



St. Elizabeth's Nursery

Behaviour Policy

Statement of Intent

We believe children and adults flourish best in an ordered environment where they know what is expected of them. They should be free to play and learn without the fear of being hurt or unfairly treated, in an environment free from prejudice and discrimination.

Aim

We aim to provide a stable environment in which every child feels valued and respected, and confident to explore all the opportunities within the setting. We believe by having a positive behaviour policy in place, we enable children to develop:

- Self-respect and self esteem
- Acceptable social behaviour
- Consideration and empathy for others
- The ability to negotiate with their peers and solve resolve conflicts

Children Learn Positive Behaviour

At the beginning of the school year the children think about the type of behaviour that makes a happy nursery. Their suggestions are then made into our Nursery's "golden rules" which are displayed in the setting and referred to on a daily basis. We encourage and reward positive behaviour such as kindness, showing concern for others and willingness to share with specific praises such as, 'fantastic taking turns' and we believe that this enforces the positive aspects of acceptable behaviour.

Children are encouraged to take turns and resolve conflicts where possible and are taught that hurting, scratching each other or name-calling is unacceptable.

Expectations of the staff

We expect all staff, volunteers, students and parent/carers to adhere to our behaviour policy and provide a positive model of behaviour by treating all members of the Nursery community with respect, care and courtesy. Adults must at all times remember that the child who is behaving inappropriately is in need of support, not chastisement. Children need to learn by example and consistency, and staff may need to model taking turns, or playing co-operatively, where appropriate.

Implementation

The Nursery Manager is responsible for making all staff and volunteers aware of strategies used to deal with behaviour issues. Any behavioural concerns should be brought to the attention of the Manager, who will discuss the matter with the

parent/carer and any relevant staff to endeavour to find the cause for the behaviour. A home/nursery strategy will be created to ensure consistency of approach and communication between home/nursery will be maintained.

Guidance for dealing with challenging behaviour

We use the following procedure when dealing with any challenging behaviour:

- It is always the action rather than the child that is considered unacceptable.
- The child is encouraged to explain, **if able to communicate**, what happened in his/her own words.
- With adult support the child is given help to understand why their behaviour is unacceptable.
- The child is asked to say sorry or is encouraged to suggest how s/he can make the injured party feel better.
- If necessary, the child will be removed from the situation. When a child is removed s/he is never left alone or isolated. The adult helps the child to work towards a solution and the child is given the choice of returning and resuming the activity appropriately.
- Serious behavioural incidents will be logged in the Incident Book and the Incident Report will be filled out and given to both sets of parents. Copies will be filed.
- Where challenging behaviour is persistent, a home/nursery strategy will be created to ensure consistency of approach, and communication between home/nursery will be maintained.
- If appropriate, an Individual Learning Plan (ILP) will be created by the Nursery SENCO.
- The nursery will seek advice from the local authority advisers when there are ongoing concerns about a child's behaviour and development. We work with advisers and parents/carers to put a support plan into place which is regularly monitored.
- Moving forward, positive aspects of the child's behaviour will be shared with parents, staff and peers to sustain the child's self-esteem and to promote positive expectations for future behaviour.

Physical Intervention

The setting will only intervene and possibly restrain a child to prevent an accident or to prevent an injury to him/herself or others, or damage to property. Physical restraint may involve holding a child briefly, or escorting a child to another room to give him/her time away from the situation.

All significant incidents and any occasion where physical restraint is used are recorded in the Incident Book and parents will be informed.

Policy dated June 2025