Chelwood Nursery School
Chelwood Walk
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Behaviour Management Policy

Developing Positive Behaviour

Policy Schedule	
Reviewed and edited	January 2026
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Chair's signature	
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Behaviour Management Policy
Developing Positive Behaviour

This policy document has been written to inform all those who work within the school or who have contact with it: - parents, staff, governors, representatives of the L.A., visitors and members of the local community, of Chelwood Nursery School's approach to Behaviour Management.

This policy has been produced and reviewed by all members of staff, represents whole school reflection on our practice and our developing understanding of young children's social and emotional development and our understanding of behaviour. We note that the SEND code of practice 0-25 (2014) removed 'behaviour social and emotional' category of Special Educational Needs (SEN) replacing it with 'social, emotional and mental health'. This puts much greater emphasis on the underlying needs of children young people and moves away from the labelling of behaviour itself as SEN. In reviewing this policy, we are guided by an understanding of trauma-informed practice and the fundamental importance of attachment and relational support.

This policy supports and informs our practice, and as a working document, it is open to review and modification in the light of the needs of the school, families and children.

Chelwood Nursery School aims to provide a happy, welcoming, relaxed, stimulating, calm, and safe environment in which the diversity of social and cultural backgrounds of our school community are valued, respected and celebrated. Central to this provision is our commitment to working in partnership with all parents and carers. We have high expectations of positive and cooperative behaviour and of mutual respect and support for one another. We expect all adults in school (staff, volunteers, students, parents and carers) to provide a positive model of behaviour by treating children and one another with friendliness, care, courtesy, respect and empathy.

Our school's ethos of respect includes all interactions within school - between adults and adults, adults and children, children and children. Respect includes caring not only for one another, and their property, opinions and creations, but also for equipment, surroundings and living things.

What underpins positive behaviour?

How do we support children's social and emotional development at Chelwood?

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

At this young age all children are learning how to interact with the world, and developing the social skills they need to make positive relationships with their peers and with adults and need to feel safe and secure, valued and listened to.

This is expressed in child friendly intentions:

- I look after myself / keep myself safe
- I look after other people / keep others safe
- I look after the environment around me

These statements help us to ensure we have a consistent approach to children's behaviour, as they make clear to adults and to children what is acceptable and what is not. Across the school it is therefore, clear what behaviours we are helping children to develop and what behaviours we need to challenge.

Chelwood Nursery School has a whole school approach to meeting children's social and emotional needs through:

- A focus on welcoming families and ensuring that children's home and cultural backgrounds are reflected in our school environment to support children's sense of belonging, self-esteem and confidence
- Home visits offered to all new families
- Each child to have a key person with a focus on relationships and ongoing communication with parents
- our personalised curriculum which meets individual needs (involving understanding of children's schematic play, learning styles and interests)
- collaborative play opportunities involving cooperation, negotiation and sharing supports children's development of these fundamental social skills and experience of positive, respectful relationships.
- clearly communicated and consistently reinforced boundaries and expectations for all
- a collaborative approach to identifying difficulties and putting strategies in place for individual children.

We understand that children are best able to manage their behaviour when they have secure attachments and have experience of positive relationships and when they are feeling safe, valued and understood. Our practice at school can have a positive impact when we provide a nurturing, caring environment, attuned and responsive relationships with children - which is the foundation for helping children to develop self-regulation - and work collaboratively and sensitively with parents.

It is important for children to know that adults will always listen to them, will support them in making relationships and in dealing with difficult situations, including if they are upset by or hurt by another child.

Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. This grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any scenario and return to balance.

The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation. A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills.
https://birthto5matters.org.uk/self-regulation/

Understanding what lies behind negative behaviour

During their time at Chelwood, children will develop their social skills, and their self-regulatory skills. Some children, however, may struggle and may use physical actions for example that can injure others in their interactions, or unkind words that can upset others and therefore need additional individual support to keep themselves, others and the environment safe.

At the heart of our approach to tackling such behaviours as they arise and providing additional support to help children develop positive behaviour, is a recognition of the importance of understanding what is at the root of difficult, distressed (often referred to in schools as 'challenging') behaviours. We need to work with parents to understand what makes children tick and what they find tricky, what may trigger their behaviours and what the child is struggling with. The key person plays a valuable role in this process.

We recognise behaviour as communication, perhaps an expression of underlying feelings that they cannot manage or a way of telling us all that they cannot cope. Behaviour difficulties can also reflect an unmet need e.g. communication difficulties, social interaction difficulties, emotional and mental health needs. Children's home lives, their relationships and the security of their early attachments, feeling tired, hungry or unwell, housing conditions – all issues beyond a child's control - can all have an impact on children's well-being and affect their behaviour development. Some children may struggle to manage the busy, stimulating school environment, finding it overwhelming or confusing, and may find changes in routine or familiar adults very unsettling.

In addition, staff are mindful at all times that changes in a child's behaviour, or distressed behaviours, can also be an indicator of abuse and will follow their responsibilities in relation to our safeguarding policies and procedures in keeping children safe.

What strategies and approaches do we use to support children's behaviour development?

In addition to whole school expectations and modelling by adults of respectful, caring relationships which promote care for one other, and a safe environment, we also draw upon a wealth of positive strategies for addressing what is experienced as inconsiderate behaviour which are matched to individual children's needs, ages and stages of development.

- Adults being consistent and persistent and following through.
- Adult support for children to reflect on the impact of their own actions and to make amends – e.g "what can we do to make it better?" following an age-appropriate Restorative Justice approach
- Adults modelling the behaviour and language of social interaction - turn taking and sharing and negotiating skills.
- Reinforcing positive behaviour by taking all opportunities to reward children with positive attention and praise. (We do not use stickers or similar external rewards)
- Visual support to understand and follow routines and prepare for what is going to happen next, with visual timetables, 'now and next' boards.
- Visual prompts to support positive behaviour and expectations – listening, looking etc
- Using tone of voice and facial expressions, together with simple language and symbols to support children's understanding of how we feel about their actions.
- Using the empathetic approach to recognise and validate children's own feelings and emotional responses
- Additional adult support at key times that are particularly challenging for children e.g. transition.
- Supporting success in following routines by providing 'tidy up' opportunities outdoors if the busy classroom at this time is too difficult to cope with. We ask them what they would like to help with, giving them an element of choice and decision making.
- Opportunities for physical, large-scale play outdoors in natural environment.
- Support for sensory-regulation (so intertwined with emotional regulation) through provision of

calming physical experiences such as heavy muscle work eg moving big, heavy things and being up high or swinging.

- Access to calmer, quiet spaces to reduce anxieties.
- Targeting children to experiences they find emotionally calming – singing, music, sensory experiences – personalised to children's individual needs.
- Access to additional resources for children with particular sensory difficulties e.g. ear defenders.
- Warm and caring adults, who are responsive to children's emotional needs, offer cuddles, asking "Do you need a cuddle/hug?"
- Resources such as feelings books and social stories, 'cosy dens' in each class with feeling /emotions visuals.
- Supporting children's independence and ability to feel safe, secure and in control of themselves in a social environment – saying "Stop it – I don't like it" in response to the actions/behaviours of others.
- Puppet and small world play to enable exploration of friendship, feelings, social interactions.
- Children encouraged as role models with planned partnering so that they can support each other.
- Use of Involvement and Well Being observations and approach – as both an indication of children's needs and as a means of reflecting on how successfully we are meeting these needs.
- Use of '2 choices' strategy to enable children who have a need to be in control, to comply with adult requests
- Sand timers to support turn taking and sharing skills.
- Ongoing communication with parents with an emphasis on building positive and constructive relationships, with support of key person.

We do not use negative language such as 'naughty' or 'silly' to describe the child as it serves only to label that child. We re-frame this kind of language if it is used by children themselves eg they 'made the wrong choice', are 'finding it tricky', are 'still learning'.

The approach outlined above promotes positive behaviour, the development of positive relationships and social interaction. At the same time, it guides our strategies for tackling negative behaviours.

Managing negative behaviour

It is with this understanding that we will always intervene in response to actions that endanger the child herself / himself, or others, or damage equipment/resources.

- Adults intervene immediately to keep children safe and support positive resolution, drawing upon our understanding of the individual child, consistent whole school expectations, and using agreed strategies.
- Supporting a child's emotional regulation is an essential part of our behaviour management, mental health and wellbeing approach to working with children in school.
- Staff support children in regulating their emotions using a range of strategies and co-regulation techniques, mirroring and empathy, which impacts positively on a child's emotional wellbeing and behaviour. We aim to de-escalate and support returning to balance.
- We support children to find quiet spaces to calm and regulate which involves acknowledging feelings, and supporting children to gain control over their feelings and feel calmer. When calm, staff will explain what was not acceptable about the child's behaviour, so that they can learn a more appropriate response, or talking about the impact their actions have had on others. Staff will then support children in making amends. This encourages critical

thinking, problem solving and development of skills in sharing, mediation and reflection. In making amends we do not require children to say 'sorry' although this may happen, instead we would encourage children to show care and consideration for anyone they have upset or hurt.

- Children's individual needs and the strategies being tried, are shared with the whole school staff team to ensure a consistent approach.
- If a child's actions present a possible risk to themselves, others or environment, the class teacher/team and SENCO will consider the best strategy to meet the child's needs, and the needs of the rest of the class. This process involves parents/carers so the school and family can work together in partnership to understand the root of the child's needs.
- Staff are continuously adding to strategies to use in response to an outburst of behaviour that is risky to safety, as part of whole school collaborative problem-solving, training, and drawing on advice from professionals. These are personalized.
- We use phrases that refer to being safe/kind and our interventions at these moments are always guided by keeping children safe.
- Concerns are always shared with parents and carers.
- If despite a consistent approach and additional strategies, a child's behaviour continues to be of concern, the Inclusion and Diversity Leader (SENCO) will support the class team in collaborative problem-solving process.
- The Inclusion and Diversity Leader (SENCO) may seek the advice of outside professionals such as the school's link Educational Psychologist or other professionals e.g. Drumbeat Outreach Service for children with social communication and interaction difficulties. Such referrals will involve parents' involvement and consent.
- A Team Around the Child/Family may be established, involving all professionals supporting a family.
- Where parents need help in managing their children's behaviour Children's Centre support will be sought.

Bullying

Given the age and stage of development of our young children, we understand that some negative behaviours, if not addressed may escalate and be more closely identified with bullying behaviours. Our 'stop it, I don't like it' approach to empowering children is an important strategy. We are always concerned to support children in developing positive relationships with one another and will always intervene, in a collaborative way, when additional and extra support and attention is needed by individual children. Early intervention and understanding the whole picture for each child is fundamental to addressing these difficulties and to support children to develop positive and respectful relationships and to support their interactions and therefore working in collaboration with parents is essential. Behaviours which impact or hurt others are never ignored and strategies are shared with the whole staff team to enable consistency and overview.

Physical restraint

Physical restraint is not a form of behaviour management that is acceptable in the school. In a situation where a child is in such a state of distress that he/she may be endangering him/herself or another child then it may be necessary for the adult to offer protective care to the child until they regain control of themselves. This would be reported to the parents at the earliest opportunity and recorded in school.

Exclusion from school

We have high expectations of reasonable behaviour from all our pupils in school and have clear strategies for the management of unacceptable behaviour. We take into account each individual's level of development and understanding and involve parents and carers at all levels. We recognise that there are categories of behaviour used for exclusions in primary school, and accept that exclusion is the ultimate sanction available to us. It would always remain the absolute last action that we would wish to take, but if there was a threat to the health, safety or wellbeing of any child or adult from a child's behaviour then we would consider carefully all our options. We recognise that in order to create a uniformity of approach across the authority, Chelwood Nursery School does need to be aware of the criteria used for exclusion throughout the authority. We promote this continuity of approach within a spirit of partnership with all our parents and carers, whose support we respect and value, for the benefit of the whole school community.