

Behaviour Policy

SOUTH NORMANTON NURSERY SCHOOL

Adopted at the meeting of the Full Governing Body on **7th October, 2025**

Minute Number **16/26**



Chair of Governors

Record of Policy Amendment / History

| Version/ Issue | Date | Author | Reason for Change |
|----------------|----------|--------|--|
| 4 | 20.04.17 | SA | RRS SNNS charter added. Amendments in yellow – related to linking RRS and UNCRC, policies added |
| 5 | 02.05.19 | RD | Checked. Amended in green. Some outdated information removed. |
| 6 | 19.05.20 | PH | Amended due to Covid 19 response |
| 7 | 22.09.21 | PH/ RD | Amendments and additions highlighted in yellow. |
| 8 | 02.03.23 | PH | Amendments in yellow |
| 9 | 05.10.23 | PH | Policy reviewed |
| 10 | 25.09.24 | PH | Policy reviewed |
| 11 | 25.09.25 | PH | Policy reviewed |

Behaviour Policy

This policy has been considered and written in conjunction with our Rights Respecting School's charter adapted from the United Nations Convention on the Rights of a Child.

'In our school, we believe that every child has the right to play, learn and grow in an inspiring, empowering and safe environment protected from harm and treated fairly. We believe that each one of us has a responsibility for the world and it's inhabitants, both of which deserve respect and nurture.'

South Normanton Nursery School Charter

Alongside our Respecting Rights School charter our aims for this policy are:

- to create a happy nursery where children feel valued and respected
- to develop children's self esteem
- to develop children's understanding of simple boundaries and rules

Everyone has the right to:-

- feel safe and they have a responsibility to ensure the safety of others
- feel respected and a responsibility to show respect for others.
- be supported both in their learning and everyday life and a responsibility to assist and support others.
- be treated fairly and to treat others fairly.
- move freely and safely, subject to rules.
- have property kept safe and a responsibility to care for the property of others.
- to be taught in a respectful manner.

Members of staff have a responsibility to be good role models to all pupils by demonstrating respectful behaviour in line with the staff code of conduct and safer working practices.

HOW WE WILL ACHIEVE THIS

- **Through different styles of teaching**

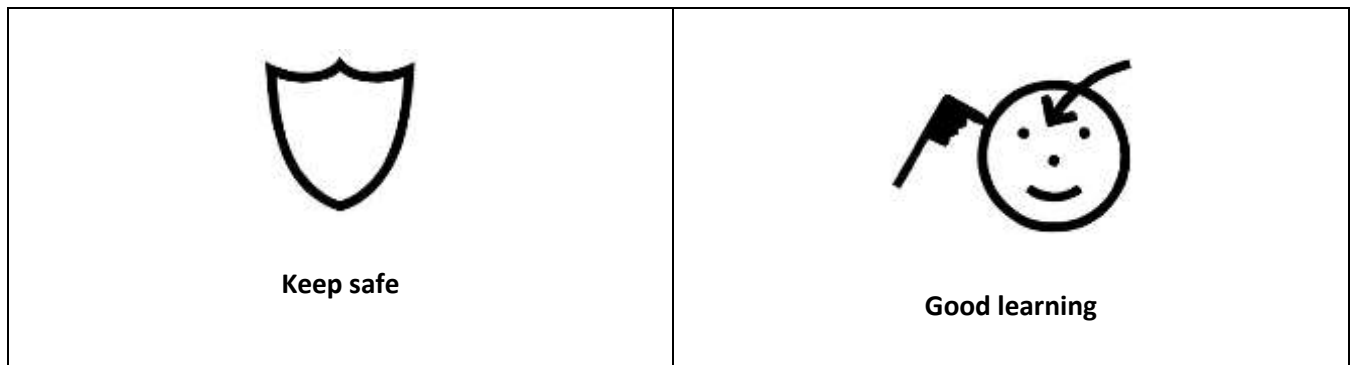
Opportunities are provided daily to ensure that the way we teach incorporates the different learning styles of all children: visual, auditory and kinaesthetic. This minimises frustration and enables equality of access to the curriculum. All practitioners use some sign language as often as possible and whilst this is minimal, it has nevertheless become an integral part of nursery provision. Children are taught signing skills too and this encourages all children to feel heard and understood. It also encourages empathic understanding for those children who find communication more difficult than others.

- **Promote positive behaviour and language**

Positive Language

At South Normanton Nursery School we have 2 positive rules for the children to follow to help their learning, behaviour and make our setting a happy place. All our discussions with the children with regard to their behaviour relate back to these two simple rules which are reinforced with signing and symbols.

Confidence as a learner and self-esteem are developed by adults using specific praise and positive language when dealing with children.



We talk to the children about our expectations of them to keep themselves and each other **safe** and to do **good learning**. This includes not preventing others from doing their good learning too.

We talk to the children during their play according to their ability and level of development, about specific aspects of their behaviour, praising their good playing, sharing, kindness to friends and using kind hands, doing good talking and using kind words. We relate all of these back to **keeping safe** and doing **good learning** in order to keep our expectations clear and easy to understand (Appendix 1). The children learn these clear simple rules very quickly. By reinforcing this through using the appropriate signs and symbols, we ensure that all children are able to access this key learning and understand the concepts.

We also praise their behaviour in a focussed group situation where, when appropriate for the development of each child, we eventually expect good sitting, good looking, good listening and taking turns for good talking.

The positive language and rules help us praise and manage children in a positive, specific and consistent way. This in turn makes the children feel secure due to consistent boundaries and practise.

Positive Rewards

In addition to verbal praise, we have a range of rewards that the children receive during the day and week for good behaviour and /or good achievement. These include:

- visual 'thumbs up' alongside positive praise which relates specifically to what the child has done well.
- stickers for Keeping safe and doing Good Learning which also bear the symbol as a reminder.

- other stickers relating to specific tasks in group or nursery.
- positive daily feedback to parents.

As a school, we ensure that one of our main priorities when thinking about child development and progress is mental health and emotional wellbeing. We know that if a child is not emotionally able to learn then they will not progress. We monitor this using the Leuven Wellbeing and involvement scales and through our observations and planning. We have regular staff meetings to discuss children's learning and development, emotional wellbeing and involvement and any challenges with their behaviour that is affecting theirs or others learning, so that we can suggest next steps to support this. We ensure that all staff constantly evaluate and then address any aspects of emotional well-being provision in school which needs to be modified or seek further advice where needed from appropriate professionals and services.

Please note: discussions take place on a daily basis relating to children's needs; assessment periods are not the only time that intervention/adaptation is talked about; it is done in a timely fashion. This is discussed, implemented and evaluated regularly so maximum impact can happen or further exploration can be carried out.

- **Provide spaces to play and learn that are quieter and calmer and allow children time to relax and be calm.**

We also have our sensory room that is available for the majority of the session for children who need more intense relaxation or calming opportunities. Where appropriate, children are also offered the opportunity to take 'time out' from group activities or the lively nature of areas of the nursery particularly if behaviour needs calming and careful control.

- **Manage Challenging Behaviour Effectively and Consistently**

Practitioners adopt specific teaching strategies consistently in dealing with difficult or challenging behaviour and as part of quality first teaching strategies ensure that every child's needs are addressed within this wave of provision.

The strategies used by practitioners when dealing with challenging behaviour are linked with up to date knowledge related to the individual's personal circumstances and the latest research into emotional development, e.g. current emotional, academic or physical needs due to illness, home related issues, SEN identified such as dyslexia, autistic spectrum disorders etc.

Staff always use clear simple language starting with the child's name, often simple signs are included.

Low level

- wherever possible we try and ignore low level challenges by focussing on and praising the good behaviour that is happening around the child.
- remind the child what the expected behaviour is e.g. "good sitting" or "walking feet in nursery please".
- the child is asked to "stop" and the expected behaviour is explained depending on their level of understanding and development . E.g. "I'm worried that you are hurting X..., kind hands please"

- first thisthen: We use incentives such as a favourite toy, activity or reward to encourage a child to comply.
- counting down 54321 then finish.....children soon learn to respond positively
- children are given 3 opportunities to stop or change their behaviour, followed by action from a member of staff (see below)

High level.....this level usually involves another child or adult and/or a safety issue.

- intervention may be used to make the situation safe.
- appropriate communication occurs with the child relating to the incident.
- a short period of “thinking” may occur to encourage reflection and/or understanding of cause and effect. There is always a member of staff present and a visual timer.
- finally, there is always the opportunity for the child to reflect and repair the situation so that the incident can end on a positive note with praise from a staff member.
- incidents are recorded in the incident or accident file as appropriate and shared with parents.

Where behaviour of this sort becomes regular and hampers learning, discussions are arranged with parents and a section in the behaviour monitoring file is started. We regularly analyse behaviours and input strategies as a staff group with all staff informed of these to ensure a consistent working approach. When behaviour becomes more frequent or there is a clear concern that needs further exploration, we will implement the use of the ABCC (Antecedent, Behaviour, Consequence and Communicate) behaviour plan. This plan helps us to analyse and begin to understand what a child is trying to communicate through their behaviour. Targets will also be set on an individual education or behaviour plan in collaboration with parents. Where behaviour persists further with no improvement, a behaviour plan can be implemented with the support of parents and the educational psychologist, involving relevant services or professionals.

Suspension / Exclusion

In extreme cases, the Nursery may suspend a child. This would only be done after consultation with outside agencies, parents and if all strategies have been exhausted within nursery.

Unacceptable behaviour includes:

- Bad language and derogatory language
- Racist and sexist language
- Snatching toys from others
- Throwing toys
- Physical harm of another child/self or staff.
- Repetitive damage of nursery property or of that belonging to another child.
- Any forms of bullying.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

Our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

- **Behaviour and staying safe as part of our curriculum**

Children in our setting feel secure because their behaviour is managed positively and consistently by all our staff. We have a safeguarding curriculum overview that is taught regularly throughout the year and when needed to ensure that children understand about how their behaviour helps them to stay safe. We use lots of stories to enhance the teaching of staying safe, using social story techniques to unpick behaviours and discuss right and wrong and choices we make. We also talk about the right of a child to stay safe and how to ensure that their voice is heard in deciding how to stay safe and discussing how they feel to an adult.

Through our ongoing work on equalities, we ensure that addressing stereotypes and prejudicial attitudes is a key part of our curriculum. This input aims to nurture mutual respect for difference and diversity, acknowledging the rights and responsibilities that we all share.

We believe that to be emotionally well and be able to self-regulate, children need to understand and be able to talk about their emotions, discussing how they feel at different times and in different situations in nursery.

Embedding the Expectations into the Curriculum

All staff will -

- use behaviour strategies consistently and positively
- use visual reminders including signs and symbols around nursery to reinforce the key message
- re-visit the key messages during group times
- use strategies such as small group activities to support positive behaviour and interaction
- link into learning and teaching through PSED

Work in Partnership With Parents

All staff will -

- share positive behaviour code with parents.
- use visual reminders (see managing challenging behaviour above)
- share any individual programmes/incidents with parents
- involve parents through parent's consultations and Tapestry Learning Journeys

Guidance for managing play in nursery

Aims

- to always praise positive behaviour/compliance however small
- to create an enabling environment where children have opportunities to choose and direct their play and learning

- to provide clear boundaries for play that are linked to each child's rights and respect for others and property
- to always acknowledge children's play but also reinforce expectations and the nursery rules, explaining the reasons for the rules
- to create an environment where children are encouraged to be involved in the making and reinforcing of rules and the underlying reasons for them
 - e.g. Please can we keep the Lego inside as we may lose the small bits outside
 - e.g. Why have I asked you to stop running inside?
- to provide an environment that is manageable by staff
- to promote the links between home and school

Key Issues

Weapon Play

Weapon play is a very natural form of expression and creativity especially in boys. Whilst we do not encourage weapon play, our role is to manage it positively so that we acknowledge their play and ideas (as with any other sort of play) but teach the children to be respectful and follow key nursery rules/boundaries

- remind children that if they make/create weapons in nursery they must play respectfully and remember our rules of **keeping safe** and doing **good learning**.
- provide additional opportunities linked to themes to follow children's creative ideas
- use small group/circle times as an opportunity to use toy weapons and discuss issues around imaginative play and feelings. Manufactured toy weapons will not be used as part of general nursery play

How to develop respect for others and property

- support children by involving them in creating boundaries and rules
- adopt a problem solving approach to challenges and conflicts
- acknowledge the feelings that children may be displaying and encourage children to be aware of their feelings. Use feelings labels regularly.
- explain to children the affects of their actions
- give reasons why certain actions are not acceptable
- model positive behaviour/ interactions
- voice how their play makes you feel, give reasons, then choices. (I statements)
- encourage the children to be involved in making the different choices

It's not okay to..... Because..... Your choices are..... If you can't choose I will choose for you.....

Remember some children may not cope with this more complex language and will need simple 2/3 word phrases/ choices

Language that sets Limits

- **describe the action that is disruptive** e.g. pushing a hand made sword at someone.
- **set limits** e.g. we can make and construct swords but not hurt children
- **give reasons why** e.g. you will hurt Harry/ look at Harry's face he, doesn't like that.
- **give choices** e.g. you can make a sword and pretend or may be you need to make Harry a shield for your pretend play.

"I" Statements

"I " statements focus on actions, feelings, and situations

I am afraid that..... I am happy that..... I feel.... I like the way you.....

Children in Care of the Local Authority (LAC) – Role of the Designated Person

All staff are aware that children in care (CiC) may have experienced difficult situations, all staff will be aware of the child's individual needs and any concerns will be discussed with the Designated Person and in staff meetings that are focussed on children's needs. The nursery will work closely with the Local Authority, Virtual Schools, parents and foster carers, in making sure that the child is supported and their developmental needs are met.

SEND

Children who have additional needs and exhibit undesirable behaviours, will be supported and monitored by their key person, who works alongside them in nursery. The SENCO may advise on suitable support strategies for the child. This may lead to the development of a Behaviour Plan, or part of their Learning Programme. This may also result in gaining support from external agencies.

Staff Development

Staff are encouraged to use the strategies stated in this policy, alongside conflict resolution to encourage positive behaviour's. Appropriate strategies will be discussed at staff meetings and advice may be given by the SENCO. Outside agencies may also offer support and advice when necessary.


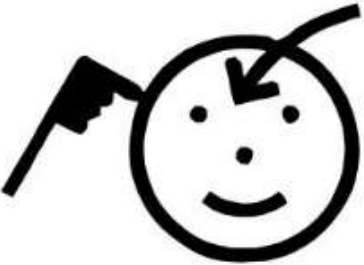
CPD opportunities such as courses related to positive behaviour strategies may be arranged should the need arise.

This policy should be read in conjunction with the following policies:

- *Child Protection and Safeguarding Policy*
- *Equalities Policy*
- *Health and Safety Policy*
- *Special Needs and Disability (SEND) Policy*
- *Teaching and Learning Policy*
- *United Nations Convention on the Rights of the Child*



**Our
'Rights Respecting'
Rules**

| | |
|---|---|
|  |  |
| Keep Safe | Good Learning |