



Christchurch Pre-School Nursery
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ACHIEVING POSITIVE BEHAVIOUR

We believe that children flourish best when their personal, social and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour.

Nicola Amos is our Behaviour Co-ordinator for Rainbow Room and Terri Bown for Sunshine Room. They are responsible for leading the staff in promoting positive behaviour, and handling children's behaviour where they need additional support. They keep up to date with legislation, research and thinking by accessing sources of expertise and training and this is passed onto all other staff.

Why might a child misbehave? (not an exhaustive list)

- Boredom? – is the environment providing enough stimulation/challenge/interest?
- Lack of understanding? Do they know how to play with the provision?
- Attention seeking?
- Emotional?
- Feeling under the weather?

We require all staff to provide appropriate adult intervention and support to a child and to model positive behaviour by treating children, parents, colleagues alike with friendliness, care and courtesy.

For everyone's safety and well-being, it is necessary to have Nursery rules. All children are aware of the rules and helped us in making them! The rules are simple and follow the British Values which underpin our nursery life.

To achieve positive behaviour, it is important to praise the good, and use a positive approach for handling any inconsiderate behaviour, helping the children learn to solve any conflicts in ways appropriate for their stage of development. Strategies will differ, as each child is unique and will need a solution that is right and age appropriate for the individual. We do this by:

*Remaining calm and patient

*Reminding of the Nursery rules at the start of each session and why they are important, for example, walking feet- what might happen if we run?

*Supporting social skills through modelling behaviour, through activities, stories, circle time.

*Talking with children helping them to understand and manage their feelings. Children can work together to complete the "how do you feel today?" board.

*Building self-esteem and confidence in children, recognising their emotional needs through our relationships with them.

*We encourage children to say sorry, but do not force them.

*A 3 step approach-

1. Watch and allow the children to attempt to resolve the situation themselves.

2. Intervene in play, to support conflict resolution, diffuse and distract children from the high emotion of the situation.
3. Introduce the thinking chair.

Working in partnership with childrens parents -

Parents are kept informed of their child's behaviour and we work with them to address any issues, using our observations to understand the cause and we decide jointly how to respond. For example, we have been asked to provide a "naughty step" to match procedure from home. Whilst we would not wish to exclude a child from activities for any reason, it is important to support parents. Our "thinking chair" approach is a chair for the child to sit near an Auntie so they can take time to calm down. This is used in many of the local primary schools. It works in the same way but by using a different name, it means that in a room full of other children we are not identifying or labelling a child as being "naughty". Obviously at home parents don't have that concern as they have only got their own children to consider. The other benefit is that the child is removed from the situation and the Auntie can quietly talk with them about it and help them understand the outcomes of their action and support them to learn how to cope more appropriately.

We keep a behaviour record book which we use to record any repeated incidents of "unacceptable" behaviour. We review this to identify any patterns that we might need to bring to parents attention.

Staff would never:

- *Send a child out of a room by themselves.

- *Identify/label a child, tell them they are bad or naughty. They are not bad, even if the behaviour they are demonstrating is unacceptable.

- *Use harsh or physical punishment OR threaten it.

- *We do not raise our voices in a threatening way to respond to children's inconsiderate behaviour and physical restraint would only be used to prevent physical injury to children or adults, or damage to property.

Rough and tumble play may have aggressive themes (superheroes) and is normal for young children and therefore acceptable, with limits. We ensure these games are played within acceptable behavioural boundaries to ensure children are not hurt. We do not encourage the use of weapons in play as this goes against our 'kind hands' rule.

Foul language – on the occasion foul language is used by a child it is understood that it is likely that this is their normal everyday language in the home. A discussion with the parent would be initiated, to use other, non-offensive words instead. When the child uses the foul language to replace that word with another immediately, e.g. 'oh no!'

Hurtful Behaviour -

Most children under the age of 5 will at some stage hurt or say something hurtful to another child, especially if their emotions are running high at the time. For children under 5, hurtful behaviour is spontaneous, momentary and often without cognisance of the feelings of the person they have hurt. We support and calm the child who is angry as well as the one hurt by the behaviour. We calm them through holding and cuddling and when developmentally appropriate offering an explanation alongside and discussing the incident with them to their level of understanding. We help children to understand and recognise their feelings by naming them and helping children to express themselves, making a connection verbally between the event and the feeling. This may happen repeatedly as children develop skills such as sharing and turn taking.

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. At Nursery, with children of such a young age, bullying would not normally be premeditated. A child would not realise that their behaviour could be classed as “bullying”, therefore we would aim to explain to a child who persistently hurt others that their behaviour was not acceptable, at the same time giving reassurance to the child on the receiving end of the behaviour. Children would not be labelled as “bullies”, children who bully may in fact be experiencing some problems themselves which could cause them to express their anger in a negative way to others.

Our Nursery Rules

(made by the children with the help of the Aunties!)

- **Sharing – take turns**
- **Walking feet**
- **Listening Ears**
- **Indoor Voices**
- **Kind Hands**
- **Look after the toys / Pack away toys**

Procedure for dealing with unacceptable behaviour -

1. Explain to child, emphasising our positive Nursery rules why their behaviour is not good.
2. Give two chances to let the child listen and understand.
3. If actions are repeated for a 3rd occasion, move the child to the thinking chair next to an Auntie and give them the opportunity to calm down. When they are calm give them the chance to talk so staff can check if they understand what has happened that is not acceptable. Would they like to say sorry?
4. Staff should use their professional judgement of the child. (Are they normally high spirited? Is there an influencing factor (new baby/illness/additional needs)?
5. Discuss with Manager & Behaviour co-ordinator.
6. Record in the Behaviour book if deemed appropriate
7. If behaviour persists, the key person should ask the child for their view as to why and liaise with parents to identify a cause. If a trigger is identified, develop an action plan and put into practice, monitoring for improvement.
8. If despite intervention behaviour is still of significant concern invite parents in to discuss with key person and manager (Early Help process/Specialist help/intervention/SEND)

Challenging Behaviour/Aggression by children towards other children -

Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.

If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed, without identifying either child so far as possible. Staff should advise the facts of what happened and the way it was dealt with.

In the event of significant harm it may be necessary for the designated person to complete a risk assessment related to the child's challenging behaviour to avoid any further instances. Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child. It may be necessary to inform Ofsted or childrens social services.

Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.

Challenging unwanted behaviour from adults in the setting -

*We will not tolerate any unacceptable behaviour demonstrated by any adult. Unacceptable behaviour could be in any form including for example BUT NOT LIMITED TO raised voices/shouting, aggressive manner, intimidating or threatening talk, verbal or physical abuse.

*We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.

*Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

*Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

This policy was reviewed, updated and agreed by the Nursery Committee at a meeting on 22/09/2025.

Signed

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