

**ADDERLEY NURSERY SCHOOL**

**BEHAVIOUR POLICY/ANTI-BULLYING POLICY/CARE AND CONTROL POLICY**

Read in conjunction with:

* Teaching & Learning Policy
* Inclusion & Special Educational Needs Policy
* E-Safety Policy
* Equality Policy
* Health and Safety Policy
* Safeguarding & Child Protection Policy
* Child on Child Abuse Policy
* Guidance for Safer Working Practice for those working with children and young people in education settings (February 2022)

 Adderley Nursery School

Policy agreed: June 2025

 Chair of Governing Body: Sean Delaney

Head Teacher: Nicky Hinchliff

**Purpose of Policy**

* To promote positive behaviour, supporting children’s social development and emotional wellbeing.
* To ensure all children feel safe and secure in the nursery school.
* For all staff to have consistent expectations and a nurturing approach to behaviour.
* To enable staff to help children learn to self-regulate and resolve conflict.
* For parents to understand that there is a consistent and fair approach.

**Rights Respecting and Trauma-Informed Practice** We are a Rights Respecting School. Our approach is attachment-aware and trauma-informed, grounded in the belief that behaviour is a form of communication. We aim to create a calm, nurturing ethos.

**Developing Strong Relationships** Each child has a key person who helps them build relationships across the setting. Emotionally attuned relationships promote confidence, empathy, and positive behaviour.

Key people will:

* Work closely with each child from induction process and settling-in onward.
* Be aware of and seek out children who don’t approach them.
* Relate positively to each child daily, listening and taking interest.

All staff will:

* Strive to be emotionally attuned and validate emotions.
* Praise positive behaviour and efforts.
* Model conflict resolution and empathy.
* Avoid labelling children (e.g., "naughty"). Focus on actions, not identity.

**Expectations and Boundaries** Children learn that:

* Hurting others and unkind words are unacceptable.
* We all share and consider others in our space.
* We co-operate at work and play.
* There is a difference between right and wrong.
* We walk indoors and run outdoors.

**Approaches to Behaviour** Staff responses include:

* Modelling positive behaviour and language.
* Using play, stories, and visual aids to support understanding.
* Setting developmentally appropriate boundaries.
* Using pre-warnings or countdowns to transitions.
* A warm, calm, and consistent tone (warm-strict approach).

**Conflict Resolution Strategy** When supporting children in moments of dysregulation or disagreement, staff use a consistent conflict resolution strategy:

* **Listen:** Allow each child to share what happened from their point of view.
* **Acknowledge:** Reflect back feelings and validate emotions.
* **Support:** Help the children identify the problem together.
* **Guide:** Encourage them to suggest a solution or offer a fair resolution.
* **Reinforce:** Praise efforts to resolve the conflict and return to positive play.

**Dealing with Conflict**

* Encourage assertiveness (e.g. "No", "I don’t like that").
* Listen to both children.
* Support emotional literacy ("I’m sad", "It hurt").
* Help children find solutions or explain decisions.
* Reaffirm boundaries and return to positive play.

**Some behaviours (e.g. biting and play fighting** **) occur as part of age and stage development.** Some children who are non-verbal rely on behaviours to communicate how they feel. We work hard to understand how each of our children communicate in a supportive and non-judgmental way.

* Observe for triggers and intervene calmly.
* Focus attention on the injured child.
* Be consistent and model alternative behaviours.
* Work closely with parents and maintain confidentiality.

**Controversial or Challenging Play** Staff use judgement and sensitivity:

* Weapon play is allowed but never encouraged to intimidate.
* Play fighting is observed, supported, and guided to avoid escalation.
* Cultural norms and SEND considerations are respected (e.g. eye contact).

**Involving Parents**

* Share concerns in an understanding, non-judgmental and collaborative manner.
* Work together to understand triggers and support development.
* Offer Early Help and parenting support services.

**Responding to Ongoing Challenges**

1. Monitor patterns and impact of support.
2. Co-produce a Safer Handling Plan with parent(s)/carer(s) when needed.
3. Record incidents and share with parent(s)/carer(s).
4. Regularly review with parents.

**Child-on-Child Abuse and Bullying** We teach children to:

* Respect others’ rights and personal space.
* Say "no", share concerns and know how to ask for help.

We prevent abuse through:

* Open environments and supervision.
* Curriculum that promotes children’s rights and British values.

**Sexualised Play** Normal exploration includes curiosity and role play. We:

* Respond calmly and factually.
* Use correct anatomical terms when needed.
* Refer concerns to DSLs.

**Anti-Bullying Policy** Bullying is repeated, intentional harm that is difficult to defend against.

Our response includes:

* Immediate staff response and headteacher notification.
* Recording and parent engagement.
* Support for both the child being bullied and the child who has bullied.

**Care and Control Policy** We incorporate positive touch, physical contact, and restraint only when necessary.

**Duty of Care**

* Act in the best interests of the child.
* Use reasonable force only when proportionate and no alternatives exist.
* Make adjustments for children with SEND and medical conditions.

**Risk Assessments**

* Consider risks of action vs. inaction.
* Use dynamic risk assessments where needed (in the moment and by timely staff, parent discussion)
* Create written plans (Safer Handling / Restraint Reduction Plans) with parental involvement.

**Physical Contact and Intervention**

* Can include guiding, escorting, or seated restraint.
* Restraint is used only where there is risk to self/others.
* All incidents recorded and shared with parents.

**Post-Incident Support**

* Review risk plans, staffing, provision.
* Provide time for recovery and debrief.

**Listening and Learning** We use incidents as teaching moments to reinforce key messages:

* We hold children to keep them safe.
* We hold children to help them stay in control.

**Complaints**

* Complaints are investigated fairly.
* Parents are encouraged to raise concerns early.

This policy supports our vision for an inclusive, nurturing, and relational environment where children are respected, supported and guided to thrive socially and emotionally.