



Batford Nursery School & Day Care

BATFORD NURSERY SCHOOL Behaviour Management Policy

Version	1.4
Based on Model Policy	N/A
Review body:	Headteacher – FGB to approve Statement of Behaviour Principles
Date issued:	September 2025
Review frequency:	Two years
Target audience:	All stakeholders

Version	Date	Notes
V1.0	Sep 2020	New policy format. Small changes including de-escalation script. Re-ordering and subheadings. Incorporation of governors' statement of behaviour principles. Anti-Bullying Alliance definition of bullying.
V1.1	Jul 2021	Addition of two new Batford Owls – Do things by myself, Working together
V1.2	Oct 2022	Included TAB training.
V1.3	Sept 2023	Includes online safety and cyber bullying (see 4.2)
V1.4	Sept 2025	Attachment & trauma section added; updated aims; physical restraint.

Batford Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Nursery School and Day Care, Holcroft Road, Harpenden AL5 5BQ

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1. Statement of Behaviour Principles

The Education and Inspections Act 2006 states that the governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school and requires that the governors make a written statement of general principles to which the Headteacher is to have regard in determining any behaviour management measures for the school.

In accordance with statutory requirements, the governing body has consulted with the Headteacher, staff and parents before determining this statement.

This statement is underpinned by principles of justice, equality, mutual respect, fairness and consistency and the belief that everyone has the right to feel safe; to be able to learn; to be treated fairly and to have a voice.

The governors believe:

- All members of the Batford Nursery School are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated.
- Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.
- When children demonstrate unacceptable behaviour, it is the behaviour that is unacceptable not the child.

The governors expect:

- There will be consistent high expectations of behaviour, which will be modelled by all adults in the setting: children should be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.
- Children from all backgrounds will be included, respected and valued; they will never be humiliated, labelled, made fun of, or spoken about negatively.
- Children will be free from judgements – whether based on their previous behaviour or the behaviour of other family members;
- Behaviour will be managed positively and consistently and strategies to achieve this will be appropriate to each child's age and stage of development. Good behaviour will be praised and there will be opportunities to celebrate success.
- Batford Nursery staff will build positive relationships with parents and work in partnership to support children's personal, social and emotional development.
- The Headteacher will include guidance on the use of physical restraint / reasonable force within the Behaviour Management Policy.

2. Scope

This policy applies in respect of pupils of Batford Nursery School, including children aged 3-5 accessing wraparound care from Batford Day Care.

3. Aims and Expectations

Every child has the right to education in an environment where they feel valued, listened to and respected, irrespective of their protected characteristics;

Our behaviour policy is aimed at improving education outcomes for all children;

All aspects of this policy apply equally to everyone in the school community regardless of gender, belief, ethnicity or any protective characteristics;

The school aims to:

- To promote positive relationships by working with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected;
- To provide children with a voice to articulate their feelings and emotions, which will support their understanding to represent themselves (see section 5).
- To teach children to behave in socially acceptable ways and to understand the rights and needs of others;
- To promote an inclusive environment which supports the diverse needs of all adults and children;
- To work in partnership with parents/carers, to support children's personal, social and emotional development;
- To work with other agencies where appropriate, to ensure that a child or family receives the best and most relevant support for their needs.

3.1. Reasonable Adjustments

Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, however it can only work if everyone starts from the same place and needs the same help. This is absolutely not the case with children in Early Years.

We understand that behaviour is a form of communication and therefore we take into account children's individual needs and circumstances, including age, first language, culture and SEND (Special Educational Needs and Disabilities) that may apply.

Therefore, only positive behaviours will be shared daily unless in exceptional circumstances. The staff will ensure that regular communication is maintained and updates provided.

4. Roles and responsibilities

The **Headteacher and nursery teachers** must:

- keep up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
- ensure that they keep abreast of current and new information and legislation regarding online safety, including cyber bullying, and manage this in an age-appropriate way with children and providing eSafety information to parents;

- access relevant sources of expertise on promoting positive behaviour;
- ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.

All **staff and volunteers** have a responsibility for supporting personal social and emotional development including issues concerning behaviour.

- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all adults in the setting to respect this policy and apply the guidelines consistently.
- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We expect all staff to support **children** to take responsibility for their own behaviour and actions.

Parents are expected to:

- support their child's learning and development, and
- co-operate with the school, as set out in the Home School Agreement, and support staff in the application of the behaviour management policy.

5. Training

All key staff receive training in behaviour support. This training is taken from Hertfordshire 'Therapeutic Approach to Behaviour' (TAB)

The TAB training emphasises that all behaviour is communication and that every child is given equality of opportunity to develop socially to learn and enjoy community life.

6. Behaviour Management Policy

6.1. Positive behaviour strategies

- We expect adults to listen to the children.
- We expect adults to speak to the children with a positive tone, using positive phrasing.
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support social skills through modelling behaviour, activities, drama and stories.
- We support children's transition both within the setting and to other settings and prepare them for the move to school.
- We praise and acknowledge considerate behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours and use the visual aids of 'Batford Owls' to support our agreed learning behaviours;

Look after things

Be helpful
Good thinking
Good listening
Be kind
Do things by myself
Keep on trying
Working together

- We ensure that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say no.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We are aware that sharing and turn taking takes time to develop.

6.2. Anti-social emotional well-being and behaviours: Strategies for supporting children

We recognise that some children engage in fantasy play that involves superhero-themed play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.

Some young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress difficult to regulate. They may have tantrums, fight or bite and require a sensitive response from adults to help them deal with these emotions and resolve issues.

We expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

These strategies should use language that focuses on considerate behaviour and positive phrasing rather than the negative. "Please remember to use kind hands when you are playing with your friends".

- We use Makaton/symbols to support our communication and explanations to children when talking to them about their behaviour.
- Use of a de-escalation script :
 - Identify the child's name
 - I can see something has happened / Acknowledgement of feelings, e.g. *"I can see you are feeling cross and angry because you would like a turn with the train"*.
 - I am here to help
 - Talk and I will listen
 - Come with me and ... [*Identify a place to play*]
- We support children to empathise with others, explaining what was not considerate, and helping them to understand that other children have feelings too and that their actions

impact on others' feelings. "I can see that you would like a turn but pushing is not kind and it hurts".

- We support the children to find solutions to help resolve conflict and to gain control of feelings. "When you have calmed down/stopped crying you can go and use your words and ask for a turn, saying 'Can I have a turn please?' or 'When you have stopped crying let's see if we can find another train so that we can be friends and play together.'"
- We support children to reflect, repair and restore once they are calm and relaxed.
- We help children to understand the effect that their hurtful behaviour has had on another child; we do not force them to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We use 'The Colour Monster' (story book) to support the children to understand their feelings and behaviour, and to empower them to verbalise how they are feeling.

6.3. Attachment and trauma

The school aims to provide children with a voice to articulate their feelings and emotions which will support their understanding to represent themselves.

These will be based on knowledge of two key principles and the impact these have on a child's ability to regulate.

Attachment: A child needs to make a secure attachment with the main significant adult or adults in its life from a very early stage, and then have consistent and warm relationships from there onwards throughout childhood for emotional and psychological good health.

Trauma: Trauma is a term used to describe the challenging emotional consequences that living through a distressing event can have for an individual. Traumatic events can be difficult to define because the same event may be more traumatic for some people than for others. However, traumatic events experienced early in life, such as abuse, neglect and disrupted attachment, can often be devastating. Equally challenging can be later life experiences that are out of one's control, such as a serious accident, being the victim of violence, living through a natural disaster or war, or some unexpected loss.

6.4. Safe touch / Physical intervention

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise and gently direct a child.

In all situations where physical contact takes place staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location.

Adults will only pick up children in circumstances where deemed necessary, e.g. to remove a child from danger.

There are some children with known needs that do need physical intervention and will require risk reduction plans. These are shared with parents.

If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Staff will

record the use of physical interventions (what happened, what action was taken and by whom, and the names of witnesses) and ensure the Headteacher is informed immediately. Details of such an event are recorded on CPOMS online record keeping tool. Parents/Carers will be informed.

Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand why their behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Headteacher.

When physical restraint is required, an open-hand / mitten approach will be used to ensure that the child can remove themselves if they choose.

Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice.

6.5. Working with parents

We will make every effort to discuss with parents any significant issues that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

Incidents of concern (eg. aggressive incidents that are intentional) will be logged on Child Protection Online Management System (CPOMS) and parents will be informed of the circumstances of what has occurred.

We work with parents to identify the cause of concerning behaviours and work together to find a solution. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.

We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or child's key person about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We use ABCC charts (Antecedent, Behaviour, Consequence, and Communication) to record this. We are consistent in our approach and with the appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans or risk assessment management plans.

6.6. Challenging Behaviour

6.6.1. Serious / dangerous behaviour

Generally, 'dangerous' describes behaviour or circumstances which will predictably result in imminent injury or harm. This includes harm to self or others, or damage to property.

Children's sexual behaviour exists on a wide continuum from normal and developmentally expected to inappropriate. It is especially important not to pass off any sexualised behaviour as '*part of growing up*'. '*children being children and just playing*' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- Any incidents of sexualised behaviour will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current KCSiE (Keeping Children Safe in Education) document.

6.6.2. Difficult / harmful behaviour

We take hurtful behaviour very seriously. In cases of serious incidents, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Incidents such as these are logged on CPOMS and reported to the Governors.

7. Bullying

At Batford Nursery we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally. This can also occur online in the form of cyber bullying.

Bullying behaviour has four key aspects:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance

The definition of bullying, which requires all these elements to be present, is very important to understand when assessing the difference between relational conflict – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

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. This could be in the form of physical abuse, name calling or making threats.

At Batford Nursery:

- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Any incidents of bullying will be recorded on CPOMS and will be reported to the Governing Body within the termly Headteacher's report.

Any incidents of child-on-child abuse behaviour will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current KCSiE document.

8. Placement breakdown and exclusions

It is hoped that no early years child is left without an early years placement, however if the placement does break down the school will justify, with evidence to parents/guardians why they are no longer to offer a place to their child.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/guardians towards the school staff will not be tolerated.

Exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair.

9. Record keeping

We aim to work in partnership with our parents/guardians and carers to develop and promote positive behaviours.

- When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour on a more regular basis it is recorded on CPOMS (the school's child protection management system).
- When there are more frequent challenging behaviours, practitioners use the ABCC (*see Para 6.4*), which is recorded on CPOMS.
- Where a child continues to display challenging behaviour, the key person and SENCo will work in partnership with the parent/s using records to establish an understanding of the cause.
- Parents/carers will be invited to a meeting and an Individual Behaviour plan will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour.
- Regular monitoring of the incidents logged on CPOMS enables the school staff to address repeated actions before they develop into regular patterns of inappropriate behaviour.
- Serious behaviour management issues, and how these have been dealt with, will be reported to the Governing Body within the termly Headteacher's report.

10. Complaints

Should parents or carers be unhappy with any aspect of Batford Nursery School's behaviour management procedure, they should discuss the problem with their Key Person in the first instance.

Anyone who feels unable to talk to their Key Person or who is not satisfied with the outcome of that dialogue should ask to speak to the Headteacher.

In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.