

Behaviour Policy (linked to Care and Control Policy)

To be reviewed Annually.

Policy Agreed January 2026. To be reviewed January 2027.



The aim and purpose of our behaviour policy within Everton Nursery School and Family Centre/Centre for Nurture is to give all children a positive self-image, a strong sense of self and positive learning dispositions, thus giving them the security and confidence to make the most of opportunities, to communicate effectively and to build positive relationships with others (with links to our Personal, Social and Emotional Development Policy). Incorporating restorative practice techniques into the behaviour policy fosters a nurturing, respectful, and inclusive environment where young children learn to understand their emotions, repair relationships, and build empathy.

The objectives of our behaviour policy are to develop children's:

- Self-awareness and self-esteem.
- Understanding of acceptable behaviour within the school/centre.
- Understanding of a positive and friendly atmosphere in the school/centre.
- Ability to co-operate with one another and enjoy a friendly relationship with all school/centre staff.
- Awareness of regular and proper handwashing for 20 seconds both on entry to nursery and throughout the day for example, when going to the toilet, before eating and when touching resources.
- Understanding about sneezing and coughing into elbows and tissues then bin it and wash hands and avoid touching their faces.
- Understanding that spitting and biting is not allowed in any circumstances.

Our Code of Conduct around the school/centre

Within our school/centre we will encourage our children to:

- Be kind and caring.
- Listen to all staff and peers when they are speaking.
- Always walk in the school/centre.

Encouraging good behaviour will be effective in developing self-esteem in our children. Strategies for supporting children with challenging behaviour **will be consistent** throughout the school/centre. This policy is to be read in conjunction with the school/centres Care and Control policy.

School/centre staff are encouraged to use the following strategies for children who exhibit challenging behaviour within the school/centre:

Whole school/centre embedded strategies for de-escalating and diffusing:

All children and room based staff at Everton Nursery School and Family Centre/Everton Centre for Nurture engage in the school's Peer Massage (adapted from the Massage in Schools Programme) on a daily basis as well as a range of circle time activities with the aim to develop the positive conditions and approaches for effective behaviour for learning. The school/centre is committed to raising children's self-awareness and self-esteem as well as their social and communication skills.

Staff that work with the children have **induction training regarding the behaviour expectations of the school/centre, the Code of Conduct. Care and Control training and**

refresher three yearly Care and Control training (Team Teach) to refresh their knowledge of de-escalation strategies with young children. Each member of staff in the rooms is a Family Worker/Key Worker that supports the children with their behaviour and any behaviour escalations. The Leadership Team support if required and discuss further strategies.

Verbal strategies

- Help Script and Help Protocol (part of Care and Control Policy)
- Use of positive, reassuring and descriptive language or a running commentary
- Choice drivers, i.e. 'When; Then'; 'Either; Or'
- Describe reality
- Reflect, Repair, Rebuild

Non-verbal strategies

- C.A.L.M (part of Care and Control Policy) stance to provide proximity support
- Use of sign-a-long
- Gestures and body language
- Adult modelling

Whole school/centre responsive strategies for supporting children with challenging behaviour

Strategy 1. Give three verbal indications to the child that their behaviour is not acceptable.

- quietly discuss with the child
- remind the child again
- indicate through your tone of voice

Strategy 2. Remove the child to another activity within room/wing - give the child a reason for doing so. Staff should give time to the situation and be at the child's eye level.

Strategy 3. Provide 'Time-In/Reflection/Thinking Time' for the child in their own room/wing. A member of staff would be in close proximity to the child (maybe the floater/observer in room/wing, not always family worker) using a timer. i.e. 1 - 3 minutes (depending on the child) to reflect on behaviour.

Certain types of challenging behaviour may require strategy 3, missing strategies 1 and 2.

Strategy 4. If the child continues to use challenging behaviour - consult Headteacher/Assistant Headteachers for support. If a child is in crisis or displaying repeated challenging behaviours parents/carers may be contacted to collect the child from school. Parents/carers will be informed of continual challenging behaviour in the school/centre and these conversations with parents will be recorded on CPOMS. School/centre staff will work together with parents/carers. Staff will keep a log of all challenging behaviour exhibited by the child in the school/centre on CPOMS. Outside Agencies may also be consulted for Individual Behaviour Plans (IBPs) and Positive Handling Plans (PHPs) as some challenging behaviour may border special educational need concerns. SEND support plans are created for identified children to support specific behaviours.

Please Note: - Staff need to remember that some children in the school/centre will follow Individual Behaviour Plans (IBPs) and Positive Handling Plans (PHPs) that will not be applied to other children in the school/centre.

The Leadership of the Nursery School/Centre for Nurture support staff with their training and to implement the Behaviour policy. The Leadership Team and Inclusion Co-ordinator are staff that can support the wider school staff team with behaviour concerns if required.

ALL STAFF MUST BE AWARE THAT IT IS THE BEHAVIOUR OF THE CHILD THAT IS UNACCEPTABLE - NOT THE CHILD.

School/centre staff also need to consider the following to support the whole school/centre behaviour policy:

Emotion Coaching

- Use simple language to help children name and understand their feelings (e.g., "You're feeling cross because your tower was knocked down").
- Validate emotions before addressing behaviour.
- Model calm responses and co-regulation

Restorative Conversations

Use simplified prompts to guide reflection and repair:

- What happened?
- How did you feel?
- How do you think the other person felt?
- What can we do to make it better?

These can be scaffolded with puppets, storybooks, or role-play.

Storytelling and Persona Dolls

- Use stories and dolls to explore conflict, emotions, and resolution in a safe, relatable way.
- Reinforce empathy and fairness through narrative.

Adult Modelling and Language

- Adults model respectful, calm conflict resolution and use inclusive, non-shaming language.
- Praise efforts to repair and reflect, not just "being good."

- Staff should use positive comments with all children.
- Staff should use family worker time to discuss behaviour and respect for each other-reinforcing positive behaviour (see managing feelings and behaviour, personal social and emotional area of learning (PSED)).
- Staff should use whole group times to discuss school/centre/wing code of conduct.
- Staff must not use sweets or stickers as rewards.
- Stickers and behaviour charts are not considered best practice in the Early years Foundation Stage (EYFS) because they promote extrinsic motivation, can undermine emotional development, and may damage relationships and self-esteem. Research and early years guidance increasingly advocate for relational, restorative, and intrinsic approaches to behaviour.

Everybody who works with our children during the day will be familiar with this policy.

Suspensions and permanent exclusions

We are an inclusive nursery school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step as part of our graduated response in supporting children including Behaviour Support Plans and Positive Handling Plans plus extra support through using interventions such as 1-1 support, alternative learning environment at the Centre for Nurture all of which are to ensure that exclusions are avoided.

Everton Nursery School follows the statutory guidance, published by the DFE in 2022, School suspensions and permanent exclusions from maintained school, Academies and pupil referral units in England" and has regard to the standard national list of reasons for exclusion. Only the headteacher (or an acting headteacher) has the power to suspend or permanently exclude a child from nursery school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in anyone school year. In exceptional cases, usually where further evidence has come to light, the headteacher may issue another suspension or a permanent exclusion to begin immediately after the end of a suspension. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

If the headteacher suspends or excludes a child, she informs the parents or carers immediately, giving reasons for the suspension or exclusion. At the same time, the headteacher makes the information clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

As a Nursery School we have also followed guidance from Behaviour In Schools, DfE February 2024.

Policy review

This policy was reviewed by a group of Governors on behalf of the Curriculum, Children and Family Committee on Thursday 15th January 2026 and ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 22nd January 2026.