



**Comper Nursery School**

# **Behaviour Policy**

## **December 2023 – December 2026**

|                               |                                                                                     |              |
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| <b>Updated:</b>               | <b>December 2023</b>                                                                |              |
| <b>Review:</b>                | <b>December 2026</b>                                                                |              |
| <b>Headteacher Signature:</b> |  | <b>Date:</b> |
| <b>Headteacher Name:</b>      | <b>Catherine King</b>                                                               | <b>Date:</b> |
| <b>CoG Signature:</b>         |                                                                                     | <b>Date:</b> |
| <b>Cog Name:</b>              | <b>Hester Crombie/Suzy Dixon</b>                                                    | <b>Date:</b> |

## **Aim of the Policy**

The aim of this policy is to give principles and guidelines to enable adults to develop strong, positive relationships with children which will support them in their emotional and social development. We understand that children's behaviour stem from their feelings, which in turn arise from their needs. Behaviour, feelings and needs are directly related to a child's age and experiences and so to support children's behaviour and relationships, we must always consider their stage of development and any other background issues that may be affecting their ability to interact positively with their peers and adults.

### **RATIONAL**

We believe that...

- We are all learners
- All behaviour is a form of communication - children show us how they feel through their behaviour and will be supported appropriately
- Children have the right to be heard and respected; therefore, adults will respect and listen
- Children have the right to talk about how they are feeling
- Children need to feel safe and secure to learn effectively. They have the right to feel safe
- Children need to develop positive relationships with other children and adults
- Children need positive role models to learn from
- It is important for children to develop the skills to self-regulate their own behaviour, rather than behaviour being enforced by others.

### **PURPOSES AND OBJECTIVES (What we want to achieve)**

#### **The Adult's Role in Supporting Self-Regulation and Relationships: Promoting 'Wanted' Behaviour and Prevention of**

**'Unwanted' Behaviour within our Learning Environment at Comper Nursery School**

At Comper Nursery School, we recognise that our interactions with the children along with creating and maintaining a positive, 'yes' environment is the most powerful way of teaching and supporting children's positive behaviour, attitudes and relationships. We also understand that every single time a child is disruptive or behaving inappropriately, they are demonstrating that they are not okay or not having a need met. They may be scared, hurt, confused, angry, anxious etc and it is up to the adult to do their very best to help the child to identify the feeling and help them to find ways to control their behaviour. It is a key opportunity to help them to learn and develop their emotional literacy and self-regulation skills (if dealt with effectively). Children must be taught that it is okay to have feelings and have adults around

them who can help them to recognise, identify and name the feelings and why those feelings have arisen.

### Comper Nursery School Rules

At Comper Nursery School we have 3 simple rules to help our children and adults feel safe and have a positive experience at the setting. Feeling safe includes physical safety, personal and psychological safety (including verbally).

#### Our rules are:

**The rule-** what that means to us

**Be Kind-** Use kind words and hands and listen to others

**Be Helpful-** Use kind actions to support others

**Be Safe-** Look after ourselves, others and our school property

### INTENT

#### INTERACTIONS

- We will develop and maintain positive, nurturing interactions between staff and children.
- We use 'key person' approach to ensure that there are strong and trusted adults working closely with children to support their emotional well being and the development of healthy relationships with their peers.

#### SUPPORTING CHILDREN TO DEAL WITH CONFLICT

- We support children to build positive relationships with their peers.
- We support children to have the language and confidence to resolve conflict independently with a solution focused approach.
- We support children to feel confident to ask for help with their interactions if they need it.
- We will always take and model a solution focused and restorative approach to supporting children to resolve conflict.

#### SUPPORTIVE INTERACTIONS WHEN BEHAVIOUR IS CHALLENGING

- We will always respond to challenging behaviour consistently and supportively.
- All staff will use agreed-upon strategies discussed and agreed upon in staff training. (For further detail on our strategies please talk to your child's key person or ask to see the extended version of our behaviour policy)
- We will always treat unacceptable behaviour as a 'teachable moment'
- Once challenging behaviour or conflict is resolved we will always ensure that children have a fresh start and incidents are not referred to back to.

### ENVIRONMENT

- We ensure that we provide a predictable classroom environment, that enables children to take ownership of the resources, learn independently and in collaboration with others through their environment.
- We will always ensure the environment is nurturing.

## **CURRICULUM**

We provide a curriculum that is engaging and is rich in opportunities to learn about feelings, emotions and building positive relationships with a strong focus on developing communication and language.

## **SHARING CONCERNS WITH PARENTS**

- When there are ongoing concerns about a child's behaviour concerns will be shared with parents by the child's key person in the first instance.
- Should there be ongoing concerns a meeting with the SENCo or Headteacher may be arranged.
- All discussions will focus on how to work in partnership with parents, and ensure the long-term safety, happiness, and dignity of the child in the setting.

## **COMMUNICATING PHYSICAL INJURIES AS A RESULT OF CONFLICT**

- If an incident occurs where a child has been marked at the setting, this will be shared with the parent through the accident form.
- The child's key person will also talk to the parent of the child who caused the injury.

## **ANTI-BULLYING**

At Comper Nursery School, we define bullying as having the four key aspects outlined below:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance

At Comper Nursery School, we believe that children have a right to play in a safe and supportive environment. We acknowledge that bullying can cause long term damage to both the person on the receiving end and the person bullying. We are committed to working hard to prevent bullying from happening and tackling it 'head on.'

We will take age- appropriate preventative actions to ensure that bullying does not happen at Comper Nursery School. We work in partnership with parents/carers to develop a shared understanding of what is developmentally appropriate. We will take age- appropriate preventative actions to ensure that bullying does not happen at our school.

### **Reporting a concern**

If you are worried your child is being bullied:

1. Arrange a meeting with your child's key person to discuss your concerns.

2. If your concerns are not resolved, please arrange a meeting with the headteacher. All meetings can be arranged through the school office on: [office@Comper Nursery School.oxon.sch.uk](mailto:office@ComperNurserySchool.oxon.sch.uk)

The policy is written to help us all to live in an anti-bullying community.

For further information follow the link: [Anti-bullying Alliance \(Early Years\)](#)

### Respectful relationships and names

To support the development of respectful relationships at Comper Nursery School, Staff will use the name chosen by parents/carers for their own child. The reason for this is:

- To help children develop their identity.
- Children who are young need to know and expect people to call them by their own name. It is a right of a child to be known by their given name.
- To avoid confusion for the child and family
- To show respect
- To keep children safe

**NB** There is an extended version of this policy, ratified by governors that contains particular detail around the strategies for implementation of our policy in the classroom. The extended policy is for particular use by Comper Nursery Staff and ensures consistency of practice in how we interact and speak to the children. If you would like to see a copy of this, please ask at the office.