

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
"have life and have it to the full."
Jn. 10v10**

BEHAVIOUR POLICY

Approved by: School Governors	Date: Oct 2021
Last reviewed on:	Date: Sep 2025
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Behaviour Policy

NRSRY_01_02

1. Role Models

- 1.1 All members of staff, volunteers and students provide consistently good, patient and kind role models for the children.
- 1.2 All members of staff demonstrate a positive self-image and create a culture of high expectations, praise and positive reinforcement.
- 1.3 The nursery requests and expects, parents/carers and other family members to do the same.

2. Safety of the Children

- 2.1 The safety of all the children is of paramount importance.
- 2.2 The welfare and development of the individual child is always carefully considered.

3. Positive Behaviour

- 3.1 All members of staff demonstrate kindness, patience and a caring attitude towards each other and the children at all times.
- 3.2 Children are always praised when they also demonstrate these same attributes.
- 3.3 When children demonstrate positive behaviour, they are shown positive reinforcement and appreciation in order to encourage good behaviour.
- 3.4 Children who may find positive behaviour difficult to maintain are openly praised for small, everyday achievements.

4. Overall Expectations of Children's Behaviour

- 4.1 Staff members attend in-house meetings in order to familiarise themselves with and understand the standards of behaviour that are expected within the nursery.
- 4.2 Staff are expected to maintain consistent expectations in order to avoid mixed messages.
- 4.3 However, staff recognise the need to adjust their expectations in accordance with the needs of each individual child.
- 4.4 The expectations of individual children are made according to their personal needs, level of understanding and stage of development.

- 4.5 All members of staff attend regular training and in-house meetings, in regard to understanding children's behaviour and exploring management processes.
- 4.6 Wherever possible and if suitable, staff try to utilise an 'active ignoring' technique in regards to behaviours which may not meet expectations but equally do not pose any major cause for concern.

5. Misdemeanours and Strategies

- 5.1 Minor incidents of misconduct or negative behaviours are addressed immediately by the member of staff present or key carer, if appropriate.
- 5.2 These incidences are dealt with discretely, with sensitivity and positive language is used wherever possible.
- 5.3 Members of staff will never discuss these incidences with a child in front of the rest of the class.
- 5.4 Corporal punishment or the threat of such, is never used within the nursery and will result in disciplinary action for any staff members that are found to have used this.
- 5.5 Children are guided to pursue alternative activities, join in with a different game or participate in an adult-led activity, if they are struggling to demonstrate positive behaviours during their current activity.
- 5.6 Any incidents which give cause for concern are shared with the nursery manager and/or head teacher, in a timely manner.
- 5.7 The child's home situation is carefully considered when dealing with incidents that have given cause for concern.
- 5.8 Any information which may impact on a child's behaviour should be presented to relevant members of staff (on a need-to-know basis), this may include such situations as: a new baby at home, parents separating, a parent working away, a death in the family etc.).

6. Partnership with Parents

- 6.1 Staff members closely liaise with parents at all times.
- 6.2 Staff keep parents well informed if their child has been harmed by another whilst at nursery.
- 6.3 Staff discuss and agree appropriate strategies, tactics and actions with parents that they are happy for them to use within the setting.
- 6.4 It is imperative that staff and parents work closely together to use the same strategies and send the same consistent messages to each child.

6.5 Parents must recognise that incidents will occur from time to time whilst children are playing and interacting closely together but should be reassured that staff closely monitor unwanted behaviours.

6.6 Parents are always kept fully informed of their child's behaviour whilst at nursery and sometimes it may be necessary to have a discussion during collection or drop-off times. These discussions will always be away from the children, parents and other members of staff.

6.7 We want parents to look forward to collection times and view their child's time at nursery as a positive one, as such, minor incidences that have not given cause for concern will not be relayed to parents, unless a member of staff feels it absolutely necessary or a parent has requested this information.

7. Impact on Others

7.1 It is important that children gain an understanding of how their actions impact on others.

7.2 Staff members create opportunities to discuss how different actions might make us, and others, feel, and encourage children to explore their feelings.

7.3 It is important for children to recognise what is unacceptable behaviour within the scope of their own understanding.

7.4 Staff members always stress that it is the child's behaviour that is unacceptable, and not the child themselves.

8. Information and Recording Information

8.1 Parents are always kept fully informed and consulted in all aspects of their child's behaviour management.

8.2 Parents are welcome to request meetings to discuss their child's behaviour if they have any concerns of their own.

8.3 Notes of meetings, discussions, actions and strategies are recorded confidentially in the child's individual file.

9. Individual Children

9.1 It is always remembered that children are individuals and some may find it easier to understand expectations than others.

9.2 We recognise that children have different strengths and find some things easier or harder than others to accomplish.

9.3 Behaviour patterns are often formed in the early years and clear, kind and consistent expectations help children to become sociable, caring and thoughtful citizens.

9.4 Behaviour strategies are set to help children to succeed. All strategies and targets must be realistic and attainable.

10. Biting

10.1 Young children do bite each other from time to time. This is often not a deliberate act of unkindness or aggressiveness but forms part of boundary testing and learning.

Incidents of biting may also be the result of frustration from a child with speech and language difficulties.

10.2 Incidences of biting are always taken seriously, the child's parents will be notified and staff will employ extra vigilance with regard to their supervision.

10.3 Children who are going through a stage of biting are not ostracised or segregated from their peers.

10.4 Staff keep the parents of a child who may have been bitten, or has bitten, fully informed of the situation and liaise closely with them in regard to how these situations are monitored and addressed.

10.5 The name of the child who has bitten, or indeed harmed another child in any way, is never revealed to the parents of the child that has been bitten.