



**Manningham Community
Nursery Schools
Federation**

Behaviour Policy

**Reviewed October 2025
Approved by Governors 13/10/2025**

“...whenever the child behaves in a way that does not please us we are ready to act. We do so out of our own good or bad humour at the moment, out of a habit of doing so, out of our principles, but rarely out of a full knowledge of what in the child’s mind has led him to do the thing we don’t like. Yet without that knowledge we cannot be sure we are dealing with him in the way most likely to help him”

Susan Isaacs 1929

Rationale

We believe that our behaviour policy is a key strategy in supporting children’s learning and development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development, which is a core area of learning in the Early Years Foundation Stage, and is closely linked to successful learning in all areas. It also forms a key part of citizenship and children learning about their role in society.

We know that children respond best where there is mutual courtesy, kindness and respect.

We wish to promote strategies which encourage and support children’s self-esteem, empathy for others and a respect for the world in which they live. We wish to avoid strategies which may lead to fear, humiliation, guilt or rejection.

Aims

1. To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.
2. To develop an inclusive ethos where children and adults are happy and grow in confidence, care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children’s behaviour management, which encourage and support children’s self- regulation.

Key Principles

- ◆ We are positive whenever possible e.g. not “don’t run” but “remember to walk”.
- ◆ We give praise for genuine reasons.
- ◆ We will be specific in what we are praising e.g. “Thank you for telling me that X had fallen down – that was very thoughtful” helps children to understand what being thoughtful means.
- ◆ We acknowledge spontaneous kindness.
- ◆ We recognise that children need guidance on unacceptable behaviours i.e. the reasons for and support for following.
- ◆ We encourage self-discipline e.g. “I like the way X is sitting” encourages children to please the teacher but “who can show me the right way to sit?” moves the responsibility to the child. In this way, children know what is expected and can build up useful habits of behaviour.
- ◆ We have high expectations of children.
- ◆ We give children choice within limits.
- ◆ We incorporate into the nursery curriculum activities to promote children’s self-esteem e.g.
 - co-operative and circle games
 - children telling others about their work
 - Records of achievement (both on their own and sharing with others)
 - celebrating individual differences and identities

We need to remember that children respond positively to adults who relate to them with empathy and affection.

Guidelines

An non-judgemental and positive approach

There are many reasons why children's behaviour may be a cause for concern and where possible we need to understand the underlying reasons i.e. difficulty in managing feelings, inappropriate role models outside nursery.

Growing up with adverse childhood experiences (ACEs) such as abuse, neglect, community violence, homelessness or growing up in a household where adults are experiencing mental health issues or harmful alcohol or drug use, can have a long-lasting effect on people's lives. (<https://www.gov.scot/publications/adverse-childhood-experiences-aces/>)

Understanding and acknowledging children's potential ACEs or barriers to learning can ensure that practitioners provide an appropriate and supportive approach to children's behaviour.

When children enrol in our setting practitioners and parents support the child to settle through a series of visits. Once the child has settled in, practitioners take into account each child's well-being and involvement (Leuven Scale) and any additional barriers to learning that could impact children's personal development and behaviour.

Wherever possible we will employ the following strategies:

- ◆ We criticise the behaviour not the person e.g. not "You've hit someone again you naughty boy" but "Hitting hurts our friends. They may not want to play with you."
- ◆ We talk through conflicts with children and help them find solutions;
- ◆ We help children to understand the consequences of their actions e.g. "If you do X, then Y will happen, or you can choose to do A, which will result in B";
- ◆ We show them that we care about the feelings of the victim of any aggression;
- ◆ We acknowledge children's intense feelings even when they are inappropriate e.g. "I know you are feeling angry, but you made X cry";
- ◆ We look out for and discourage labelling or scapegoating of "naughty children".

Behaviour problems will be handled in a developmentally appropriate way which respects individual children's level of understanding and maturity.

Behaviour causing concern

In cases of serious misbehaviour such as racial, bullying, disablist, harm to other children or other abuse, the unacceptability of the behaviour and attitude will be made clear immediately, but by means of explanations rather than personal blame. Where a serious incident takes place it is reported to the head teacher on an incident form. Where behaviour causing concern is persistent an Individual Support Plan will be put in place.

Working as a Team

As a staff we talk through and agree ground rules – not too many – and stick to them. Staff need to have a consistent approach, continually promoting high expectations.

- ◆ We can talk about children's behaviour in an informal, everyday way – pass on information, discuss problems, raise queries with colleagues.
- ◆ We can work on challenging behaviour together – give each other praise and support – don't give up!
- ◆ We will talk to parents about persistent worrying behaviour at an early stage – but also about children's good behaviour. We will allocate more time to meet with parents in these situations. We try to put difficult behaviour in context.
- ◆ If a child has said 'You're hurting me' when we have guided them physically, explain to parents what you have done to keep them safe.
- ◆ We need to be aware that some kinds of behaviour may arise from a child's special needs.
- ◆ Every child on an Enhanced Specialist Provision placement will have a 'This is Me' which details a child's needs and how to help them and a risk assessment which details any behaviours that cause concern and how we mitigate them.
- ◆ We use a consistent approach supported by Makaton signs and symbols, or other visual aids where appropriate, to ensure understanding.
- ◆ We can use Assertive Behaviours which clearly show children what is expected of them e.g. 'I need everyone to be quiet now' 'Thank you'
Or 'When you have picked up the toy then we can have snack' 'thank you'
- ◆ In some cases, children may have additional needs that affect behaviour and therefore an Individual Education/Behaviour Plan should be considered.

Embedding the principles for self-regulation

- Self-regulation is the ability to manage your own emotions and behaviour in accordance with the demands of the situation.
- Self-regulation skills are supported through warm and caring relationships with practitioners within the setting.
- We take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviours, rather than the behaviour itself.
- Children demonstrating behaviours that are inappropriate need to be regarded as vulnerable rather than troublesome. We all have a duty to explore this vulnerability and provide appropriate support.

Key Strategies when dealing with behaviours causing concern

- ◆ Matching strategies to individual children
- ◆ Avoid raising voices across a distance to or at a child behaving unacceptable – walk over and speak quietly but firmly to them.
- ◆ Use eye contact and non-verbal communication – they can be more effective than words. Try to bend down to their level so you can establish eye contact.
- ◆ Always treat the child with respect – show that you are not happy about something she/he has done, but that you are not rejecting or ‘rubbishing’ her/him as a person.
- ◆ If you can see a conflict likely to develop, try to divert one or more of the children involved before it happens. That way you are giving children attention but not for inappropriate behaviour.
- ◆ Usually it is better for one member of staff to deal with an incident, although colleagues are always ready to back each other up. Sometimes two adults are needed, one to comfort the victim, the other to talk to the child behaving unacceptably.
- ◆ In a large nursery, staff need to be aware of children playing one adult off against another e.g. going the rounds asking for something that has already been refused. It is good for children to hear staff checking this out with each other. That way children see that the staff work together on being fair and consistent.
- ◆ Talk calmly and quietly to children – try not to get them over-excited. But also show that you enjoy their company and are interested in what they do and say.

Use of Restraint

Our policy takes into account the DfE Section 550A of the Education Act 1996: **The Use of Force to Control or Restrain Pupils.**

The section allows teachers and other authorised persons to prevent a pupil from doing any of the following by using such force as is reasonable:

- Hurting themselves or others
- Damaging property
- Causing disorder

All of the above apply to behaviour on the school premises or during school outings.

There may be occasions when we need to restrain a child. For example, if they are kicking another pupil. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Physical Intervention

Where practicable the member of staff should ask the child to stop and continue to talk to the child throughout the incident, following the guiding principles as set out above. The specific needs of children with special educational needs and/or disabilities must be considered carefully when using any physical intervention.

Staff may need to: -

- physically interpose between children.
- block a child's path
- hold a child
- push or pull a child (out of a dangerous situation)
- lead a child by the hand or the arm.
- shepherd a child away by placing a hand in the centre of the back

Staff will **not** act in a way that might reasonably be expected to cause injury e.g.: -

- holding a child around the neck or by the collar.
- slapping, punching or kicking a pupil.
- twisting or forcing limbs against a joint.
- tripping up a child.
- holding a child by the hair or ear.
- holding a child face down on the ground.

Staff will **not** use force as a punishment.

Staff will always avoid touching or holding a pupil in an indecent way.

Recording Incidents of Restraint

Where an incident requiring the use of force occurs, staff should inform the Headteacher and a written record will be made using an incident form. (This only applies where a major incident has happened e.g. where restraint has been used to prevent a child from biting, kicking, scratching or hitting other children or staff.).

Parents will be informed and given an opportunity to discuss the issue.

Authorised Staff

All employed teaching staff are authorised by the Headteacher to have control of pupils. Workplace students are not authorised and should refer to the staff in charge of the room/outdoor area if any problem should arise. The only exception would be if action were needed to be taken to remove a child from an immediate danger.

The following documents support the implementation of this policy and ensure we monitor impact

Health & Safety Policy

Curriculum Policies

Safeguarding and Child Protection Policy

SEND Policy