.5 Repeated incidents of physical harm**

7.5.1 If a child continues to cause physical harm to others, the Deputy Headteacher will work with the class teacher and the SENDCo. Together with parents/carers, they will decide the best course of action to take, which may involve contacting outside agencies. Using the details from the child's individual nursery behaviour book, a personalised plan may be written to support the child's specific needs.

## **7.6 Physical Intervention**

7.6.1 At Uplands Nursery, we follow the statutory guidance set out in the Early Years Foundation Stage. It states that physical intervention is acceptable and not classed as Corporal Punishment if the intervention 'was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary'. See also 7.6.2.

7.6.2 Guidelines about the use of physical intervention/restraint are set out in the school's Intimate Care Procedure.

## **7.7 Tantrums**

7.7.1 Having tantrums is a normal part of a child's development; it is important that staff should remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum, staff need to:

- Make sure the child is safe by moving away objects
- Do not try to talk or reason with the child at this stage until they have calmed down
- De-escalate the situation by talking calmly
- Reassure by saying, *'Don't worry (child's name). It will be ok.'*
- Hold the child gently, or give them space, as appropriate
- Dependent on the situation or the child's needs, give them no attention or ignore until they are calmer. Stay near the child and let them know you are there for them, when they are ready to talk.

7.7.2 Nursery staff should record the incident in the child's individual behaviour book (if this meets the criteria for a behaviour book to be set up, or if a behaviour book has already



been set up for the child), and may use this as a trigger for an individual behaviour book if the tantrums are escalating or persistent and linked to undesirable behaviour. Staff should inform parents/carers if they feel, in their judgement, that it is a reportable incident. Staff should also monitor for any recurrence of this behaviour; if a child is prone to tantrums, staff need to try to identify the triggers.

## **7.8 Destructiveness**

### **7.8.1 Staff will:**

- Point out what has happened and reinforce expectations by saying, *'We look after our toys and books here'*.
- Encourage the child to clear up the mess or attempt to reconstruct a child's work that has been damaged.

7.8.2 Nursery staff should record the incident in the child's individual behaviour book (if this meets the criteria for a behaviour book to be set up, or if a behaviour book has already been set up for the child), and may use this as a trigger for an individual behaviour book if the tantrums are escalating or persistent and linked to undesirable behaviour. Staff should inform parents/carers if they feel, in their judgement, that it is a reportable incident. Staff should also monitor for any recurrence of this behaviour; if a child is prone to tantrums, staff need to try to identify the triggers.

## **7.9 Verbal Incidents**

### **7.9.1 Staff will:**

- reinforce expectations by saying in a firm voice, *'(Child's name) No thank-you! We don't use those words here'*.
- praise child's use of appropriate language.

7.9.2 Nursery staff should record the incident in the child's individual behaviour book (if this meets the criteria for a behaviour book to be set up, or if a behaviour book has already been set up for the child), and may use this as a trigger for an individual behaviour book if the tantrums are escalating or persistent and linked to undesirable behaviour. Staff should inform parents/carers if they feel, in their judgement, that it is a reportable incident. Staff should also monitor for any recurrence of this behaviour; if a child is prone to tantrums, staff need to try to identify the triggers.

## **7.10 PSED Incidents**

7.10.1 Sometimes, young children need time to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. We recognise that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

## **7.11 Unwillingness to share**

- Give children permission to finish playing with a toy before being expected to hand it over to another child.



- Structure turn-taking by using a sand-timer.
- Praise children for being 'kind' when they willingly share equipment.
- Offer alternatives.
- Monitor behaviour.

#### **7.12 Uncooperative child**

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Firmly remind them of the expectations.
- Provide a more appropriate activity.
- Monitor behaviour.

#### **7.13 Withdrawn or distressed children**

- Work closely with parents/carers and may need to 'resettle' the child.
- Ascertain if there have been any changes at home recently which could be contributing to the child's mood.
- Offer reassurance.
- Provide access to the 'quiet room'.
- Consider using 1:1 or small group support, such as sharing a story with a member of the team.
- Provide a visual timetable.
- Use symbols to help communicate with the child.
- Put photos of family on the notice board.
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. using puppets or small world play.
- Provide lots of opportunities for fun and laughter
- Distract the child.

#### **7.14 Rough and tumble play and fantasy aggression**

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

7.14.2 We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

7.14.3 We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

7.14.4 We recognise that fantasy play also contains many violently dramatic strategies such as blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and, as



such, offer opportunities for us to explore concepts of right and wrong.

7.14.5 We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments', encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

7.14.6 For example:

- Become familiar with the television programme or characters that the children are acting out so that themes can be incorporated into the educational programme, and negative effects can be moderated.
- Engage in the play and redirect the play to have a 'rescuing', 'helping', 'protecting' or 'saving' focus.
- Remind children to pretend play and they must not have rough physical contact, this helps to ensure no-one gets hurt.
- Extend the play into making props to support the storylines.
- Teach 'dramatic' skills e.g. show how to be trapped or frozen.
- Support children in setting limits, *'If I'm not in your game, don't shoot me.'* *'I don't like it (and I want you to) stop'.*

## 7.15 Bullying

In Uplands Nursery, we follow the school's **Anti-Bullying Policy**. This can be located on the Uplands website or a paper copy may be requested from the school office.

## 8 Consequences and sanctions

8.1 Consequences and sanctions are used as a last resort once the strategies outlined have not made a difference to a child's behaviour. At Uplands Nursery, we tell children ahead of time what will happen if they choose to behave in a particular way. Children can then make a choice about their behaviour. If a child continues to demonstrate inappropriate behaviour, there will be an immediate and related consequence to the behaviour. For example, if a child has ignored a warning to stop throwing sand, they will be removed from the sandpit. Verbal explanation will be given (or what is appropriate to the child's needs and development), such as 'you are finding it hard not to throw sand. You can try again tomorrow'. The adult may say, *'I cannot let you hit/bite/kick'. Alternatives will be shown, e.g. 'you cannot throw a block, but you can throw a ball outside'.*

8.2 If a child continues to display inappropriate behaviour, the next sanction would be to remove the child from the immediate environment and spend time in another area e.g. another room in the nursery setting. On occasions, such as when violence or bad language, or persistent aggressive or disruptive behaviour have been used, a member of the Senior Leadership Team should be consulted and parents/carers immediately informed.

8.3 A behaviour book, communication book or behaviour support plan are all subsequent steps to take, if appropriate. See Section 9 for more details.



## **9 Keeping records**

**9.1** Staff should keep positive observations of children's personal, social and emotional development as part of their individual learning journey. However, part of developing as a child is about testing boundaries at an age-appropriate level. Incidents are used as a teaching moment to help the child develop and learn. Small issues will be dealt with as part of the nursery's behaviour policy and proactive interactions and learning opportunities with the children. However, repeated undesirable behaviour or violent behaviour will be recorded in a nursery behaviour book.

**9.2** A behaviour book is created if:

- An incident happens more than once
- If a child's actions hurt other children
- If the behaviour is dangerous to the child and risks them harming themselves.

**9.3** The behaviour book should include:

- The incident that has triggered the behaviour book
- Any previous incidents, build up and context
- Any actions taken

This follows an 'ABC' format:

A – Antecedents (events that occurred before the incident took place).

B – Behaviour (what actually happened).

C – Consequence (what happened afterwards and how children are to be supported).

**9.4** Parents should also be informed about the behaviour at the end of the session or as soon as is reasonably practicable. A communication book may also be set up to help convey these instances to parents/carers on a regular basis, without needing to approach the parent/carer to speak to whilst other parents/carers are around.

**9.5** Staff should regularly monitor the behaviour books/records and highlight any concerns. If a member of staff has a concern about a child's behaviour, the following steps are taken:

- Share concerns with colleagues
- Share concerns, strategies and plans with parents/carers
- State clearly what the behaviour is that concerns you
- State clearly what you would like to see the child do instead
- Agree strategies and monitor behaviour
- If the behaviour persists, inform SENDCo and draw up a personalised plan, or create a behaviour support plan
- Review any plans with parents/carers where appropriate
- Seek advice from outside agencies (with parent/carer consent if necessary).

**9.6** Where a child continues to display inappropriate behaviour, staff should work in partnership with parents/carers using observations and the entries in behaviour/communication books to establish an understanding of the cause. Parents/carers may also be invited to meet with school staff, and a personalised plan



(with SENDCo) or behaviour support plan (with Behaviour Lead) may be decided on together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important, and any sanctions must be fair and consistently applied by all staff. If the situation continues to occur, outside agencies may be contacted to offer constructive, confidential advice with parental consent. If a child's behaviour causes injury to themselves or others, a risk assessment may also need to be completed.

## **10 Allegations against staff**

- 10.1** Any allegation of misconduct against a member of staff will be taken seriously and referred to the Headteacher with regard to a concern, complaint, safeguarding or other concern (unless it is about the Headteacher – see the Complaints Policy).
- 10.2** Pastoral support is offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Head Teacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious, the matter will be referred to the Governors' Discipline Committee for action.
- 10.3** Any complaint against a staff member will follow the school's Complaints Policy, which is an adopted version of DfE's model policy. If it is a safeguarding/child protection concern, it will be dealt with in line with the school's Safeguarding and Child Protection Policy, which is also an adapted version of Bracknell Forest's model policy.

## **11 Screening and searching**

- 11.1** It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. The school will follow the guidance laid out in the DfE's Searching, Screening and Confiscation document, which contains advice for Head Teachers, staff and governing bodies. The current link (at time of ratification) is noted below, but can be found by using Google if the document has moved.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## **12 Use of physical restraint**

- 12.1** Please refer to the Intimate Care Procedure and Physical Restraint Procedure.



## **Behaviour Assessment Checklist**

Any of the following could contribute to the child's ability to cooperate. Consultation with parents/carers will be needed to check the following:

- **The child's ability to hear**  
Are there any indications that the child can't always make out what is being said e.g. not responding, misunderstanding? When and what was the result of the last hearing test?
- **The child's ability to see**  
Are there any indications that the child cannot see clearly? E.g. puts books close to his/her face, bumps into things, misjudges distance, screws his/her eyes up?  
When was the child's last sight test and what was the result?
- **Any known medical factors**  
For example, epilepsy, asthma or other conditions.
- **Physical needs**  
Are there any indications that the child does not get enough sleep or is undernourished?
- **The child's ability to understand the language used for instruction**  
Are there records of earlier concerns with language development e.g. Health Visitor?  
Do parents/carers have concerns about language skills?  
If the home language is not English, what exposure to English has the child had so far?  
If the home language is not English, how able is the child in his/her first language?
- **General learning difficulties**  
Are there indications that this child is behaving in all/most aspects of his/her development like a much younger child?
- **Events affecting the child's security**  
For example, a family breakdown, refugee experiences, bereavement or a new baby.
- **Relevant ongoing factors**  
For example, child protection issues, family health matters.  
Would a meeting be useful to enable those already involved to share information, discuss a support network and identify clear ways forward for that child? List those involved.

Any meetings must include the parent/carer, and their participation should be facilitated by the following as required:

- Invitation to bring a friend
- Interpretation
- Child care support
- Awareness of literacy skills



## **Identifying areas of concern**

### **A (i) Learning needs**

- Does the child have problems with many skill areas?
- Do they appear to forget easily, even when shown how to do something?
- Are they more comfortable with activities you would normally give to younger children?
- What do parents/carers say about how much time it takes their child to learn something new?

### **A (ii) Language needs**

- Does the child have problems understanding what is said to him/her? Is he/she slow to follow instructions and relies on copying other children?
- Does the child have difficulties expressing their needs, asking questions, conversing with peers? Does this lead to frustration for the child?
- If their first language is not English can they understand and speak at an age appropriate level in their home language?

**IF THE CHILD HAS LANGUAGE OR LEARNING NEEDS, THEN THIS HAS TO BE TAKEN INTO ACCOUNT WITHIN ANY ACTION PLANS WHICH FOCUS ON THE FOLLOWING:**

### **B. Social interaction**

- Is the child negative towards other children to the extent that this is interfering with his/her ability to interact with others?
- Does the child appear to want friendships but not know how to relate positively to other children and this is causing distress to him/her and within the group generally?
- Does the child make contact with peers in ways which alienate him/her from others?

### **C. Settling to and completing activities**

- Does the child's difficulty stem from inability to follow and comply with instructions?
- Does the child's level of concentration and distraction mean that activities are seldom completed without a high level of adult support?
- Is the child impulsive and 'fragmented', shifting from one activity to another and one thought to another?

### **D. General disruptive behaviour**

- Does the child behave in ways that ensures that attention will be forthcoming either from adults or peers?
- Does the child disturb others working/interrupt frequently during group activities?
- Does the child behave in ways which are predominantly irritating rather than aggressive?

### **E. Emotional distress**

- Does the child's behaviour appear to stem from perceptions of themselves and/or others that are exceptionally negative?
- Does the child appear very unhappy, tense or anxious much of the time?
- Does the child have sudden outbursts of aggressive/distressed behaviour (for which there are not always an obvious cause)?