Chertsey and Dorking Nursery Schools

BEHAVIOUR POLICY

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our approaches to managing behaviour, positive touch and physical intervention

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:

- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Statutory framework for the Early Years Foundation Stage
- SCC Policy on Touch and the use of physical intervention

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the executive headteacher and monitor the policy's effectiveness, holding the executive headteacher to account for its implementation.

3.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this policy in conjunction with the Governing Body, Leaders and SENCos, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Executive Headteacher and Governing Body will approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate or distressed/dysregulated behaviour, and will monitor how staff implement this policy to ensure strategies are followed consistently by all.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents on CPOMS and/or on ABCC charts where relevant
- The SENCo and senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child by being consistent with their approach to managing their child's behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff promptly
- Where concerns are raised, work closely with the school to develop a consistent approach to behaviour, which may include a shared social and emotional wellbeing plan.

4. Behaviour management

At Chertsey and Dorking Nursery Schools our aim is to create an environment in which each child feels confident, secure and happy, and is able to reach their maximum learning potential. We place a strong emphasis on promoting the personal, social and emotional development of each child e.g. helping children to understand their own feelings and that of others and to express their feelings in appropriate ways. At all times the safeguarding of children in our care is central to our approach.

To enable us to achieve our aim with regard to behaviour, it is essential that the following aspects of behaviour are consistently promoted by all staff. Whilst taking into account each child's level of understanding, we will endeavour to:

- be consistent in our approach (see Staff Handbook and Staff Behaviour Policy for guidelines)
- develop good trusting relationships with the children and use praise, encouragement and positive reinforcement at every opportunity
- explain clearly to the child why they are being praised or why their behaviour is unacceptable
- actively teach the children our expectations and routines both individually and during group sessions, and regularly reinforce this teaching
- set an appropriate code of behaviour for the children i.e. any rules will be achievable and relevant to the age of the children
- give instructions positively rather than negatively (e.g. "Please walk" rather than "Don't run")
- use our skills to avoid difficult situations developing, through our organisation of the day and by using sensitive strategies
- provide good role models at all times
- be aware of the children's individual stages of development and circumstances and react in an appropriate manner
- help the children to show consideration for others and for property
- teach children how to deal with conflict
- liaise closely with parents at all times and offer support if there is a particular problem
- be aware that children's behaviour may be as a result of a feeling of worthlessness due to having been abused or having witnessed violence. Our Schools will ensure that the children know that some behaviour is unacceptable but the child is valued and not to be blamed for any abuse which has occurred. In the event of any case of suspected abuse, the staff must consult a Designated Safeguarding Lead (see Safeguarding Policy).
- make reasonable adjustments to support the individual needs of all children, ensuring they can fully participate in and benefit from our behaviour expectations and routines, for example, visual aids, use of non-arousal spaces, Social and Emotional plans, deployment of staff, specific resources.

Consequences of inappropriate behaviour

There are certain behaviours we do not tolerate. However we view the behaviour as being inappropriate rather than considering the child to be naughty or bad. Therefore we do not use these terms when speaking to children, parents or amongst staff. We need to be sure we have seen the behaviours and not make assumptions about a child's behaviour. Once the children are taught our rules we expect them to follow them and appropriate consequences will be imposed if they refuse to do so. However, it is important to note that the consequences given may vary according to the level of understanding and the development of

each individual child. We use the principle that all behaviour is a form of communication and therefore endeavour to find out what the child was trying to communicate. See Appendix 2 for conflict resolution

We have the following code when giving consequences to children

1. We never use physical punishment or threats
2. We ensure that the child understands exactly what unacceptable behaviour has taken place
3. We are consistent in giving consequences

We believe that the consequences should be meaningful to the child and that the child should be encouraged to empathise, think about what he/she has done and how they can rectify the situation. If a child has been hurt, that child can be supported to identify what they would like to happen to make things right.

The actions we will take may include:

1. Discussing with the child the behaviour that is unacceptable and the reasons why at the level of their own understanding.
2. Asking the child to rectify the situation (e.g. replacing thrown equipment) however we do not make any child say 'sorry', as it is unlikely they have the understanding of this meaning and it can become a rote learnt response used to move on from the situation.
3. Withdrawal from an activity or a situation
4. Give the child an opportunity to make a good choice.

If a child displays exceptionally challenging behaviour over a period of time we will monitor their behaviour using an ABC chart or other relevant strategy and then where necessary devise a social and emotional wellbeing plan (see Appendix 3) based on our observations of the child. In all cases we will discuss and agree this with parents. The plan may involve "thinking time" for specific unacceptable behaviours; but, most importantly, it will also include our response when a child's behaviour is positive. As well as positive praise, we may give physical rewards for good behaviour e.g. a turn on a favourite bike.

At all times each child must know that their behaviour does not affect our relationship with them. In the Schools we aim to create a non judgemental atmosphere where it is fine to make mistakes and learn from them.

Swearing

Sometimes children of this age go through a stage of experimenting with new words and language which may include swear words. Staff will be sensitive to the situation and in some circumstances, particularly if other children are not involved, may ignore this. If it is knowingly directed at another child or adult in an abusive manner then the staff will intervene i.e. discreetly inform the child that the words used are unacceptable. If the child persists, he/she will be removed from the situation altogether.

Physical harm such as biting, kicking, hitting, scratching

Young children often react quickly and emotively without being able to foresee the consequences of their action. We teach children that these behaviours are not acceptable and give them strategies to develop more acceptable ways to express their frustration and ways to communicate. Visual symbols may be used to reinforce a child's understanding of positive behaviour and staff may encourage a child to communicate verbally, model phrases or thinking, e.g. 'Let's think about this', 'let's work this out', 'what else could you have done?'. If a child bites another child or adult, this will be recorded on CPOMS clearly (for the biter) and an accident note written for the child who has been bitten (the bitee). Information is always shared with both parents. If appropriate, a social and emotional wellbeing plan is written and shared with parents. If at any time, a bite causes a break to the skin, both parties will be asked to seek medical advice as there is a mix of body fluids and vaccination status will be asked and recorded. If a member of staff has been bitten, this will be recorded in line with local authority guidelines, currently on Oshens.

Physical Intervention

Given the age group of the children within the schools, there will be some age-appropriate physical contact e.g. arm around shoulder if child is upset, hand holding etc. For some of our children, often those with additional needs, staff may also use some physical prompting and support e.g. supporting child from

behind to transition from one area to another, using a part of their body as a physical barrier. All physical support will be given to a child when appropriate and whilst the child is cooperating.

All classroom-based staff will be trained in Positive Touch and positive touch techniques will be used at all times. Principles around these include: -

- School cuddles are acceptable and appropriate with the age and needs of the children in our schools. Staff will be trained in what is an appropriate 'school cuddle', i.e., side of the child's body to the adults
- Staff will ensure their feet are on the floor at all times to ensure they are able to support the technique.
- Hands will be held, not wrists, and children will be supported to move from behind
- Adults' hands will be flat on the outside of a child's body when supporting them to move, ideally between the shoulder and elbow
- Adults will consider which side of a child they will be, i.e. ideally on the child's dominant side (or diagonal to their dominant side.
- Adults to position themselves alongside a child, with a stable posture and ensure they are either very close or far way to avoid being hurt.

If a child resists physical prompting, then the staff member will step back and stop the contact. The only exception to this rule is if a child is putting themselves or others in danger. There are no circumstances when a member of staff should lift or carry a child unless they are in danger. This includes when parents are dropping off and settling children.

If there is a situation where the child is beginning to climb or throw equipment, the first strategy would be to remove equipment and other children/adults away from the child in question if possible. Adults will create a safe space/route down for the child to safety. Adults will not put their hands/arms out for the child, as this will encourage the child to jump.

If an occasion occurs when a planned physical intervention is potentially needed to support the child, this will be fully recorded on CPOMS. Following this, there will be discussions with leaders and parents to ascertain the next steps, which may include an individual risk assessment to be written or a social and emotional wellbeing plan.

As children respond best to praise, our aim at all times is to give attention for good behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We actively teach the children to respect others. Behaviour which appears to be bullying, whether physical, verbal or emotional is unacceptable and we will investigate any reports of bullying, and, if substantiated, action will be taken. (See Equality Policy). Children may display behaviours that appear to be bullying, and we will address these behaviours as stated above, but bullying is very rare for children of this age.

We have a named member of staff, who takes the lead on behaviour issues, and is able to offer support and advice to staff and parents. The named member of staff to lead on Behaviour is the Special Educational Needs Coordinator.

Please also see associated policies on Safeguarding and Child Protection.

5. Behaviour support

When a child's behaviour continues to prove challenging and/or inappropriate and all strategies have been tried with minimal impact, the SENCo will refer into an appropriate outside agency for support, with parental permission. This may be the link SEND Advisor, Bespoke Educational Psychology service SEES Team, and/or any other agency that may be appropriate. The SENCo will then disseminate any relevant information/strategies to the appropriate members of staff as well as discussing with parents.

Social and emotional wellbeing plans and risk assessments will be written and reviewed as appropriate. If a child's PSED skills are causing concern we can offer ELSA support as an intervention, run by a trained member of the team who collaborate with key workers and parents.

6. Training

Our staff are provided with appropriate training depending on their role on induction. The SENCo will identify appropriate behaviour related training according to the needs of the cohort as necessary.
The school endeavours for all classroom-based staff to be trained in 'Emotion coaching' which is a simplistic approach for managing children's emotions and behaviour as well as 'Positive Touch'.
Behaviour management will also form part of continuing professional development. We have trained ELSAs (Emotional Literacy Support Assistants) in our school that run the ELSA programme to support children's social and emotional development.
A staff training log is kept by the school's admin teams.

7. Monitoring arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher and Full Governing Body every year.
The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Executive Headteacher and Full Governing Body every year.

8. Links with other policies

This behaviour policy is linked to the following policies:

- Equality policy
- Safeguarding and child protection policy
- Medical Needs policy
- SEND policy
- Staff behaviour policy

Approved by the Governing Body: Jul 2026
To be reviewed by: Jul 2027

Relevant for: -

Nursery: Yes	**Parents**: Yes

Appendix 1 Written statement of behaviour principles

Every child has the right to feel safe, valued and respected, and learn in a safe and nurturing environment
All children, staff and visitors are free from any form of discrimination
Staff and volunteers set an excellent example to children at all times
Behaviour strategies are used consistently by staff, in line with the behaviour policy
The behaviour policy is understood by staff and families
Children are helped to take responsibility for their actions at an age-appropriate level
Families are involved in behaviour incidents to foster good relationships between the school and child's home life

The governing body also emphasises that violence or threatening behaviour by anyone accessing the schools will not be tolerated in any circumstances
This written statement of behaviour principles is reviewed and approved by the Executive Headteacher and Full Governing Body every year.

Appendix 2 Conflict resolution

At Chertsey and Dorking Nursery Schools we adopt the following stepped approach to resolving conflicts between children. This is loosely based on the principles of Emotion Coaching.

1. Approach the situation calmly, but stop any hurtful actions
2. Acknowledge and validate the feelings of all children involved i.e. let both sides see you are interested and concerned that they are upset. Allow time for child/ren to calm down using an appropriate strategy for their age and stage
3. Make it clear to the child it is ok to be upset and/or angry but not ok to hurt someone because of it
4. Gather information about what happened and why. This may include asking any children and adults nearby to explain what they saw and heard.
5. Restate the problem i.e. say back to the children in your own words what they have told you was going on. If it is not possible to ascertain what happened say that you don't know because you didn't see and move on to step 6 without assuming that the child crying the loudest is the one most hard done by.
6. Ask for solutions and choose one that works for both parties. If none are forthcoming be prepared to offer some suggestions of your own e.g. using a timer to take turns, finding a similar piece of equipment if the problem is about a toy, reading a story to cheer everyone up etc.
7. Follow up by checking that the solution is working or the children have happily gone their separate ways and peace has been restored.

With the younger children or those less able to verbalise or explain, the same underlying principles apply but there will be a need for more adult intervention, suggestion and follow up.

These steps allow practitioners to be in control whilst offering a safe and nurturing environment in which children can ultimately learn to resolve their own conflicts. If all members of the team are working in the same way, the children will learn that they are important, that their feelings matter and they have both the right to be heard and to be kept safe.

Appendix 3 Social and emotional wellbeing plan (EXAMPLE)

Social and Emotional Wellbeing Plan for ……		**Date:**
A description of behaviour	**Support Strategies**	**Review Date:**
Proactive Phase: *What the child does, says or looks like that shows he is calm and relaxed*	*Things we can do or say to keep child in the green phrase as much as possible*	
Early Warning Signs/Active Phase: *What does the child do, say or look like that shows he is/or could be becoming distressed or anxious*	*Things we can do and say to stop the situation escalating and return the child to the green phase as quickly as possible*	
Incident/Reactive Phase: *What does the child do, say and look like during the behaviour that challenges*	*Things that we can do or say quickly to manage the situation and prevent unnecessary distress, injury and destruction*	
Post Reactive Phase: *What does the child do, say or look like that shows he is becoming calmer and less anxious*	*Things that we can do or say to support the child to become more calm, less anxious and is able to return to the green phase again*	

Parent:…… **Planned review date:……**

Key person:……..

Senior leader:……..