



Behaviour Policy

2025/2026

Statement of Principles

- We are very proud of the behaviour of our children at McMillan Nursery.
- Our nursery believes that children flourish best when they know how they are expected to behave.
- Children gain respect through positive interactions with caring adults who show them respect and value their individual personalities.
- Positive, caring and respectful behaviour will be encouraged and always praised in an environment where children are encouraged to make close attachments/relationships with others, have a strong sense of well-being and sense of belonging within their community and develop an independence and sense of control over their lives and choices they make.
- We believe that this environment and provision will underpin children's chances of developing essential life skills, enabling them to be successful individuals in a diverse society in which we all live.

We will actively promote Fundamental British Values and for the purposes of this policy: The Rule of Law and Mutual Respect and Tolerance.

Purpose

This policy sets out the expectation of behaviour at McMillan Nursery School for staff, parents, children and visitors. We believe that children and adults flourish best in a well-planned and developmentally appropriate environment in which everyone knows what is expected of them.

At McMillan Nursery School, we aim to create an atmosphere where children are able and supported to self-regulate their emotions. We personalise our positive behaviour policy using adaptive approaches to the needs of each individual child.

We believe in a holistic approach to education, with relationships being the key building block to all elements of learning. McMillan Nursery School adopts a key person system ensuring all children develop positive attachments and feel safe and secure. Therefore, this policy focusses on the importance of the key relationships and their impact on behaviour and wellbeing.

Aims

Our Behaviour policy aims to help children to:

- Develop social skills and help them to understand ways to express their feelings and emotions.
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement.
- Develop a respect for one another.
- Build caring and co-operative relationships with other children and adults.
- For children to learn to understand that their behaviour can impact on others and support children to understand what behaviours are unacceptable and why.
- Develop a respect for the environment and the world around them.
- Develop ability to express emotions in a safe way and learn strategies to support regulation.
- Behaviours for learning and as such, complete any tasks reasonably assigned to them in connection with their education

Leadership and Management

The role of the Governing Body

The Governing Body review the policy on an annual basis and engage with the headteacher to ensure the policy is designed to promote good behaviour and discipline by providing general principles.

The role of School Leaders

At McMillan Nursery School the school leadership team, (SLT; Headteacher and Teacher) will be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will ensure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders will make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will consider appropriate training which is required for staff to meet their duties and functions within this behaviour policy including training for children with special educational needs, disabilities or mental health needs.

The role of Staff

At McMillan Nursery School, all staff will help develop a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff will work as a team by discussing incidents and resolving to act collectively and consistently.

Staff will discuss concerns confidentially with the school leaders and/or parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.

School Systems

Behaviour Curriculum in Main Nursery

At McMillan Nursery School, good behaviour looks like:

- Following Class Rules
- Following routines
- Purposeful learning and engagement
- Respecting others and the environment
- Respecting resources and using appropriately.
- Looking after each other, especially the younger children
- Good manners
- Sharing and turn taking.

(This list is not exhaustive. All staff and parents/carers are encouraged to contribute to these expectations).

Measures in Place:

- Verbal praise, with clear acknowledgement of what we are praising.
- Finishing off music and tidy up music.
- Simple routines
- Visual Daily timetables
- WOW certificates.
- Superhero Toilet Certificates
- Pebble Jars
- Stickers

- Attendance certificates
- Homework certificates
- McMillan Attendance Monkey
- Time in the 'Regulation Station' Areas
- Co-regulation, in a quiet calm environment that allows children to calm and talk about their feelings, with acknowledgement from adults and discussions on positives to help children feel safe, secure and regulate their emotions.
- Key Person
- Family Friday
- Parental Involvement
- Tapestry Observations
- Individual Reward Charts
- Special Helpers

(This list is not exhaustive. All staff and parents/carers are encouraged to contribute to these strategies, raising concerns or offering suggestions.)

Social Norms and Routines:

- Visual Daily timetables
- Finishing off music and tidy up time.
- Super Snack Helper
- Continuous Provision: the nursery environment will be well resourced and planned to meet the needs of the children, thereby offering a variety of play opportunities.
- Focused Group Times
- Intervention Programmes
- Playing and learning together
- Freedom of choice i.e., indoors, outdoors, area of provision

(This list is not exhaustive. All staff and parents/carers are encouraged to contribute to these strategies, raising concerns or offering suggestions.)

Which behaviours are permitted?	Which behaviours are prohibited?
Bringing a comforter to nursery	Running indoors
Showing emotions - you might not always be happy	Spitting/Biting
	Speaking unkindly
	Pushing and snatching
	Playing in the corridor
	Bringing food to nursery
	Bullying, Child on Child Abuse and Racism
	Inappropriate language i.e. swearing

Responding to good behaviour

- Verbal praise with clear acknowledgement of what we are praising.
- WOW certificates.
- Superhero Toilet Certificates
- A pebble for the pebble jars. Once full a celebration of dancing to Agadoo (Pebble Jar)
- Stickers
- Attendance certificates
- Homework certificates
- McMillan Attendance Monkey
- Communicating praise to parents verbally or via Tapestry (online learning journal).
- Super Snack Helper
- Special Helper jobs

Responding to prohibited behaviours

- A verbal reprimand and reminder of the expectations of behaviour

McMillan Nursery School follows the Highscope 'Six Steps to Conflict Resolution' process appropriate to the children's level of development and age.

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings; i.e. time in the 'regulation' area or safe space area to, if necessary, to self-regulate, ask children if they're feeling hot/cold
3. Gather information from both sides (if developmentally appropriate)
4. Restate the problem; in a clear, calm, positive manner.
5. Ask for solutions and choose one together (if developmentally appropriate).
6. Be prepared to give follow-up support

Parents will be informed at collection of the misdemeanour or sooner via phone call if appropriate.

Unacceptable behaviour such as child on child abuse, racism or bullying will be treated very seriously and will be challenged and never ignored. Responding to such behaviour is outlined further.

Behaviour Curriculum in Dragonfly Group (2 year old)

- Following Class Rules with visuals
- Following routines with Now and Next
- Purposeful learning and engagement

- Learning to respect others and the environment
- Learning to respect resources and learning to use them appropriately.
- Looking after each other, having kind hands and feet
- Learning to use good manners
- Learning to share and turn take

(This list is not exhaustive. All staff and parents/carers are encouraged to contribute to these expectations).

Responding to good behaviour

- Verbal praise with clear acknowledgement of what we are praising.
- Stickers
- Stars for good tidying with a celebratory song and dance for achieving five -Bunny ears and Bunny song
- Attendance certificates
- Homework certificates
- McMillan Attendance Monkey
- Communicating praise to parents verbally or via Tapestry (online learning journal).
- Super Snack Helper
- Super Snack Helper Certificate

Responding to prohibited behaviours

In the two year old provision we acknowledge that learning how to behave in a school setting is the main aim of the provision for this age group. All prohibited behaviours are a teaching opportunity.

1. Approach calmly, stopping any hurtful actions;
2. Name and explain the behaviour that you saw was unacceptable
3. Acknowledge children's feelings; i.e. time in the 'regulation' area or safe space area to, if necessary, to self-regulate, ask children if they're feeling hot/cold
4. Restate the behaviour that was seen
5. Support child to apologise if relevant
6. Look for natural teaching moments to reinforce the behaviour you want in a particular incident

Behaviour Curriculum for children with SEND

- Following routine with objects of reference (May progress to Now and Next depending on child's understanding)
- Curriculum based around their identified needs

- Feelings of happy and sad explored as part of Attention Autism
- Particular toys that are comforters/transitional objects used as part of routine
- Chewies available to children with a sensory need to mouth objects
- Physical and sensory play integrated into routine so children are ready to learn

Responding to good behaviour

- Verbal praise with clear acknowledgement of what we are praising with a visual thumbs up or clapping.
- Wow moments shared with parents on tapestry.

Responding to prohibited behaviours

For children with SEND we acknowledge that learning how to behave in a school setting is the main aim of the provision for this age group. All prohibited behaviours are a teaching opportunity.

1. Any prohibited behaviours are approached a with firm no and Makaton sign
2. Child is then redirected to an activity and adult will try to engage them
3. If a child is repeating a behaviour, redirection or moving away from source temporarily.

Banned Items

Any items that are deemed to pose a risk would be confiscated and this would be discussed with parents. It would be logged onto CPOMS, and the DSL would assess the incident and take appropriate steps as deemed necessary. Children are allowed to bring toys/objects into nursery but these are kept in 'Special Object Boxes' due to risk of loss/break. They can bring in comforters that support regulation where necessary.

Recording

Incidents are recorded on **CPOMS** using ABC recording:

- **Antecedents (A):** what happened *directly before* the behaviour occurred.
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred.

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

Pupil Transition

At McMillan Nursery School, the behaviour policy is shared with parents at induction and at the start of each academic year. It is always available on the website so parents are aware and can work together to adhere to this policy. Parents are encouraged to reinforce the policy at home, as appropriate.

When children start McMillan nursery, key persons make a home visit and begin to form a positive relationship with children. Child start and end the session with their key person, and they are also available throughout the session support both positive and challenging behaviour.

On induction, children are taught and if developmentally appropriate, work with staff to discuss and set the nursery class rules, expectations, routines and boundaries and about the environment. They are made aware of rewards and consequences or sanctions. This learning is recapped in weekly PSED group times and practised and applied throughout the session.

Dealing with Challenging Behaviour

Certain types of behaviour are normal according to the stage of development of individual children. We remember that all behaviour is a communication: Challenging behaviour is often a result of a breakdown in communication or an unmet need. Practitioners involved in supporting children aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support, discussing with SLT and the SENCO when needed.

McMillan Nursery School defines challenging behaviour "as any behaviour which gets in the way of a child's learning, or ability to function in socially acceptable ways".

When confronted with challenging behaviour, staff will distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- **Disengaged** behaviour may indicate that a child is bored, unsettled or unhappy. With appropriate interventions, practitioners may be able to re-engage a child in purposeful activity.
- **Disruptive** behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents, consulting SLT and SENCo when needed, and agree on the best way to deal with them.
- **Unacceptable** behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment.

All incidents must be recorded in the behaviour log on CPOMS.

Staff will not, under any circumstances, administer physical punishment or shout at the child. The only occasion when a practitioner may shout across the

room/outdoor area to a child, is when they cannot get to the area themselves and the practitioner sees a potential danger.

Children who need support in managing feelings, behaviour and emotional regulation will be given support and consistent strategies to address the matter. Staff will seek appropriate training to reflect upon the triggers and effects for children who find aspects of the play environment stressful.

Reasonable Force

If a child is communicating behaviour that is unsafe to themselves and/or others, practitioners employed by the nursery have the right to use 'reasonable force'. This covers a broad range of actions involving physical intervention with a child with no more force than is needed and will only ever be used as a last resort. Staff will be offered appropriate training and reasonable adjustments will be made for children with disabilities or SEN.

Definitions of physical actions are as follows:

Physical Contact Situations in which proper physical contact occurs between practitioners and children, e.g., in the care of children with learning disabilities; outdoor play; to comfort pupils, to help support the emotional separation from carer, toileting.

Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

Physical Control/Restraint:

This will involve the use of reasonable force when there is an immediate risk to children, staff or property.

All such incidents must be recorded on a RF1 form (see appendix 4) and a record kept in the Serious Incidents / Behaviour Log. The Headteacher will speak to the parent/carers of the child if physical control or restraint is used.

Reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Headteacher will speak to the parent/carer of the child if physical control or restraint is used. The Senior Leadership Team will also support the member of staff involved in the incident.

All complaints about the use of reasonable force will be thoroughly and speedily investigated. If a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true.

If a child's behaviour is persistently challenging and the procedures in this policy are not meeting the child's needs a behaviour management programme or Window of Tolerance will be drawn alongside parents/carers and the child. Parents/carers will be given support and sign posted to our family support worker.

Pupil Support and Supporting children with Additional Needs

We aim to support all our children to ensure that every child succeeds during their time with us. Where it becomes clear that a child is having on-going difficulties in regulating their behaviour, there are a wide range of strategies which are used to support children. These include, but are not restricted to:

- Increased communication between home and school
- Windows of Tolerance; "the best state of stimulation in which we can function and thrive in everyday life," Dan Siegal
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, PSED groups, nurture groups
- Adapted curriculum provision
- Reduced timetable (if used must be kept under regular review)
- early help support from the family support worker
- support from other agencies

Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some pupils often require support which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all pupils. An individual Window of Tolerance will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will also be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly. Please read the school's special educational needs policy for more information.

Child on Child Abuse

All children at McMillan Nursery School are entitled to learn in a safe and supportive environment. This means that we have a zero tolerance to all forms of harmful behaviours and this includes child on child abuse. Child-on-Child Abuse is defined as abuse between children under 18 years of age. This includes:

- * Bullying, including cyberbullying and prejudice-based or discriminatory bullying. This includes repetition, intent and targeting
- * Abuse in intimate personal relationships between peers.
- * Physical abuse - this may include an online element which facilitates, threatens and/or encourages physical abuse.
- * Sexual violence - this may include an online element which facilitates, threatens and/or encourages sexual violence.
- * Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- * Causing someone to engage in sexual activity without consent

Managing Allegations of child-on-Child Abuse

Any reports of child-on-child abuse will be treated very seriously and will be challenged and never ignored. All reports of child-on-child abuse will be seriously investigated, and nursery will work closely with the children and parents/carers involved to resolve the situation.

- All allegations are reported to the DSL/ Head Teacher
- Practitioners gather information from all children involved and do so both thoroughly and sensitively. This will be completed in an age-appropriate way.
- If from the information gathered, it is believed that any young person/ child is at risk of significant harm, a safeguarding referral to social care will be made immediately (where a crime has been committed the police will be involved also).
- Parents / carers will be informed prior to the referral.

Through our strong key person relationships with children, we will ensure that the Personal, Social and Emotional development of all our children is supported and remains a strong focus throughout our provision.

Key Persons will be aware of friendships and encourage co-operation and the development of interpersonal skills through play and group work. There will be lots of opportunities to extend friendships throughout nursery.

If any parents/carers are unhappy about the way in which matters have been dealt with they must follow the complaints procedure ([see complaints policy](#)).

Exclusions- Fixed term and permanent exclusions

In extreme circumstances it may be necessary to suspend or exclude a child from McMillan Nursery School, although we firmly believe that this should only be carried out if all other strategies and support has failed. The decision to suspend/exclude is taken by the Headteacher and this may be for a fixed term suspension or permanent exclusion. The Headteacher will consider the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or Discipline Committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Staff Induction, Development and Support

Behaviour and the ethos of McMillan Nursery School is communicated to all staff, students and volunteers at the beginning of the induction process, where they are made aware of the behaviour policy and the nurturing environments of the schools.

All staff are given regular support and training to meet behaviour needs of children and the behaviour policy is regularly shared and discussed at staff meetings. All practitioners take part in supervisions with SLT or their line managers. This offers an opportunity to share concerns that practitioners may have and to discuss strategies to support children or to share concerns of any unmet needs.

McMillan Nursery School operates an open-door policy for all staff so that they can request support or discuss concerns when needed.

Monitoring

Data will be collected from incidents recorded on CPOMS, learning walks, attendance, anonymous surveys from stakeholders on their perceptions and experiences of the school behaviour culture.

Actions will be agreed by School Leaders and Key Persons and reviewed to ensure early intervention.

Policies and Procedures to support McMillan's Behaviour Policy

- Key Person Policy
- Special Educational Needs and Disability Policy
- Staff Code of Conduct,
- Safeguarding Procedures
- Child Protection Policy.
- Complaints Policy

Policy Reviewed September 2025

Next review September 2026