

# **Smallville Nursery**

## **Behaviour Policy April 2026**

***To be revised April 2025***

## Smallville Nursery Behaviour Policy 2026

At Smallville Nursery, we seek to develop an ethos of mutual respect for all. Encouraging awareness of the needs and rights of others is an integral part of the nursery curriculum. As children learn by example, all staff are expected to model respect for every child's individual needs and rights. We believe that fostering positive behaviour and social responsibility supports children's well-being, learning, and personal development. Our approach is underpinned by the Early Years Foundation Stage (EYFS) Statutory Framework (2021), the Children Act 1989 and 2004, the Education Act 2002, and the Equality Act 2010.

### **Legislation**

This policy is underpinned by key legislation and guidance, including the *Early Years Foundation Stage (EYFS) 2021*, which sets standards for children's learning, development, and care, including promoting positive behaviour. It also *reflects the Children Act 1989 and 2004, the Education Act 2002, and the Equality Act 2010*, which ensure children's welfare, inclusion, and fair treatment. In addition, safeguarding guidance such as *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2023* informs our approach to creating a safe, supportive, and positive environment.

### **Aims and Commitment**

We are committed to creating an environment where positive behaviour and social responsibility are actively encouraged through reinforcement and praise. This approach helps to raise children's self-esteem, promotes self-discipline, and nurtures caring attitudes. Staff are consistent and fair in responding to each child and work in partnership with parents and carers to promote regular attendance, positive behaviour, and the resolution of any issues that may arise. We aim to create a socially and educationally inclusive environment where every child feels valued and supported, and to maintain a positive and effective learning environment where children develop a sense of responsibility and respect for others.

### **Procedures for Encouraging Positive Behaviour**

Positive behaviour is encouraged through consistent praise and acknowledgement of children's actions and attitudes. Staff help children identify and express their feelings, for example, by naming emotions: "I can see you are frustrated" or "You look lonely." We create a learning environment that promotes curiosity and allows children to follow and develop their interests, as engagement in meaningful play enhances self-discipline.

Children are encouraged to verbalise their feelings in non-aggressive ways, such as, "I don't like what you are doing" or "That makes me feel sad." Staff support children to understand their emotions and develop the reasoning skills needed to navigate social situations. Negotiation skills, such as "If you do this, then I will..." or "How about if...?" are taught alongside circle time activities, where children can share ideas, suggestions, or discuss problems openly. Children are guided to understand that fighting, hurting, or inappropriate language is unacceptable and are supported in following developmentally appropriate rules designed to ensure safety and well-being. Staff model positive communication, encourage choice-making, and facilitate cooperative play and collaboration. Daily routines, such as snack times, circle time, tidying, and helping each other, promote caring attitudes and respect for peers, the environment, and nursery resources.

### **Rights and Responsibilities**

For learning to occur in a safe, positive, and supportive environment, all children, staff, and parents have rights and responsibilities.

Children have the right to be educated in a safe environment, treated fairly, and to experience a broad and appropriately differentiated curriculum. Their responsibilities include respecting the rights and property of others, taking responsibility for their behaviour, learning from mistakes, and asking for help when needed.

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Staff have the right to be respected by children, parents, and colleagues and are responsible for creating a stimulating, safe, and happy learning environment. They listen to children, value contributions, and ensure the curriculum meets individual needs while keeping parents informed of any concerns.

Parents have the right to a safe, well-managed environment for their child and to be informed about their child's progress. Their responsibilities include acting as positive role models, ensuring their child attends regularly and is prepared for nursery, supporting staff in implementing the behaviour policy, and providing relevant information about their child's circumstances.

### **Nursery Rules**

Our nursery rules are designed to support safety, responsibility, and social development. They include:

1. Using talking voices indoors.
2. Using walking feet indoors.
3. Keeping hands and feet to oneself.
4. Listening to others.
5. Sharing and taking turns.

### **Rewards**

Rewards are used to encourage positive behaviour, support self-esteem, and help children take responsibility for their actions. These include verbal praise, social approval, participation in the nursery reward system (e.g., pompoms in a jar leading to a Friday treat), and positive notes home.

### **Consequences**

Staff provide positive feedback for acceptable behaviour and apply age-appropriate corrective strategies when necessary. Consequences focus on the behaviour rather than the child and may include tactical ignoring, redirection, reminders, offering choices, or related actions like tidying up or apologising.

The hierarchy of consequences is:

1. Verbal Warning: A child is reminded not to repeat inappropriate behaviour and given reasons why it is unacceptable.
2. Redirection: The child is guided to a different activity.
3. Contact with Home: Parents are informed if inappropriate behaviour continues or in cases of extreme incidents.

Extreme behaviours, including racist remarks, inappropriate touching, biting, threats, persistent swearing, or repeated hurting of others, may result in additional interventions, including individual behaviour plans, consultation with external agencies, shortened days, or, in exceptional circumstances, suspension or expulsion.

### **Use of Reasonable Force**

Under our duty of care, staff may use physical intervention to prevent a child from committing an offence, causing injury, damaging property, or engaging in behaviour that disrupts good order. All interventions follow a full risk assessment and positive handling plan in collaboration with parents.