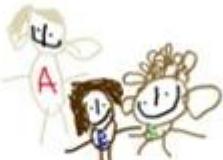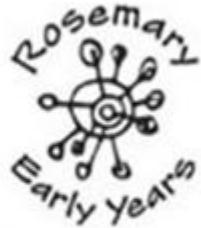Central Bristol Nursery Schools

St Werburgh's
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Learning Behaviour Policy

Date Adopted: May 2021

Reviewed: April 2021, April 2022
September 2022, September 2023 updated to reflect federation of The Limes, Rosemary and St Werburghs Park Nursery Schools. September 2024 Last reviewed and updated September 2025

Rationale

We acknowledge that children's behaviour is an expression of their emotions and is often shaped by previous and/or current experiences and learning. We understand that by observing children's behaviour we may gain a deeper understanding of the child. We use this information to respond appropriately on an individual basis promoting positive interactions, enabling children to succeed, and feel good about themselves. Our Learning Behaviour Policy supports us to take a consistent and shared approach, alongside parents to support children's behaviour. Our approach to working with individual children works alongside a whole-school approach to behaviour management which underpins an inclusive, high quality learning environment for all.

Aims

Through our interactions with children we aim to:-

- ensure children feel safe, secure and happy
- promote positive self-esteem and confidence
- enable children to experience positive interactions with their peers and adults
- empower children to have control over their own behaviour and to develop self-regulation and awareness
- empower children to understand their rights and responsibilities
- to learn respect for self, other people, environment and property
- enable children to learn that different behaviours are acceptable in different situations

We believe that children want adults to:

- Treat them as a person
- Help them learn and feel confident
- Make the day a pleasant one
- Be just and fair
- Have a sense of humour

Guidelines

We will do this by:

- Offering a curriculum and learning environment that enables children to be independent and able to solve their own problems
- Ensuring that adults have high expectations of children's behaviour
- Ensuring that expectations about acceptable and unacceptable behaviour are clear to children
- Ensuring boundaries and routines are consistent and developmentally appropriate
- By using a range of strategies for communication e.g. using voice, gesture, visual strategies e.g. signing and pictures
- Collaborating with children to develop agreed rules when appropriate
- Ensuring adults maintain a considered, calm and consistent approach at all times
- By sharing any observations of negative behaviour we are concerned about across the nursery school so that class teachers are notified and can respond.
- Working closely in partnership with parents/ carers, sharing significant daily events, and involving them in planning for and promoting positive behaviour

Strategies

- Using a positive approach to show, guide, praise and re-direct 'negative' behaviour
- Affirm and recognise children's positive behaviours
- Adults use a Conflict Resolution approach to support children to develop the skills to manage their own interactions and resolve their own conflicts with one another (See Appendix A for conflict resolution steps)
- Adults use their professional skills and judgement to employ a range of other appropriate strategies (See Appendix A)

Anti-Bullying

We recognise the right of every child to attend nursery in a safe environment free from harm. On rare occasions children's behaviour or comments made by children about their peers may be perceived to amount to bullying. In such instances these issues will be taking seriously and our anti bullying policy and procedures will be followed.

Safeguarding and Child on Child abuse

We recognise the right of all children to attend nursery in a safe environment free from harm. On rare occasions children's behaviour or comments made by children about their peers may be serious enough to be of a safeguarding nature. Child on child abuse includes bullying, cyber bullying, physical abuse, sexual violence, harassment. In such instances staff should follow our safeguarding policy which clearly outlines how allegations of abuse against other pupils should be dealt with. The DSL should be informed of the 'allegation' in order that appropriate steps can be taken to safeguard those involved. For further information, please see our Safeguarding and Child Protection policy.

Appendix A

1. Other Strategies

Highlighting specific behaviour; making consequences explicit; modelling strategies; pre-emptive action; distraction; reward of positive behaviour; use of peer support; giving verbal warning; giving choices (directed choices); removal from situation; giving thinking time. Use of positive handling, safe touch, holding and restraint if behaviour is unsafe for the child or others.

2. Agreed Planned programme of response

Alongside parents and carers, agree an approach to supporting and managing behaviour that may include writing an individual plan which will include: a range of specific strategies with monitoring towards agreed goals.

3. Conflict Resolution Steps

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than taking sides.

- **Acknowledge children's feelings.** Say something simple such as "you look really upset;" let children know you need to hold any object in question.

- **Gather information**. Ask "What is the problem?" Do not ask "why" questions as young children focus on what the problem is rather than understanding the reasons behind it.

- **Restate the problem.** "So the problem is ….." Use and extend the children's vocabulary, substituting hurtful words with neutral or non-judgemental words if needed.

- **Ask for solutions and choose one together.** Ask "what can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.

- **Be prepared to give follow-up support.** Acknowledge children's accomplishment, e.g., "you solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.