

Willow Nursery School

BEHAVIOUR MANAGEMENT POLICY

Good behaviour, respect for themselves and other people and the environment are paramount to a happy and productive school. The ethos of our school is based upon these principles.

Introduction:

This policy should be read alongside the school's Vision Statement, which outlines our hopes and expectations for pupils, parents and staff.

The persons responsible for this policy are Mrs Debbie Patterson and Miss Clair Howe

Aims for the children:

Our policy aims to promote:

- Feelings of safety and happiness
- High standards of self-discipline
- High self-esteem and feeling valued
- Care and kindness towards others
- Respect for their environment
- Respect for themselves and others
- Understanding of the rules within the school
- Listening and responding appropriately to instructions
- The resolution of conflict by the children themselves with adult support when necessary
- Begin to develop the ability to manage their emotions

Aims for the staff:

We have a philosophy and practice for behaviour that:

- Minimises hostility in pupil/adult interaction
- Minimises embarrassment in adult/pupil interaction
- Develops and maintains respectfulness to all.
- Develops the children's ability to resolve conflict themselves
- Follows up and follows through with disruptive children
- Recognises children's feelings
- Has a consistent approach throughout the nursery

Aims for Parents:

- To work with the staff to uphold this policy and promote good behaviour and respect from the children.

How these aims are met:

We have a positive reinforcement ethos which is part of our daily work throughout all areas of the school. Many skill based aims are met through personal, social and emotional development where opportunities are taken to promote self esteem and consideration for others.

The staff will encourage and develop the children's abilities to resolve conflict themselves and every opportunity is taken to promote these skills and encourage the children to take a leading part.

Expectations:

Staff in nursery will be explicit in the behaviour that is expected and model the appropriate behaviour whenever possible. And use appropriate language e.g. 'I need you to..... Thank you.'

Team Teach Training

On 5th January 2026, all classroom staff undertook level 1 team teach training. This training underpins our approach to behaviour management.

POSSIBLE STRATEGIES:

Positive reinforcement

Where possible, and for minor daily interruptions, staff will avoid negative comments, using 'tactical ignoring', by praising and drawing attention to those children exhibiting the appropriate behaviour. Children who use appropriate behaviours are then praised.

Addressing the action and not the child

When managing children who are behaving inappropriately, the adult will focus on the current act or behaviour.

Adults will always maintain respect in their dealings with children.

Conflict Resolution

When possible the child/children will be encouraged to use their conflict resolution skills, and will engage in negotiation of possible solutions to their conflict. This will be supported by an adult if necessary in order to allow the children's understanding and skills to develop.

Please refer to the 6 steps of Conflict resolution;

1. Approach calmly
2. Acknowledge feelings

3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together
6. Be prepared to give follow-up support

All adults dealing with children should respond to inappropriate behaviour at the time it happens so that the children are aware of a continuous on-going reinforcement of the behaviours that are acceptable. In cases of prolonged or repeated incidents of unacceptable or unsafe behaviour it may be deemed appropriate to involve parents. This may be done in conjunction with the Headteacher, or more informally by the class teacher, but a record must be kept. Where the child has special educational needs, the SENCo must be involved too.

Some agreed and appropriate responses to inappropriate behaviour:

- Tactically ignore
- State the required behaviour and expect compliance
- Restate the required behaviour
- Time out within their classroom – return negotiated with child
- Persistent inappropriate/unsafe behaviour – involvement of parents (and Headteacher)
- Behaviour modification program established/implemented with support from SENCo for children that consistently break the rules.
- Begin to understand that their actions have consequences.
- If appropriate discuss with the child what they can do to make amends

For unsafe behaviour:

- Take immediate and appropriate action to ensure that safety is restored.
- Take parties involved to a quiet supervised place for a cooling off period
- Negotiate and problem solve (Conflict Resolution)
- Agree a sanction or response if appropriate
- Inform Headteacher and parents if necessary

Bullying.

At Willow we have a very positive attitude towards behaviour management. To protect children, we must consider that bullying may occur in children as young as 3 years old. We have used information on the Anti-Bullying Alliance website to guide our understanding of what bullying may look like in an Early Years setting.

The following information is taken from their website:

Bullying behaviour has four key aspects:

- *It's hurtful.*
- *It's intentional.*

- *It's repetitive.*
- *It involves a power imbalance.*

The definition of bullying 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.

For example, if Rashid and Ava are arguing over a toy. Rashid takes the toy and then Ava grabs it back and vice versa. This is likely to be a relational conflict where they share the balance of power. This doesn't mean it shouldn't be challenged, it just isn't bullying. Take the same example, but this time every time Rashid uses the toy, Ava snatches it away. Rashid doesn't snatch it back but Ava insists on taking it from Rashid each time. This happens over a number of days. In this example the relational conflict is now bullying. It is repetitive, there seems to be intent in the action, it's hurtful and the power seems to have shifted because Ava is continuously showing force over Rashid.

We spend considerable time with our pupils challenging low level actions and attitudes that could escalate. (See our PSE Policy)

When children struggle with their emotions, we work with them to teach them how to manage their emotions in an appropriate way. We build a sense of community using our '7 C's Curriculum'. We encourage our pupils to be assertive. We ask pupils to speak directly to each other if they do not like the way another child behaves towards them. Adults support children to do this.

Children explore the similarities and differences between all the members of our school community. Uniqueness is celebrated and valued.

We work extremely hard to promote a harmonious community.

However, we understand communities are not always perfect. We must consider that Bullying may happen in our setting.

Staff are very vigilant, watching children's interactions with each other. We discuss children's needs at every weekly staff meeting, or sooner if necessary.

If behaviour concerned us between two (or more) children, where there was potentially bullying behaviour going on (remembering the definition above), we would log what had been witnessed. We would log what the child said or did.

We would watch over time to see if the behaviour was repetitive.

Senior staff would discuss the observations and decide if our threshold, from our understanding of bullying, had been met.

If we suspect a case of bullying, we would talk to the parents of the children involved. We would talk to the children involved. A record would be made to be stored in our 'Bullying file' and these Bullying incidents would be reported to our Governing Body at our termly Full Governors meetings. The bullying may be a behavioural concern, or a child protection concern, and we would deal with the behaviour as appropriate, within these routes, offering support to all concerned. Bullying should be considered as part of both 'Behaviour' and 'Child Protection and Safeguarding' policies. Our Child Protection policy considers, in more detail, the variety of possible types of Bullying behaviour which may be encountered in schools.

Evaluation:

This policy will be reviewed and be guided by feedback from staff and parents. Our success criteria will be a calm, purposeful and respectful environment in which everyone feels safe and happy.

Policy Reviewed Spring 2026

Next review Spring 2028