



Nursery School



Duke Street Nursery School

Positive Behaviour Management Policy (including: Care & Control of pupils & Bullying)

This complies with Section 89 of the Education and Inspections Act 2006 & Education Act 2002

Policy leader	Mrs Susan Conron
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Shared with Duke Street Staff	November 2025
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Saved / stored	Shared drive
Linked Documents	Revised 2025 Guidance: How Schools Must Record, Report and Communicate Use of Reasonable Force Revised Guidance on the use of restrictive interventions in school.
Linked polices	Safeguarding and Child Protection policy Special Educational Needs Curriculum Progression Document-Personal Social and Emotional Development. Restrictive Intervention and Reasonable force.

Duke Street and Highfield Nursery School

Positive Behaviour Policy

We are committed to creating a nurturing, inclusive, and safe environment where all children feel valued, respected, and supported. This policy promotes positive behaviour through proactive, trauma-informed, and developmentally appropriate strategies, ensuring that restrictive interventions and/or reasonable force are used only when absolutely necessary and in line with current statutory guidance.

Our Positive Behaviour policy aims to help children to:

- Develop social skills and help them to understand ways to express their feelings and emotions.
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement
- Develop a respect for one another
- Build caring, respectful and co-operative relationships with other children and adults
- Develop ability to express emotions in a safe way and learn strategies to support regulation

Positive Behaviour Management Strategies

The following approaches will be encouraged to support positive behaviour throughout nursery:

- Time in- One to one time with a member of staff in a quiet calm environment that allows children to calm and talk about their feelings, with acknowledgement from adults and discussions on positives to help children feel safe, secure and regulate their emotions.
- Physiological needs- think about physical needs of the body- ask children if they're feeling hot/cold, hungry/thirsty and meet this need. Open a window or wrap a blanket around the child to help them respond to their body.
- A safe space is offered to children where they can go to for some space if they wish to. Some of the children have their own safe spaces already set up within the nursery.

Behaviour management will be structured around the following principles:

- Positive behaviour will be reinforced with specific praise and encouragement
- Children will be taught the expectations and boundaries through the induction process and settling in. If developmentally appropriate, children will work with practitioners to discuss and set boundaries and expectations.

- When dealing with challenging behaviour, staff will always communicate in a clear, calm and **positive manner**. We will try to re-direct children's energies by offering them alternative and positive options.
- All practitioners and parents/carers will make every effort **to set a positive example** to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Practitioners will work as a **team** by discussing incidents and resolving to act collectively and consistently by making use of the 'Window of Tolerance' approach.
- Practitioners will try to discuss concerns confidentially with SLT and/or parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- The nursery environment will be well resourced and planned in order to meet the needs of the children, thereby offering a variety of play opportunities.
- Staff always keep in mind that behaviour is a **form of communication** or an unmet special educational need.

Boundaries and expectations are consistent throughout Duke Street and Highfield Nursery School and practitioners work hard to promote these to children and to ensure they are maintained, these include:

- Be considerate of others in nursery and the extended community.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside and keep it tidy. Do not litter and do not vandalise property in any way.

Duke Street and Highfield Nursery School follows the Highscope 'Six Steps to Conflict Resolution' process appropriate to the children's level of development and age.

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings;

3. Gather information from both sides (if developmentally appropriate) ;
4. Restate the problem;
5. Ask for solutions and choose one together (if developmentally appropriate);
6. Be prepared to give follow-up support

Key Considerations for Under 2s

1. Developmentally Appropriate Expectations

- Babies are still developing emotional regulation and social skills.
- Behaviour should be understood in the context of their developmental stage (e.g., biting, tantrums, and separation anxiety). Staff need to work very closely with parents/ carers to identify what soothes the child and any transition objects required.

2. Positive Reinforcement & Gentle Guidance

- Encouraging positive behaviour through praise and modelling.
- Using distraction and redirection.

3. Consistency & Routine

- Predictable routines help babies feel secure and reduce frustration.
- Clear expectations from caregivers help them understand boundaries.

4. Emotional Support & Attachment

- Responsive caregiving fosters emotional security.
- Every child to have a special area in the room with photographs of their family, what they need to comfort them and objects / songs to help settle and regulate. A photograph album of child's family and special things ie pets may help them to feel safe and secure.
- Comforting children when distressed / emotional outburst. Try to identify the root of the problem.

5. Safe & Nurturing Environment

- Ensuring the space is designed to prevent frustration (e.g., age-appropriate toys, safe exploration).
- Avoiding overstimulation, which can lead to distress.
- Ensure the environment is calm and soothing, with soft furnishings, natural light, neutral furniture as no to over stimulate and to create a home from home environment.

6. Managing Challenging Behaviour

- Understanding that behaviours like biting or hitting are often exploratory rather than malicious. They can be part of a schema, staff to observe children to identify trends / behaviours/ schemas.
- Using gentle interventions such as acknowledging feelings and offering alternatives.

7. Parental Involvement

- Keeping parents informed about behavioural approaches.
- Work very closely with parents prior to the hold starting nursery to find out as much about the child as possible so staff can create the best nurturing experience for the child away from their family.
- Working **collaboratively and consistently** to ensure consistency between home and nursery.

Dealing with Challenging Behaviour

Certain types of behaviour are normal according to the stage of development of individual children. We need to remember that all behaviour is a communication: Challenging behaviour is often a result of a breakdown in communication or an unmet need. Practitioners involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support, discussing with SLT and the SENCO when needed.

Duke Street and Highfield Nursery School defines challenging behaviour “as any behaviour which gets in the way of a child’s learning, or ability to function in socially acceptable ways”.

When confronted with challenging behaviour, practitioners will distinguish between ‘disengaged’, ‘disruptive’ and ‘unacceptable’ behaviour.

- **Developmental** behaviour some children will display behaviour that is typical for their stage of development such as schematic.
- **Disengaged** behaviour may indicate that a child is bored, unsettled or unhappy. With appropriate interventions, practitioners may be able to re-engage a child in purposeful activity.
- **Disruptive** behaviour describes a child whose behaviour prevents other children from enjoying themselves. Practitioners will collectively discuss incidents, consulting SLT and SENCo when needed, and agree on the best way to deal with them.
- **Unacceptable** behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. All incidents must be recorded in the behaviour log.

Practitioners will not, under any circumstances, administer physical punishment or shout at the child. The only occasion when a practitioner may shout across the room/outdoor area to a child, is when they cannot get to the area themselves and the practitioner sees a potential danger.

Children who need support in managing feelings, behaviour and emotional regulation will be given support and consistent strategies to address the matter. Practitioners may refer to the survival mode crib sheet for strategies (see appendix 1)

However we recognise that some children will sometimes struggle due to a number of contributing factors and may persistently display disruptive behaviour. In these instances staff will work together to identify the reasons behind the behaviour and what the child/ren may need, this would be in the form of an ABC chart. (See Appendix 2) Staff will discuss the contents of this chart, as a team which may result in completing a window of tolerance (see appendix 3) This will help to identify what further measures can be taken to support the child.

Use of reasonable force and restrictive interventions:

In line with DfE guidance:

- Preventative strategies are prioritised to reduce the need for physical intervention.
- Reasonable force may be used only to prevent harm, and must be:
 - Necessary
 - Proportionate
 - Respectful of the child's dignity
- Staff training ensures safe, lawful, and trauma-sensitive practice.
- Recording and reporting of incidents is mandatory and shared with parents/carers.

Definitions:

Please see the Restrictive Interventions and Reasonable Force policy for the following definitions, **reasonable force, restrictive interventions, restraint and procedures to follow.**

As noted within the definitions, these terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly physically pull apart two pupils who are fighting, all three definitions could be relevant.

If a child's behaviour is persistently challenging and the procedures in this policy are not meeting the child's needs a behaviour management risk assessment ([See appendix 5](#)) will be drawn alongside parents/carers and the child. Parents/carers will be given support and sign posted to our family support worker.

Pupil Support and Supporting children with additional needs

We aim to support all our children to ensure that every child succeeds during their time with us. Where it becomes clear that a child is having on-going difficulties in regulating their behaviour, there are a wide range of strategies which are used to support children.

These include, but are not restricted to:

- Increased communication between home and school
- Adaptions to the environment
- Sensory audit
- Liaising with external professionals
- distractions
- Windows of Tolerance
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group
- Adapted curriculum provision
- Reduced timetable (as a very last resort on occasion we may feel that the child would benefit from a reduced timetable with a long term aim of accessing the fulltime hours)
- early help support from the family support worker

Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

Biting

Biting is a behaviour that is common in babies and young children, it usually stops around the ages of 3 or 4. Biting is usually used when children don't have the language that they want to

communicate so they express themselves through actions. Once they have learnt to use the words that they need the biting usually stops. Biting often occurs from feelings of frustration, anger, excitement, anxious, worried or being overwhelmed. Children can also bite in response to others behaviours or copy the action from others. Like all other behaviours it is a form of **communication**.

At Duke Street and Highfield nursery schools, we respond to biting in the way that we would with any other negative behaviours. Firstly we seek to find why the child may be biting and then working with the child and their families we put strategies in place to support the child. This may take the form of close adult provision so that language can be modelled when social conflict arises e.g. another child takes a toy from them. It may be identified as a sensory seeking behaviour and sensory input or a chew buddy is needed.

When biting occurs we always speak with parents/carers of the child who has bitten and the child who has been bitten as we understand that biting is often viewed by parents/carers as an aggressive and intentional act. We teach all children that biting or any other form of negative physical behaviour towards another person is not acceptable and we need to find other ways to resolve our conflict (see 6 steps of conflict resolution).

Child on Child Abuse

All children at Duke Street and Highfield Nursery School are entitled to learn in a safe and supportive environment. This means that we have a zero tolerance to all forms of harmful behaviours and this includes child on child abuse.

Child-on-Child Abuse is defined as abuse between children under 18 years of age. This includes:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying. This includes repetition, intent and targeting
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.

- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Prevention of child on child abuse

We are committed to preventing all forms of abuse, including child-on-child abuse. Although children in the Early Years are very young, we recognise that unsafe or harmful behaviours can still occur and must be proactively addressed through strong safeguarding practice.

Our aim is to create a safe environment where children are taught how to behave kindly, respect personal boundaries, develop positive relationships, and seek help from trusted adults. Early intervention and prevention are central to our safeguarding approach.

The prevention of child-on-child abuse is embedded throughout our curriculum, daily routines, and staff interactions in an age-appropriate and developmentally appropriate way. Children are consistently taught and supported to understand:

- kind hands and kind words;
- sharing and turn-taking;
- personal space and boundaries;
- recognising feelings in themselves and others;
- saying “no” or “stop”;
- asking adults for help.

These messages are reinforced through planned teaching, stories, circle/ group times, play-based learning, careful adult modelling, and immediate intervention when inappropriate behaviour occurs.

By embedding these strategies into everyday nursery life, we aim to prevent incidents before they occur and ensure children begin to develop the understanding and confidence needed to keep themselves and others safe.

Managing Allegations of child-on-Child Abuse

Any reports of child on child abuse will be treated very seriously and will be challenged and never ignored. All reports of child on child abuse will be seriously investigated and nursery will work closely with the children and parents/carers involved to resolve the situation.

- All allegations are reported to the DSL and/or Executive Head Teacher
- Practitioners gather information from all children involved, and do so both thoroughly and sensitively. This will be completed in an age appropriate way.

- If from the information gathered, it is believed that any young person/ child is at risk of significant harm, a safeguarding referral to social care will be made immediately (where a crime has been committed the police will be involved also).
- Parents / carers will be informed prior to the referral.

When writing up a report of child on child abuse the information stated below will be included:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Through our strong key worker relationships with children we will ensure that the Personal, Social and Emotional development of all our children is supported and remains a strong focus throughout our provision.

Key workers will be aware of friendships and encourage co-operation and the development of interpersonal skills through play and group work. There will be lots of opportunities to extend friendships throughout nursery.

If any parents/carers are unhappy about the way in which matters have been dealt with they must follow the complaints procedure (see complaints policy).

Banned & Prohibited Items

The following is a list of items that children are prohibited to have at Duke Street and Highfield Nursery Schools, and if they are suspected to be in a child's possession, staff have the right to conduct a search and confiscate the items:

-Knives or weapons

- Alcohol
- Illegal drugs
- Stole Items
- Tobacco and cigarette papers
- fireworks
- pornographic images
- Anything that a member of staff reasonably suspects has been or is likely to be, used to commit an offence or injure a person or damage property

The following is a list of items that children are banned from possessing on the premises at Duke Street and Highfield Nursery Schools and if they are suspected to be in a child's possession, staff may conduct a search and confiscate the items:

- Mobile phones or any recording equipment
- Any item that may cause hurt or harm
- Any items that may cause offence to others or promote discriminatory behaviour
- Chewing gum
- Aerosol cans
- Nuts

Any member of staff can carry out a search (with another member of staff present to witness) if the pupil consents to the search. If the pupil does not consent, the Executive Headteacher or member of SLT will conduct the search (with a member of staff to witness) if there are reasonable grounds to suspect that one of the prohibited items is present. Pupils will only ever be asked to remove an 'outer layer of clothing' if being searched. Belongings such as bags, will only be searched with the child and another member of staff present. However, in an emergency belongings can be searched without the pupil or additional adult being present.

Exclusions- Fixed term and permanent exclusions

Children:

In extreme circumstances it may be necessary to exclude a child from Duke Street and Highfield Nursery School although we firmly believe that this should only be carried out if all other strategies and support has failed.

The decision to exclude is taken by the Executive Headteacher and this may be for a fixed term or permanent exclusion. The Executive Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Parents/carers and service users:

Parents/carers and setting users are required to adhere to the behaviour policy at all times and manage their own behaviour in such a way that respects others views, beliefs, opinions and backgrounds.

The nursery school has a no smoking, no drugs and no alcohol policy.

Please respect staff at all times. Staff will respect all parents.

If parents/carers or setting users behave in an unacceptable way they will be calmly asked to adapt their behaviour. If the unacceptable behaviour continues they will be asked to leave the premises by a senior member of staff.

Unacceptable behaviour at Duke Street and Highfield Nursery School includes:

- Verbal or physical abuse of another person
- Racist or sexist remarks
- Persistent aggressive swearing
- Aggressive and violent behaviour.

Sanctions for parents/carers and service users

- a) Two verbal warnings
- b) Written warning
- c) If the incidents continue parents will be asked to not attend the nursery school until they are able to respond as requested

If staff ever feel threatened by a parent/ carer and they refuse to leave after being asked to staff will consider contacting the police for support.

If a parent/carers or service user was excluded.

- The Executive Headteacher, along with the senior leadership team will decide whether the exclusion is to be temporary or permanent.
- The Executive Headteacher will inform the excluded person immediately, giving the reasons for exclusions.
- If excluded, if they wish, they can appeal against the decision to the governing body.

Staff Training and support

Behaviour and the ethos of Duke Street and Highfield nursery school is communicated to all staff, students and volunteers at the beginning of the induction process, where they are made aware of the behaviour policy and the nurturing environments of the schools. Both nursery schools have awards in Attachment and Trauma Informed Practice and this is shared with anyone working with our children. If new staff require more support or understanding of this, training is offered. All staff are offered support and training to meet behaviour needs of children and the behaviour policy is regularly shared and discussed at staff meetings.

All practitioners take part in half termly supervisions with SLT or their line managers. This offers an opportunity to share concerns that practitioners may have and to discuss strategies to support children or to share concerns of any unmet needs. Duke Street and Highfield nursery schools operate an open door policy for all staff so that they can request support or discuss concerns when needed.

All staff will be trained in appropriate behaviour management support, including relevant strategies and physical interventions. This will be delivered by PRICE.

Complaints and allegations:

Any complaints regarding the use of reasonable force and other restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed.

APPENDIX 2: ABC charts to be implemented when a child is persistently displaying disruptive behaviour. Staff should discuss the contents of this chart, as a team during frequent periods to identify what measures can be taken to support the child.

Senior member of staff in the room **MUST** upload this chart on CPOMS at least every ½ term clearly showing the analysis.

ABC Behaviour Chart

Name:.....

Date	Time	Antecedent (e.g location, people, activity)	Behaviour (describe observations)	Consequence (e.g how did the staff respond? How did the child react? Actions by adults impact on individual. What they 'achieved' by the behaviour)	Possible Reason/Purpose

Behaviour Frequency Chart Pupil.....	K – KICKING	P – PUSHING	HB – HEAD BUTTING	Other – please specify
	H – HITTING	T – THROWING	R – RUNNING ;.....	B- Biting
Week beginning				

Please record who the behaviour is against, S – staff, or C-Children, e.g. KS Kicking staff, KC Kicking children

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00					
9.30					
10.00					
10.30					
11.00					
11.30					
12.00					
12.30					
1.00					
1.30					
2.00					
2.30					
3.00					

APPENDIX 1: Survival Mode Crib sheet

Inner World Work Survival Mode Spotter & Grounding Ideas



<p style="text-align: center;">Freeze</p> <ul style="list-style-type: none"> • Not interested, bored • Confused, forgetful • Talking about something else • Hard to move through the task • Not listening • Stubborn • Staring into space, daydreaming • Clumsy 	<p style="text-align: center;">Flight</p> <p>Running away Keeping SUPER busy Not coping with free time Needing to be first Bumping into people Avoiding chores or playing Baby talk or silly voices Hyperactive, giddy & silly Hiding under tables</p>	<p style="text-align: center;">Fight</p> <p>Hot & bothered Angry & aggressive Controlling Lie or blaming Shouty & argumentative Pushing away friends/siblings Demanding Inflexible</p>	<p style="text-align: center;">Submit</p> <p>Socially withdrawn Compliant Quiet Unable to think, just yes or no answers Passive Resigned Sleepy Neutral expression Low mood</p>
<p style="text-align: center;">Grounding Freeze</p> <p>Stay with me, don't leave me alone Deep breathing Spinning on a swing Digging in the garden or in some sand Tell me that I'm ok & that I'm safe Jumping on a trampoline Gently wonder where I've gone Tell me kindly who I am & what we're doing Climbing & hanging Rolling or cycling downhill Watching TV Hot chocolate & piece of toast Soft teddy in bed with me A nice warm bath & a warm towel</p>	<p style="text-align: center;">Grounding Flight</p> <p>Keep me close by Happily find me if I'm hiding Deep breathing Crunchy foods Give me a easy & familiar chore Make things predictable Hanging from monkey bars Tell me I'm safe Make me a safe place Heavy blankets Talk though what might be tricky Tug of war Cup of warm milk Hot water bottle Soft teddy</p>	<p style="text-align: center;">Grounding Fight</p> <p>Give me a something to do that makes me feel important Support me socially Match my energy Chewy foods Make things predictable Deep breathing Hanging & swinging Climbing Connect & show empathy before exploring the consequences of my behaviour Warm bath with lots of bubbles Warm milk Hot water bottle Super soft teddy & blanket</p>	<p style="text-align: center;">Grounding Submit</p> <p>Repetitive simple tasks Weighted blanket Swinging Building with lego or play-dough Tell me I'm safe Deep breathing Hot chocolate & a biscuit Spending time with a trusted adult Do the task with me Wrapping up in a soft blanket & watching TV Tell me what to do without showing frustration Warm bath & a warm towel Warm pyjamas</p>

APPENDIX 4:

Entry Number:

Name of School (or Service):

Record of use of Restrictive Interventions including reasonable force :

Reference should be made to the School's Policy on Care and Control of Pupils before completing this report form. This report should normally be completed as soon as practically possible after the incident.

Name of Pupil:	Place of Incident:
Date of Incident:	Time of Incident:
Duration of the Incident:	SEND Status:
Reporting Staff:	Staff Witnesses:
Child Witnesses:	Staff Present in the room at time:

RECORD OF INCIDENT

Reason why restrictive intervention was thought necessary:

	Yes	No
Was the child concerned liable to injury?		
Were other children liable to injury?		
Were staff liable to injury?		

Was property about to be damaged?		
Other reasons:		

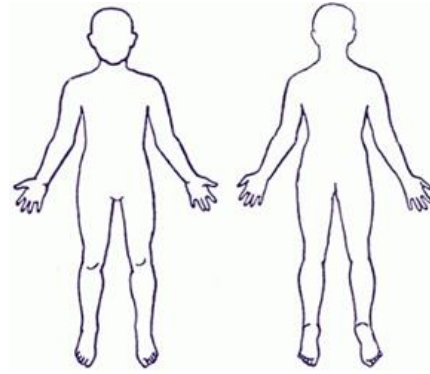
Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and the measure taken to avoid harm to the pupil:

Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long:

Detail injury suffered and treatment given if necessary:

Record of any injuries to pupils/staff:

- Ice pack/cold compress
- Plaster applied
- Dressing applied
- Parent contacted



Measures taken to ensure that pupil was calmed after incident:

Records of any damage to property/ resources:

Signature of person making entry:	Print Name:
First Aider:	
Signature of parent:	Print Name:

Report passed to:

Date:

Time:

Any further actions, including relevant referrals to other professionals:

Action	Who?	Completed

APPENDIX 3: Window of Tolerance and crib sheet

You can help me by

I can begin to feel distressed when...

I am at my best when.....

