



Oxhill Nursery School

BEHAVIOUR POLICY AND GUIDELINES

September 2025

Headteacher: Julia Watson		Date:
Signed on behalf of the governing body		Date:
Name of signatory:	Sarah Golightly	
Role of signatory:	Chair of Governors	
Date ratified by Governing body:	November 2025	
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PURPOSE OF THE POLICY

At Oxhill Nursery School we are proud to promote a love of learning within a safe and secure environment, in which every child matters. 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. All children gain a sense of belonging within a safe and nurtured environment where they feel confident to develop positive relationships both with adults and children. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the area of learning - Personal, Social and Emotional Development.

PRINCIPLES

1. The Behaviour Policy applies to everyone who comes into the buildings – children including parents, carers, staff and visitors.
2. Everyone has the right to:
 - Feel safe and a responsibility to ensure the safety of others
 - Feel respected and a responsibility to show respect for others.
 - To be supported both in their learning and everyday life and a responsibility to assist and support others.
 - Be treated fairly and to treat others fairly.
 - Move freely and safely, subject to rules.
 - Have property kept safe and a responsibility to care for the property of others.
3. We believe that a positive approach to behaviour has more effect than a negative reaction to it. Good behaviour is best encouraged by positive example, by recognising and rewarding good behaviour, and by the modelling of good behaviour.
4. Children have a right to be treated as individuals and their developmental needs taken into consideration. Children should be involved in formulating some of the rules they are expected to understand and follow. This will be implemented through circle time where the children will be involved in creating a variety of 'Nursery Promises' to each other which will be on display.

For example:

- We are kind to one another.
- We will not hurt our friends.
- We share and look after our toys.
- We listen to each other and work together to sort out problems.
- We take turns when playing with toys.
- We will look after our nursery and put our things away.

5. A consistent approach is adopted towards behaviour management. Strategies include: all policies, a welcoming environment, curriculum development, staff training, induction and appropriate resourcing.

6. A clear evaluation is made of policies and practice using facts to inform future development.

7. Parents, carers and Governors are given reports on children's behaviour and general progress as appropriate.

AIMS

We aim to promote the understanding of what constitutes good behaviour, to celebrate and encourage good behaviour, courtesy and politeness, to manage unacceptable behaviour in a clear consistent way.

SAFETY

Safety is a priority. The use of physical force is not acceptable in nursery. The LA policy on restraint, allows for the most minimal level of force to be used to prevent harm - to other children or serious damage to self or property.

Children should be taught strategies to deal with unwanted contact, e.g., calling on an adult for help. Similarly, bullying and threatening behaviour is unacceptable and will be addressed using a system of sanctions.

RESPECT

We expect everyone to treat one another with dignity, kindness and respect. Some forms of unacceptable behaviour take the form of verbal attacks, gestures, and looks. No one should be subjected to ridicule or personal insult about their family, race, culture, belief, gender or appearance or indeed about anything. We are required by the LA to monitor and record instances of racist behaviour and to take action to prevent its recurrence. Members of staff have a responsibility to provide a good model to pupils by observing respectful behaviour. Children have a right to be taught in a respectful manner. We have a low-level concerns policy in place to ensure that if a member of staff acts in a way that does not cause risk but is inappropriate, they can inform the headteacher, and this can be recorded. Child-on-child abuse (child-on-child sexual violence and sexual harassment) is taken very seriously and our staff are aware that children are capable of abusing their peers, and that this can happen both in and out of school, online and offline. In our school all staff understand the importance of challenging inappropriate behaviour.

ACCESS

Children have access to all curriculum areas to develop free choice and independence, both indoors and outdoors, under qualified supervision. Children will be actively encouraged to walk inside at all times, for safety.

PROPERTY

All property must be respected, whether it is that of the setting, staff, child or other adult. The setting does not accept responsibility for children's property brought into school.

ROUGH and TUMBLE PLAY

All sorts of play can pose a dilemma in terms of whether it is children's natural exploratory play or something more concerning. Staff often have to make judgements about the nature of the play and whether they should be supporting and scaffolding it, whether to intervene, or whether to observe and report concerns.

Young children often engage in play that has aggressive themes – such as 'Superhero's'; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. Staff will always ensure that every child feels safe and protected, and children will not be allowed to use forms of play to intimidate other children in any way.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as prosocial and not as problematic or aggressive.
- 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, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

HOW WILL WE ENCOURAGE GOOD BEHAVIOUR?

Positive intervention can promote good behaviour in the following ways:

SELF ESTEEM

There is a high correlation between low self-esteem and poor behaviour. Children need to experience success to grow self esteem. All efforts and achievements at the children's level should be celebrated. Encouragement and reinforcement are essential but children must know that the adult is being honest in their praise. Each child should be valued as an individual and achievements valued equally.

We have high expectations of our children – celebrating their successes and being supportive of their efforts. Displays of children's work, public acknowledgment of success and appropriate praise are tools to support children's behaviour.

EQUAL OPPORTUNITES

Prejudice in our society, whether it is about race, class or gender, will directly affect all children.

Prejudice can lead to children having low self-esteem, we will tackle this through positive intervention and imagery.

The fundamental right to respect, is directly connected to equal opportunities considerations. As part of our curriculum we recognise the importance of celebrating the cultures of the home and community, to enable children to express and be proud of their experiences. Through a rich and diverse curriculum, we aim to encourage children to respect and value themselves and each other. We also seek to equip our children so that they can challenge negative misconceptions about themselves and others.

INDEPENDENCE

There are many ways of encouraging independence; reflective questioning, problem solving and setting up situations where children have choices to make.

By asking children what they think, and how they feel we show them that their views, and feelings are important and stimulate the development of reflective thinking. Giving children well – informed choices, with knowledge of the consequences, enables them to take the responsibility for their own behaviour.

SOCIAL SKILLS

Children rely on adults to model good social skills, which they will need to develop their relationships with others. Practice of these new skills both formally and informally is vital to embed good social behaviour patterns. In an atmosphere of mutual respect, good social skills are expected of both adult and child.

ROLE MODELS

Children model good and bad behaviour from significant adults in their lives. The relationship between adults and children in nursery is friendly and supportive. The behaviour of the adult is a positive role model for the children at all times.

Adults should be aware of their own language both verbal and non-verbal. A calm, quiet approach is preferable in addressing children. Sarcasm, humiliation and yelling are totally unacceptable. Adults should be aware of their own body language and ensure it gives positive messages to children. When addressing challenging behaviour situations, staff will encourage children to reflect on their own behaviour and acknowledge the feelings and needs of others.

If there is a need to reprimand a child it should be done in an assertive, not aggressive way. It is important that children are listened to respectfully and reasons given for the reprimand.

Staff should ensure the support of other team members when handling challenging situations.

Even adults can be wrong sometimes – don't be afraid to apologise. Children will also watch and model our interactions with colleagues.

Finally, the most important point to bear in mind is that the children must know that it is their unacceptable behaviour we are rejecting not the children themselves.

WORKING WITH PARENTS AND CARERS

Effective partnership with parents and carers is essential for success in managing children's behaviour. By being welcoming and accessible, we aim to develop a good relationship with parents and carers, as this can be significant in reducing difficult behaviour through shared understandings and support strategies.

We try to avoid giving parents only bad news, whilst recognising that they have the right to be concerned about their child's progress in nursery.

Parents have regular informal contact with the staff who are always accessible to parents at the start and end of every session. Termly staff and parents meetings also take place to discuss children's progress.

When children's behaviour is of particular concern, we will involve outside agencies to develop strategies and in some cases 'Individual Behaviour Plans' (IBP) or Support Plans

HOW DO WE DISCOURAGE UNACCEPTABLE BEHAVIOUR?

In the first instance children will be reminded of our 'Nursery Promises' and will be asked to apologise for behaving in a way which is not part of the agreed code of conduct and an explanation given. A child may show that they are sorry in a nonverbal manner. In an event where a child was to repeat the same behaviour twice a member of staff would support the child's play to model how to behave appropriately and be reminded of our 'Nursery Promises'. In some cases, a child may repeat the same behaviour for a third consecutive time and therefore, it would be appropriate for the child to be removed from the cause of conflict and give him/her an opportunity to think about his/her behaviour. This is called Thinking time where the child will sit next to an adult which should be for a few minutes only (maximum four). After such time there will be a discussion as to why the behaviour was unacceptable and parents would be informed at the end of the day. (Children with Special Educational Needs will be taken into consideration when following the above sanctions and may result in having more support and intervention from an adult within their play).

At all times, it is the behaviour, which is to be challenged and moderated rather than the child being blamed. Adults should take every opportunity to praise good behaviour.

Staff will encourage children to reflect on their own behaviour and acknowledge the feeling and needs of others.

Children will be supported to understand their emotions through the work they do with the book 'The Colour Monster' and encouraged to talk about how they are feeling.

During the LUNCH TIME period children will continue to follow the nursery promises. The positive approach to promoting good behaviour will be tailored to motivate children to share lunch in an atmosphere of mutual respect, developing good social skills.