Behaviour Policy

Children's House Nursery School

Part of the Old Palace & Children's House Federation

Autumn 2025
To be reviewed Autumn 2026

Mission Statement

Children's House Nursery School is an unique place to learn. We value the child's voice and foster a love for learning within a highly creative and exciting environment. Through positive relationships with children and families we promote a joy for life and learning. Our challenging environment ensures our adventurous children become resilient, reflective and respectful. Skillful staff support children to research their interests and deepen their knowledge, nurturing them to take their place in the wider world.

Rationale

As a federation we recognise children's social and emotional development is paramount to children being thoughtful and reflective learners. As such, we want all members of the school community to show mutual respect and recognition of the rights and responsibilities of others. The member of staff responsible for the behaviour and overall management of the children is the Executive Head Teacher Mr Palmer and Head of School Guthsna Khan.

Purposes and Objectives

All members of our school community have the right to be treated with respect and to be part of a welcoming, supportive, stimulating, calm, clean and safe environment. We aim to promote positive behaviour for all. We strive for an environment that is inclusive of everyone, valuing and appreciating everyone as a unique individual with individual needs whilst working towards a common ethos. We aim to create an environment that promotes appropriate behaviour through the following key objectives:

- Allowing a child time to adapt to a new environment;
- Supporting a transition phase at the child's pace, including developing warm relationships with families;
- Enabling children to develop key relationships with both peers and adults;
- Ensuring children are provided with challenging and inspiring learning;

- Fostering a positive disposition to learning and social interaction;
- Providing a learning environment that is calm and purposeful;
- Promoting independence with a clear sense of responsibility.

We will achieve this through a whole school approach of promoting positive behaviour, high expectations, clear and consistent boundaries in partnership with parents and carers.

As a school we recognise that young children are constantly learning and developing both their understanding and expectations of the world in which they live. It is in this context that the school **does not accept** the following behaviours but will address them within a context of learning:

- Aggressive behaviour whether physical or verbal, towards other children or adults, or equipment or property;
- Bullying in any form: i.e. physical, verbal and emotional intimidation;
- Physical behaviour that puts the child or others at risk;
- Discriminatory comments, behaviour, talk and prejudice;
- Retaliation as a way of resolving conflict.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as ‘bullies’;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour;
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being supported to adopt more acceptable ways of behaving.

We promote positive behaviour by:

- Helping the children develop a **positive self image** – building on individual strengths, celebrating achievements and showing that all children and their home backgrounds are valued. For example planning activities based on children's interests, making books, using the child's special book to share in nursery and at home.
- Teaching children the social **skills they need to communicate effectively**. For example if children want a toy another child is using, we model language such as 'can I have this please when you are finished?' Additionally supporting children in using resources to support turn taking such as a 'sand timer' or playing games such as hide and seek. Staff may support children verbally, as well as using visual cues and consider all children's levels of communication.
- Developing children's understanding and ability in **taking turns.**
- Developing children's ability in understanding the importance of **being considerate to others** by moving around the nursery quietly and carefully.
- **Enabling children to know they can tell an adult** if someone is unkind to them or another person.
- **Acknowledging children's feelings** (anger, hurt, disappointment, frustration etc), and helping them to name and talk about how they feel, rather than negating their feelings. For example an adult may say, 'I can see you are angry' or 'you seem very sad'. Adults then need to spend time with children to listen and talk through how they are feeling.
- Teaching children the importance of being **polite, cooperative** and **kind** to their peers and adults within the nursery.
- **Getting down to children's level**, providing eye contact where possible, if not possible, ensuring the child can hear you.
- **Keeping what is said, short and to the point**, using visual cues where appropriate**.**
- **Starting with what you want the child to do**, as opposed to what she/he should not be doing, for example, 'can you please put the stick down as it could hurt someone'.
- **Using positive language** and other forms of positive communication (body language, facial expressions) with the children – praising good behaviour and self control in difficult situations. For example 'well done for listening, I am really pleased you came when I asked you, thank you'.
- Providing learning experiences that are **developmentally appropriate** to the child.
- **Setting achievable targets** in partnership with parents, for example: X will listen and adhere to requests made by adults both at home and in nursery. Strategies will be agreed and implemented both at home and in nursery. A review date will be set to monitor progress.
- **Showing that children's opinions** are valued and taking time to listen to them. For example when children have made a model or painting, discuss with them where they would like to have the painting displayed, title of

painting, date etc. Or discuss with children whether they wish to return to their model, and if so working with them to create a sign for everyone to see.

- **All staff are consistent and clear about boundaries.**
- Teaching children to **care for the environment and take responsibility**. For example understanding when resources are finished they need to be put away, so it is ready to be used by other children. Fostering children's understanding that the nursery belongs to us all and we all need to look after it. To take on the responsibility for shopping etc…
- Showing children **how to use equipment correctly and safely**.
- Working in **partnership with parents/carers**, ensuring they receive a copy of the school's behaviour policy.
- **Reviewing children's learning** on at least a termly basis to ensure progress is being made and children are being challenged.
- **All key workers are familiar with the Leuven Scales of wellbeing and engagement and measure the children using these each term.**

Children's House Values

We developed the Children's House Values, based on British Values. We expect all staff, visitors and children to adhere to the Children's House Values as well as the expectations laid out below:

1. We have a voice. **Democracy.**
2. We share and take turns. **Rule of Law.**
3. We have a choice. **Individual Liberty.**
4. We respect everyone and everything. **Respect.**

When extra support is needed

Some children may need extra support with their self-regulation and development. We will always take time and get to know children and their families well so that we can support them. Strategies we use include:

- **Regularly reflecting on children's behaviour and bringing any concerns of children's behaviour to the end of day evaluations or children's forum.** If concerns are repeated, plan a meeting with the parent. The meeting will have a focus on a collaborative approach, utilising the parent's knowledge of their child.

- **Work in partnership with outside agencies**. If behaviour is not showing sufficient progress and clearly hindering a child's learning or impacting on the learning of others, we will discuss at Talking About Children meetings, liaise with Guthsna, our SENCO to organise possible support from outside agencies. Consent from parents must be provided before additional professionals can engage with their child.
- **Time out should only be used if the behaviour is persistent (not adhering to requests) or where it is a substantial danger to peers/adults.** Time out should not be more than two minutes. Children who have time out should be provided with a timer to assist them in understanding the context of time. Key workers will always be informed if time out is used.

Behaviour which is dangerous or causing harm.

- It is important that we clearly signal to children behaviour which is dangerous or which harms others.
- If a child is in danger it may be necessary to raise your voice, this should only be done in exceptional circumstances where your voice is both clear and not aggressive.
- It may be necessary to spend time with the child, before they are able to return to the setting.
- If needed, seek support from additional staff and inform the leadership team.
- Organise a meeting with the parents to work in partnership in ensuring consistent positive behaviour.
- Inform the SENCO/ Head of School.
- **Restraining a child should only be used as a last resort, where the child is in immediate danger or the well being of others is being severely compromised**. The Executive Head Teacher/Head of School needs to be informed immediately after this has happened and parents informed by the Executive Head/ Head of School.
- Any dangerous behaviour towards members of staff must be reported to the Executive Head Teacher/Head of School. Staff should seek support from colleagues. It may well be necessary that the child is provided with some time out. A strategy will be put in place in partnership with the parent concerned and implemented by the following day.

Excluding children

- In extreme situations where the wellbeing of a child or the wellbeing of other children or staff is severely threatened it may be necessary for a child to be sent home. This will only be done in exceptional circumstances. In such circumstances the Executive Head Teacher/Head of School will inform Governors, as part of the termly Report to governors. The Executive Head Teacher/Head of School will meet with the parent to discuss the concerns and what actions are needed to ensure the child is safe or the wellbeing of others is protected. Where exclusion takes place, a record will be sent to the Local Authority. An agreed date as to when the child can return will be agreed along with expectations of behaviour with the parent. Where necessary a staggered return will be planned in conjunction with the parent/child and school.

Monitoring of policy
The behaviour and learning will be monitored through the following strategies:

- Learning Walks
- Observations of staff
- Teaching conversations
- Governor visits
- School Improvement Person observations

Summary
In summary, the nursery has high expectations of its children, staff, parents and visitors as a means to ensuring all children are best placed to learn within a calm and purposeful environment.