The Roche Nursery School

Early Years Behaviour Management

Revised: January 2026
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Persons Responsible for Behaviour Management: Gabriella Emery (Head) & Lisa Christou (Manager)

We believe in a positive approach to behaviour management and our staff lead by example. On the whole children respond well when they know that the school has high expectations of them and that they are treated fairly and with respect.

We try to develop and exemplify a moral code, which reflects care and respect for those around us. We aim to provide a safe, secure and accepting environment in which children can flourish and develop their play and learning without fear of being hurt, hindered or bullied by anyone. We work in partnership with parents to lay foundations from which children can grow into happy, self-confident and positive individuals.

Children come to school to learn and play. At the start of every term the 'Nursery ground rules' are highlighted and discussed using visual prompts to assist understanding for all children. Children like to have a sense of achievement and there are few who do not try as hard as they can to observe the school rules and moral codes. We believe they should take pride in their work and always aim to do their best. They are taught right from wrong.

Children must learn to be responsible for their own decisions and should be encouraged not to blame others. (e.g. he/she told me to!) We actively encourage high standards of behaviour which help to maintain the moral and standards we achieve. We must also respect children's wishes and understand that they have a right to say no if they do not wish to participate in an activity. The children's voice is encouraged and their opinions valued.

Ways of dealing with unacceptable behaviour will always take into account the age and stage of development of the child. Unacceptable behaviour will be managed at the time they occur, will be relevant to what has taken place and will be fair. We require all staff, volunteers and students to use positive strategies for handling inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

Incidents and Accidents require separate forms to be filled outlining the nature, time and precise details. These forms are stored with each child's personal file records in the confidential Applications File in the school office. The member of staff involved with the incident must fill in either the Incident/Accident Form (and Body Map). Where necessary the parents of the child/children involved will be notified and/or called in for a meeting. All adults whilst on school premises are asked to avoid discussing a child's behaviour when in the presence of any child. Staff must speak to parents discreetly about their child's behaviour, separately from other parents collecting their children.

The simple rules that we have for children are all based on safety and caring for others.
They are:

- Children should be encouraged to listen to all school staff, (not only teachers), and not answer back or ignore instructions.

- We do not allow bad language and this will be discouraged in an appropriate and discreet way.

- Children from all social and cultural backgrounds are encouraged to interact, play and learn together in order to develop mutual understanding, care and respect towards each other. Any intolerance or bullying will be sensitively managed with all parties.

- On visits outside school we expect children to show consideration to other people, have good manners and move about as instructed by the person in charge.

- We expect the children to play and work sensibly in the classroom and not to hinder the progress of others.

- Children are not allowed to play unsupervised

- Children are encouraged to be neatly dressed in school uniform to encourage their self-esteem.

Physical restraint/intervention, such as holding, would only occur to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of the witnesses) are brought to the attention of the Manager and Head of Nursery School and are recorded and logged. The child's parent is informed on the same day.

Children who misbehave will be given one-to-one support by talking about what was inappropriate and discuss why the behaviour was unacceptable. They will be given opportunities for explanations and next steps and given advice on how to improve their behaviour so it is more appropriate.

Children will be encouraged to say "sorry" to a child if they have hurt them (purposefully or accidentally) or been unkind to them. They will be explained the importance of understanding why they are saying "sorry". If appropriate the child will be asked to give a hug to the other child or shake their hand. Wherever possible we aim to encourage the children to make positive choices about their own conduct.

For some misbehaviour a reminder is usually sufficient but for children who persistently misbehave other resolutions may be encouraged. A child may be asked to sit quietly aside from the others and think about their actions before re-joining the group. This should reflect their stage of development. In all cases, inappropriate behaviour will be dealt with at school in a timely fashion. Parents are always informed discreetly at the end of the school day.

If problems still persist the school will work together with the parents to find a solution. Systems used to promote positive behaviour for individual children include star charts, stickers, ink stamps and transfers. Children should be praised whenever possible and those who misbehave should be encouraged when they do behave.

Sometimes, liaison may be necessary with our Special Educational Needs & Disabilities Co-ordinator (SENDCO). An IEP (individual education plan) may need to be compiled in consultation with the parents and the key teacher, which should decide on the action needed to help the child to progress. Occasionally we will need to seek additional advice and support from other childcare professionals such as an educational psychologist or occupational therapist.

Bullying

Bullying is the persistent intimidation of people who are unable or unwilling to sufficiently reply.

The school should encourage anyone, who feels they are being victimised, to talk to a trusted adult or parent. This should be someone that knows them well and at school this is usually the key teacher.

Our school ethos is based on mutual respect and goodwill. If bullying occurs, we hope to be able to deal with it as promptly as possible, having looked closely at the background facts and watched carefully to provide substantiated evidence of bullying wherever possible. We feel it is vital to get to the cause of the bullying, be it physical, verbal or emotional, and therefore monitor it closely. The more children are listened to and treated with respect, the less they will wish to victimise others.

The need to bully usually has a reason behind it. We feel it is important to contact the family for out of school reasons for the behaviour. We hope to deal with the problem in discussion, with understanding and help towards achieving harmonious relationships. Our highest priority is to ensure that all children feel safe and secure at school.

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. It helps if the school is reinforcing the values that are already being taught in a caring home.

Biting

Biting is an extremely common form of behaviour amongst very young children. Incidents involving biting cause concern, anxiety and embarrassment amongst the parents of a biting or bitten child. There is no easy answer to the problem however it is important and useful to understand a little more about why a child may feel it necessary to resort to biting others. Young children bite for different reasons and not all will respond to the same types of intervention.

Some children are still exploring their senses and using their mouths to find out about tastes. They are discovering about other people and the world around them and using their mouths to explore. Teething pain can also influence some children to bite. They may not yet have acquired the understanding that biting is hurtful and an unacceptable form of behaviour. It is therefore up to the teachers at school and the parents at home to provide the children with a variety of equipment and material to stimulate their senses during this stage of development and exploration.

Some children bite out of frustration because they have not yet developed the necessary skills to cope with situations requiring self-control for example wanting another child's toy. The child may well not have intended to hurt another person however staff and parents must react disapprovingly and pay attention to the bitten child immediately. The biting child will then need to be explained calmly that biting is hurtful to others and will not be tolerated.

A child biting in self-defence will usually only bite when he/she feels threatened by another child intending to hurt them in some way. Biting is a child's most advanced and effective form of self-defence. The biting technique is usually only adopted in extreme cases where the child feels totally overwhelmed with a situation and needs to regain control. In these instances the nursery staff and parents must reassure and nurture the child who is biting whilst at the same time explain that biting is not allowed as it can really hurt somebody. Try to offer them other options on how to deal with this type of behaviour for example approaching a teacher or simply asking the other child to stop.

A child who uses biting to gain control of situations will need to have positive forms of social behaviour reinforced throughout the day. The child should be given the opportunity to make positive choices about their own conduct and take part in sharing and turn-taking skills as well as show general good manners for example "please" and "thank you".

Whenever the nursery staff need to react against an incident, the approach should be calm and educational. Any action taken must target the unwanted behaviour only and not the child. It should be fairly applied at the time of the incident so that the child can relate to it directly. It is vital that parents and staff communicate, co-operate and work together as a team, to prevent children from

biting. Incidents of inappropriate behaviour both at school and at home must be shared so that possible reasons for a child's biting may be identified and responded to accordingly.

The Roche Nursery School will continue to promote behaviour that encourages self-esteem and self-control. Once the children become more independent with their use of words and are able to express themselves more fluently they can communicate their needs and wishes more efficiently and so no longer need to resort to biting.

Rough and Tumble/Fantasy play

Young children often engage in play that has aggressive themes such as superhero or weapon play. This behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

- We recognise that rough and tumble play are normal for young children and are acceptable within limits.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies eg shooting, 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teacher input to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolutions

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Strategies to promote Good Behaviour

In order to promote good behaviour visual prompts are key in delivering a positive message in young learners. In the Nursery clear ground rules are set and implemented. Staff delivering these ground rules are expected to be consistent, giving children clear explanations. Staff use specific praise to motivate and encourage good behaviour. It may be necessary for some children to have time to reflect on inappropriate behaviour and staff will use clear and age-appropriate explanations of why a behaviour may not be acceptable during this reflection period.

Summary

Children need to know that if they misbehave the teachers will listen to their point of view and treat them with respect and kindness. Teachers should help children to see the constructive purposes behind the rules. Our aim is always to:

- Be polite;
- Think of others;
- Take care of our environment;
- Be kind to one another;
- Value, respect and care for each other;
- Treat others how they would like to be treated.