



Whitecross Nursery School

Behaviour Policy

Reviewed by	Claire FitzPatrick & Verity Noblet
Date of last review	March 2025
Date of next review	March 2026
Ratified by the Governing Body	April 2025

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it. Any changes will be communicated to all stakeholders.

Statement of intent

Whitecross Nursery School expects the highest standards of behaviour from children, parents/carers, governors and staff. We encourage positive behaviour, help to develop a sense of self-esteem and promote respect for others at all times. We address all incidents of challenging behaviour immediately and ensure parents/carers are involved in a positive way in supporting their child. The nursery school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The Headteacher is the lead practitioner responsible for behaviour at Whitecross Nursery School.

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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

1. WX Safeguarding and Child Protection Policy
2. WX Prevent Policy
3. WX Positive Handling Policy
4. WX SEND Policy
5. WX Early Years and Curriculum Policy

Links to Early Years Statutory Guidance

Statutory Framework for the EYFS published in October 2024 identifies four guiding principles should shape practice in early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18).

The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

These guiding principles support our ethos and positive approach to behaviour at Whitecross.

In addition, the Counter Terrorism and Security Act 2015 places a duty on early years providers 'to have due regard to the need to prevent people from being drawn into terrorism' (the Prevent Duty). Our nursery actively supports the fundamental British values of:

- Democracy: making decisions together
- Rule of law: understanding rules matter
- Individual liberty: freedom for all
- Mutual respect and tolerance: treat others as you want to be treated

2. Nursery Behaviour Aims

Here at Whitecross Nursery School we aim to:

- Develop an inclusive, secure, happy environment in which the children can learn through play.
- Create a calm and purposeful atmosphere within the nursery.
- Allow all staff, parents/carers and governors to contribute fully to the ethos of the school and to the management of positive behaviour.
- Ensure all staff address challenging behaviour sensitively.
- Promote strong relationships with adults and peer groups.
- Promote self-esteem and mutual respect.
- Promote British values.
- Develop a rapport with parents/carers and ensure they are supported in the implementation of the nursery policy in addressing some of the more challenging behaviours.
- Identify a member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise.
- Ensure a copy of the policy is seen and understood by all staff and others working with the children, including students and volunteers.
- Be able to identify individual children who may be at risk of being drawn into extremism, violent or non-violent, that can create an atmosphere conducive to terrorism and popularise views which terrorists exploit.

3. Strategies to Promote Positive Behaviour

To Governors will:

- Ensuring that this policy, as written, does not discriminate on any grounds age appropriate to the children who attend nursery.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handle any complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The children are encouraged to:

- Be aware of the needs of others.
- Take turns and share.
- Comply with nursery routines.
- Manage their feelings with support from staff.
- Develop a trust in both adults and peers.

- Develop their self-respect and self-esteem by building up confidence and a feeling of security.
- Act out their feelings through small-world play and role-play.
- Develop a respect for the diverse cultures and religions in society today.

The role of the staff in promoting high expectations of behaviour:

- Organise the indoor and outdoor learning environments so that they have a positive impact on behaviour in terms of space, access and choice of activities.
- To take a positive and consistent approach towards managing children's behaviour, with clear expectations and boundaries, appropriate to the children's level of understanding.
- To handle behavioural issues in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support.
- Encourage appropriate behaviour in all interaction with children and staff and show that positive behaviour is valued.
- Record all significant incidents relating to behaviour sensitively to all parties using the electronic tool CPOMS.
- Encourage responsibility and caring for others and the environment.
- Model appropriate behaviours and always remain calm.
- Deal with unacceptable behaviour at the earliest opportunity.
- Respond spontaneously to potentially volatile situations to defuse them.
- Identify and implement strategies that encourage positive behaviour e.g. redirecting the child's attention to another activity when appropriate.
- Use all resources available to support their intervention e.g. specialist books, small world resources etc.
- Demonstrate that the child is still valued even if his/her behaviour is challenging.
- Discuss with children positive behaviour in all areas of learning and experiences.
- Encourage the children to express openly their feelings/likes and dislikes.
- Help the children to understand the consequences and effects of their behaviour on others.
- Help support children's self-esteem by enabling them to be successful in play experiences and activities.
- Encourage children to share, negotiate and cooperate during their play.
- Support the children in resolving conflicts with other children.
- Work in partnership with parents/carers to promote a shared expectation of behaviour in Nursery.
- Develop effective communication with parents/carers, ensuring that they feel included in their child's educational experiences.
- Ensure that in 'sensitive' cases the Headteacher will be responsible for liaising with parents/carers.
- Consider that if a behavioural problem arises and is due to Special Educational Needs, the SENCO will refer to outside agencies to seek advice and support.
- Ensure that any problems arising from inappropriate parental/family behaviour are dealt with by the Headteacher in full consultation with the Governing Body and Local Authority.
- Ensure that all staff, including students and volunteers, do not use any form of physical intervention/restraint, unless it is necessary to prevent children from causing harm to themselves or to others or serious damage to property. Any use of physical restraint will be in line with our positive handling policy. All such incidents are recorded and discussed with parents/carers on the same day.
- Ensure that all staff, including students and volunteers, when responding to challenging behaviour, do not humiliate children.

Rewards promote positive behaviour and help children to see that positive behaviour is valued. Rewards encourage the children to take responsibility for their actions and promote self-esteem. All children have a need for positive affirmation and most respond well to verbal praise and social approval. Praise and positive feedback will be the basis of the rewards at Whitecross, with Nursery staff using kind words and super praise along with stamps, stickers and certificates.

4. Managing Challenging Behaviour

At Whitecross Nursery School, any behaviour that could cause harm to self or others is considered unacceptable;

- Hurting ourselves or others verbally or physically
- Intentionally and consistently excluding others
- Destructive behaviour
- Inappropriate (sexualised) touching of self or others
- Taking or spoiling others' possessions.

Adult interventions will be based on observation and assessment of the individual situation; however, they are likely to include the following responses;

- Phrasing all language positively –for example “Feet on the floor” rather than “Don’t stand on the chair”.
- Ignoring and giving minimal attention to unwanted behaviours.
- Constantly promote positive behaviour by smiles, nods, verbal praise and attention when possible.
- Distraction and redirection.
- Clear directions using simple, key language, expressions and signs and visuals if needed. For example, “Stop!” showing an open hand or a red cross.
- Reminder of request and warning.
- If a child is hurt, make sure their needs are met before any actions taken with other child/children.
- Using key, clear, calm language, label and acknowledge feelings shown by child/children involved. For example “I know you are angry.” “I can see you are cross”.
- If necessary, leading the child from the situation or moving other children away.
- Use of timers to support turn taking (particularly for play on the swing, bikes etc.).
- Use of social stories to show feelings and strategies.
- Restorative conversations once the child is calm to help the children to understand the consequences and effects of their behaviour on others.

All behaviour incidents will be logged in CPOMs and are regularly reviewed by the DSL, Lead teacher and SENCO to identify any patterns and evaluate the effectiveness of behaviour interventions and strategies within nursery.

5. Individual Behaviour Management Plans

Where more challenging behaviour is ongoing, individual behaviour management strategies will be developed following a period of assessment to meet the specific needs of the child. Assessments and potential strategies are recorded using the behaviour risk assessment document in appendix The plans will include identification of known and potential triggers leading to challenging behaviour and how these can be avoided.

The behaviour management plans will be discussed and further developed in partnership with parents/carers. This will ensure a consistent approach within nursery and at home and, where necessary, advice and support will be sought from outside agencies/professionals.

All staff will see the agreed behaviour management plans to ensure a consistent approach throughout the school day.

The effectiveness of plans will be monitored in partnership with parents/carers, and approaches and interventions adapted where required.

6. Bullying

Bullying is the repeated and intentional verbal, physical or emotional harming of another.

While instances of bullying are rare at nursery, we take a zero tolerance approach to bullying when this does occur.

Instances of bullying can be a misplaced attempt to interact with others. We would endeavour to identify the cause of such behaviour in order to know how best to deal with it. Whatever the motivation we would treat this very seriously, sharing incidents and strategies with families. The child displaying this behaviour would not be named to the parents/carers of the child/children who have been targeted.

Children who repeatedly hurt others are supported by staff and closely monitored to protect other children. The triggers would be observed, and situations prevented from occurring as far as possible. Strategies would be introduced to reduce challenging and develop positive behaviour. If necessary, a behaviour management plan or target would be put in place.

Children who have been the subject of harm or bullying will be supported to develop appropriate strategies when faced with this kind of behaviour.

7. Links with Safeguarding

Staff will develop positive relationships with the children and their families. They will get to know each child and their unique strengths and needs. Changes in a child's behaviour can indicate changes at home and staff will notice and discuss such issues with them and their parents/carers to find out if any support is needed.

All staff recognise that a change in behaviour, aggressive or sexualised behaviour and self-harm can be indicators of potential safeguarding issues. All staff are vigilant and aware of the signs of potential abuse or neglect, including child on child abuse, and will report any concerns immediately to the Designated Safeguarding Lead in line with our Safeguarding and Child Protection policy.

8. Links with Inclusion and Equality

All children need the adults around them to show respect, positive regard, supportive approaches, positive challenges and fair but firm boundaries.

We respect cultural differences and discuss sensitively with families how we can best support the child at home and school to ensure consistency.

Children with SEND may have hugely varying developmental needs and will have individualised learning plans. The expectations and management of their behaviour will be defined by their needs.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of needs and support put in place to limit them. Measures the school will implement where appropriate include, but are not limited to, the following:

- Sensory breaks in different spaces in nursery
- Sensory circuits on arrival
- Ensuring a children with visual or hearing needs are seated facing the adults in group times
- Training for staff in understanding autism and other conditions

9. Links with social, emotional and mental health SEMH needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The nursery promotes resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the our nursery school values, informal curriculum, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for children' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences ACE's, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children are identified, provision will be made to support and promote their positive mental health.

10. Induction of staff

All new staff will be inducted clearly into the nursery schools behaviour culture ensuing they understand the expectations and routines, and how best to support all children to participate in creating the culture of the nursery. Staff will be provided with bespoke training, where necessary, on the needs of children in our setting to enable behaviour to be managed consistently.

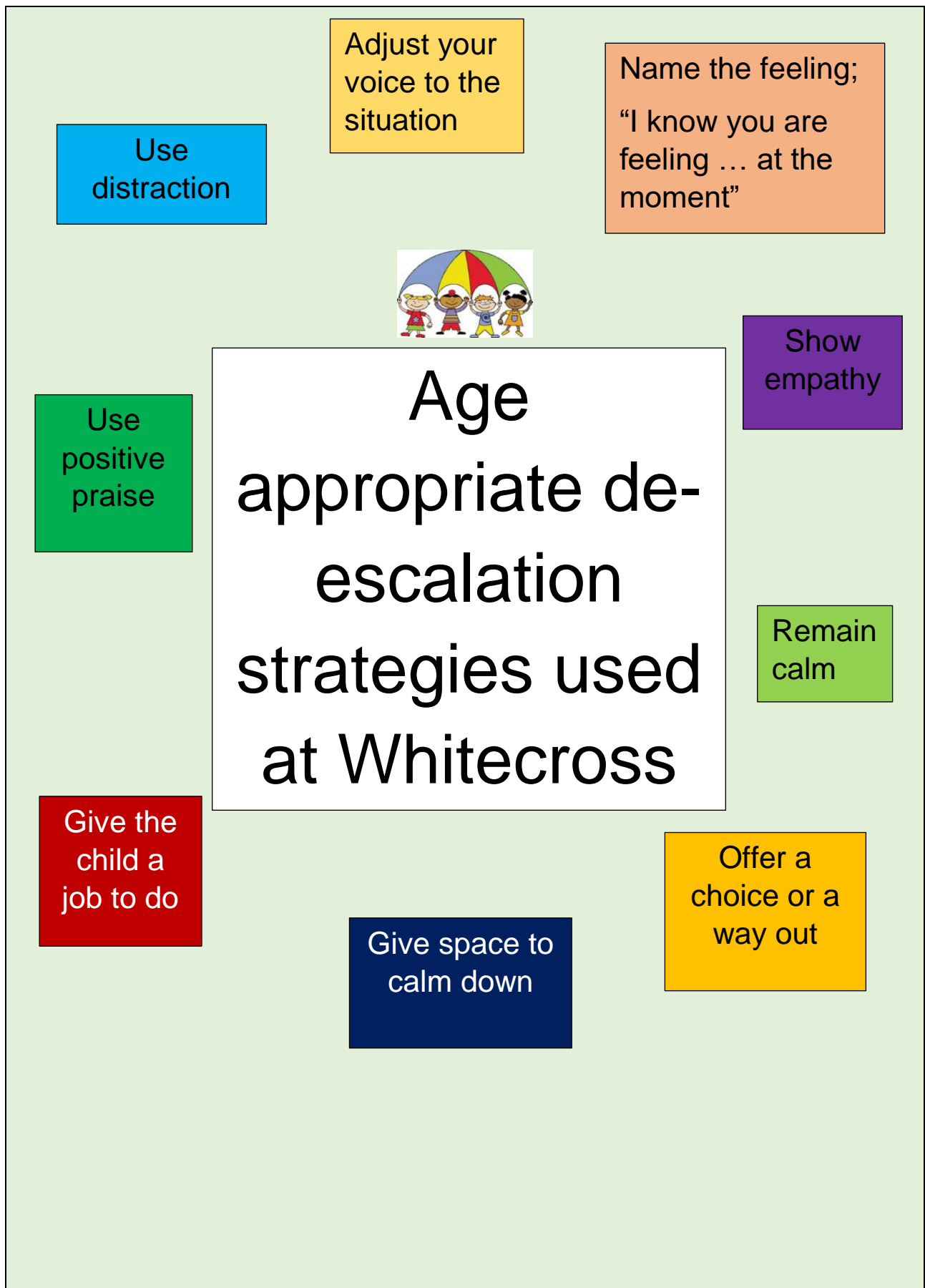
SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

Staff will know where who to ask for assistance if they need support in dealing with some more challenging behaviours.

Staff voice will be considered as the school develops and refines its behaviour policies and procedures.

11. Appendices

- i. De-escalation poster for staff
- ii. Order of escalation
- iii. Restorative discussion
- iv. Individual behaviour support plan



Order of escalation

1. *The look (from an adult in nursery)*
2. *Saying the child's first name out loud*
3. *Going over to the child and speaking calmly and quietly to them*
4. *Staying to model positive behaviours.*
5. *Go and get a member of SLT to come and help*
6. *Removing the child from the situation or the other children around from the child*

Restorative Discussion for children at Whitecross Nursery School

1. I wonder what happened.

2. Do you think you made a positive choice or a bad choice?

3. I wonder how _____ is feeling now.

4. I wonder what we could we do to help you to make things right.



Whitecross Nursery School

Child Behaviour Risk Assessment

Appendix 4: Individual behaviour support plan

KEY INFORMATION	
Full Name	
Date of Birth	
Background Information	

Brief History of harmful behaviours (When, where, what, who, why, how)		
Risks to be managed How frequent is the behaviour		

Triggers/behaviour to monitor	Indicators of positive change

Completed by	Role	Date
Authorised by	Role	Date

Review Date	Reason for Review	Significant Amendments

