



# The Peterborough School Nursery Behaviour Policy

<b>Policy Reference:</b>	9a Nursery Behaviour Policy
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<b>Reviewed by:</b>	Head of Preparatory School
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## Promoting Positive in the Nursery

The Peterborough School fully complies with the Early Years Foundation Stage Statutory Framework (September 2025) which states that 'providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way (3.73)' and 'Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's wellbeing' (3.74)'.

At **The Peterborough School Nursery** we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings. Positive feelings, create positive behaviour.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

We teach our children emotional vocabulary so they have the language necessary to describe their own feelings, and to understand the feelings of others. The development of the children's emotional literacy expands their ability to understand and predict the impact of these feelings on actions and behaviours.

We do this by:

**Modelling:** "I'm feeling frustrated today because my car wouldn't start this morning. I need to have a cup of tea to help me calm down"

**Narrating:** "Isaac is crying because he is sad; Rachel took the car from him"

**Explaining strategies:** "When we feel angry taking deep breaths can help us calm down"

**To support positive behaviour in our setting, we aim to:**

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Support and develop children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Promote non-violence and encourage children to deal with conflict peacefully
- Understand that certain behaviours are a normal part of some young children's development
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills



- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Ensure that all staff and adults within the setting act as positive role models for children
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Work in partnership with parents by communicating openly
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named persons for promoting and supporting behaviour are **Emma Auston** (Nursery Manager) and **Jodie Maile** (Deputy Nursery Manager).

It is their role to:

- Advise and support other staff on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (SENCo) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with each Room Leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular training events, and ensure all staff attend relevant training for behaviour management. Keep a record of staff attendance at this training.

Our nursery expectations prioritise safety, care and respect for each other; we ensure our expectations are age and stage appropriate. We regularly involve children in the process of setting rules to encourage co-operation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who display distress and/or behaviour which challenges, for example, by physically hurting another child or adult, e.g. pushing or hitting, are helped to understand their feelings and actions through co-regulation before thinking about the situation and apologising for their actions. We make sure that the child who has been upset is comforted. We acknowledge when a child is feeling angry or upset and always emphasise that it is the behaviour that is not acceptable, not the child or their feelings.



## Behaviour Procedure

### **Our procedure to promoting positive behaviour is:**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- All staff support children to develop empathy
- We never use or threaten to use physical punishment or corporal punishment or use or threaten any punishment that could adversely affect a child's well-being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges, they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on strategies to support types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time it happens
- We keep confidential records on any behaviour challenges that have taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan.
- Where a child's behaviour involves repeated aggressive actions towards other children and/or staff, the manager will complete a risk assessment identifying any potential triggers or warning signs to ensure the safety of others at all times.

We acknowledge that there are times when it is necessary and appropriate for adults to come into physical contact with children. This is mainly determined by what is stage/age appropriate for the child – the needs of a very young baby are different to a child who is school-ready. All physical interactions need to be for the child's benefit and should only occur if a child cannot do something for themselves. Examples of day-to-day physical interactions are:



- Lap sitting – should be for comfort, not restraint, all children should be encouraged to sit independently
- Physically separating a child from their parent – we work on emotionally supporting the child to ensure this is only for a limited time
- Carrying – only if a child is unable walk. Children who can walk and manage stairs, do not need to be lifted or carried unless they are distressed
- Physically comforting a child – only if a child is happy/wants to be reassured in this way
- Steering, guiding or escorting a child – only if required and with communication to the child as to what and why this is happening

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share objects or spaces. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling. We focus carefully on our use of language to de-escalate any undesired behaviour. We match our language to the language skills of the child.

We use:

- **Positive phrasing** (clear calm direction)
  - Stand next to me, thank you
  - Put the car on the table, thank you
  - Walk inside, thank you
  - Sit on the carpet, thank you
  - Walk with me to the toilet, thank you
- **Limited choice**
  - Put the car on the table or in the box, thank you
  - Would you like milk or water to drink?
  - Are you going to sit on a chair or on the carpet?
  - Are you going to play with the Lego or the Playdoh?
- **Disempowering the behaviour**
  - You can listen from there (child under the table)
  - I will wait over on the bench until you have finished playing with the doll
  - When you have washed your hands, we can go and join the others
- **De-escalation script** (calming script)
  - Child's name (Bob)
  - I can see something has happened
  - I am here to help
  - Talk and I will listen
  - Come with me and ... e.g., we can find somewhere to sit quietly and play
- **De-escalating body language**
  - Good distance
  - To the side
  - Relaxed body
  - At the child's height



## Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

This policy is available on our website and is shared formally once a year with staff and parents when we welcome feedback.

If any parent has a concern about their child, a member of staff is always available to discuss those concerns. Working together, we can ensure our children feel confident and secure in their environment, both at home and in the nursery. All concerns are treated in the strictest confidence.