



Nursery Behaviour Policy

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

Behavioural Management Policy

Document Information

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1.Aims

At TOP Nurseries, we are committed to fostering a safe, strong, and inclusive environment where all children feel welcomed and valued. We believe children benefit most when adults adopt a consistent, supportive, and positive approach to behaviour management. By establishing age-appropriate expectations and boundaries, we aim to ensure children feel secure, understand what is expected of them, and are empowered to develop social and emotional competence.

Our key aims are:

- Never use physical punishment, restraint, or humiliation.
- Clearly communicate that unkind or hurtful behaviour is unacceptable.
- Use calm tones and age-appropriate, positive language.
- Stay calm and composed when responding to undesirable behaviour.
- Always engage with children at their level when discussing behaviour.
- Provide clear, age-appropriate explanations for inappropriate behaviour.
- Ensure discretion and avoid public correction to protect children's dignity.
- Emphasise that it is the behaviour, not the child, that is problematic.
- Reinforce and praise positive behaviours rather than focusing on negatives.
- Separate children only if there is a risk of harm, and inform parents as necessary.
- Encourage conflict resolution through tools such as sand timers and redirection.
- Promote empathy without forcing apologies; encourage meaningful gestures instead.
- Do not use time-out areas or physical spaces as punishment.

- Refrain from using food or treats as behaviour control.
- Ensure all rules are clearly communicated to both staff and families.
- Promote consistent expectations and practice throughout the setting.
- Address serious incidents (e.g., racial abuse) with clear explanation and guidance.
- Collaborate with families and staff to address recurring concerns.
- Never threaten or administer physical punishment.
- Avoid isolating or humiliating disciplinary practices.
- Recognise and accommodate behaviours stemming from additional needs.

2. Legislation and Statutory Responsibilities

This policy is underpinned by the following:

- Children Act 1989 and 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- Early Years Foundation Stage (EYFS) Statutory Framework (2024)
- United Nations Convention on the Rights of the Child (UNCRC)

The Nursery is committed to ensuring that its behaviour policy aligns with statutory guidance and reflects best practice.

3. Roles and Responsibilities

3.1 Behaviour Management Co-ordinator

- Supports staff with consistent implementation.
- Offers training and guidance on positive behaviour strategies.
- Reviews incidents and supports the development of behaviour support plans.

3.2 Practitioners and Staff

- Provide positive role models.
- Implement strategies with consistency and compassion.
- Use the High/Scope six-step conflict resolution process.
- Work collaboratively with families and team members.

3.3 Parents and Carers

- Collaborate with staff to maintain a consistent approach.
- Engage with the nursery on matters of behaviour support.
- Share insights into behaviour strategies used at home.

3.4 Management Team

- Ensure all staff receive training.
- Review incidents and behaviour plans with transparency.
- Promote a nurturing and inclusive environment.

4. Equal Opportunities

We are committed to promoting equality of opportunity and anti-discriminatory practice. No child will be discriminated against based on race, gender, ability, background, or additional needs. Our approach to behaviour management is inclusive, respectful, and sensitive to each child's development and context.

5. Behaviour Management Procedure

At TOP Nurseries we adopt the HighScope approach to conflict resolution (HighScope Educational Research Foundation, 1996) to support children in developing problem-solving and emotional regulation skills. This structured six-step model is designed to help children navigate social situations constructively and empathetically, even in emotionally heightened scenarios.

Six Steps to Conflict Resolution (HighScope, 1996):

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings using words and body language.
3. Gather information about what happened.
4. Restate the problem clearly and succinctly.
5. Ask for ideas and solutions and choose one together.
6. Follow up with support and guidance as needed.

In situations where emotions are heightened — for example, when multiple children are shouting or distressed — staff are trained to:

- Remain calm and use a low, even voice tone to de-escalate.
- Gently move closer to the group while ensuring physical safety.
- Acknowledge the emotions of all children involved: "I can see everyone is upset. Let's take a breath and talk one at a time."
- If necessary, briefly remove the source of contention (e.g., a toy) until resolution begins.
- Model calm body language and breathing.
- Continue with the six-step process once the emotional climate allows.

If behaviour persists:

- Support child with reflective, age-appropriate discussions.
- Inform parents and, if necessary, document in the incident log.
- Discuss at staff meetings with the Behaviour Lead.
- Agree strategies, such as ABC or ABCC tracking (Antecedent, Behaviour, Consequence, Communication).
- Consider referral to external support services if needed.

6. Bullying (Child to Child)

Although bullying is uncommon in early years, we recognise that persistent aggression can occur.

Steps to address this include:

- Immediate intervention to prevent harm.
- Age-appropriate explanation and empathy-building.
- Reassurance to the child who was hurt.
- Parental discussions to ensure a joined-up approach.
- Development of a Behaviour Support Plan with the Behaviour Lead.

7. Creating a Caring Learning Environment

We promote positive behaviour through:

- Encouragement and acknowledgment of good behaviour.
- Boosting self-esteem and mutual respect.

- Ensuring a safe and inclusive space.
- Early intervention and consistent practice.
- Partnering with parents and carers.
- Supporting children to take ownership of their behaviour.
- Clear explanations of unacceptable behaviour.
- Staff modelling respectful and caring interactions.

8. Adults' Responsibilities

- Model social skills, such as turn-taking and empathy.
- Communicate respectfully and positively.
- Maintain a consistent, calm approach across the team.
- Reinforce a nurturing and inclusive atmosphere.

9. Parents and Carers

- Access to open communication via meetings, reports, noticeboards, and newsletters.
- Share in decision-making regarding strategies and plans.
- Work in partnership to ensure consistency between home and nursery.

10. Special Educational Needs (SEN)

Children with additional needs will be supported in partnership with the SENCO, families, and external agencies. Behaviour plans will be tailored to the individual and always delivered inclusively and respectfully.

11. Staff Training

- All staff, volunteers, and students are trained in positive behaviour approaches.
- Behaviour management is included in inductions.
- Staff attend relevant CPD and are supported in implementing the policy.
- Regular reviews ensure current best practices are maintained

Appendix 1: Behaviour support plan

Daily routines	Needs of child (unique child)	Adult role (Positive relationship)	Resources (Enabling environment)
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Appendix 2: Positive Behaviour Support Plan

Child's Name: DoB:	
Behaviour What X does, says and looks like that gives us clues that s/he is calm and relaxed	Support Strategies The things that we can do or say to keep X in the green for as much time as possible

Behaviour What X does, says and looks like that gives us clues that s/he is becoming anxious	Support Strategies The things that we can do or say to stop the situation from escalating further and return X to the green phase as soon as possible
Behaviour What X does, says and looks like when his/her behaviour is challenging	Support Strategies The things that we can do or say to quickly manage the situation and to prevent distress, injury and/or destruction



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A 2x2 grid of empty squares, representing a 2D coordinate system or a simple map. The grid is composed of four equal-sized squares arranged in two rows and two columns. The lines forming the grid are thin and black.

We will review it in weeks/months' time

.....Setting

Behaviour	Support Strategies
What X does, says and looks like that tells us s/he is becoming calmer	The things that we can do or say to support X to become calm again and return to the green phase.

Date