



Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"

2025

Well-being and Behaviour Policy

DOCUMENT STATUS

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Legislation

Health and Safety at Work Act 1974

Education and Inspection Act 2006, sections 88, 89 and 93

Equality Act 2010

Approval

Governing Body (behaviour principles – written statement – s88; reasonable force – s93)

Head teacher (school behaviour – s89)

Review Frequency

Governing body/head teacher free to determine

Amendments

v2

p3 – *Behaviour Principles*

p10 – last paragraph under *Rewards and praise*; addition of concluding paragraph

v3

p6 – added reference to Mental Health Team Schools Link

Sandy Lane Nursery and Forest School

Statement of Behaviour Principles

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the headteacher in drawing up the Wellbeing and Behaviour Policy at Sandy Lane Nursery and Forest School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

Principles

- We believe every child has the right to learn, be listened to, be valued and to feel and be safe
- We seek to give every child a sense of personal responsibility for his/her own actions.
- Sandy Lane Nursery and Forest School is an inclusive organisation; all members of the school community should be free from discrimination, harassment, victimisation (as set out under the Equality Act 2010)
- It is expected that all adults – staff, volunteers, parents and governors – will set positive examples to the children at all times
- Where there are significant concerns over a child's behaviour, the school will work with parents to strive for common strategies between home and school
- The Wellbeing and Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, discourage disruptive behaviour and prevent all forms of bullying amongst pupils as well as making reference to the Positive Handling Policy for children who may require de-escalation techniques and Team Teach support
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

Well-Being and Behaviour Policy

Introduction

Everyone at Sandy Lane Nursery and Forest School, whether child or adult, is respected and valued. The school seeks to create a positive environment in which children and adults care for each other and for the environment.

It is accepted that there will, from time to time, be occasions when children will need to be reminded of the behaviour expected of them in school. As they learn to interact with each other and develop personally, socially and emotionally, they will need support from **sensitive, skilled adults**. They will begin to understand what is and is not acceptable and be able to assert their own views and emotional needs in appropriate ways.

The purpose of this document is to provide information and guidance which will enable all staff to deal with issues of behaviour that may arise within the school. The guidance is also designed to help parents and carers understand the philosophy of the nursery in relation to behaviour and to ensure the development of supportive relationships between home and school.

Aims of the policy for behaviour and discipline

- To provide information for all staff, children and parents about the acceptable forms of behaviour in school
- To provide a reference document for new staff, parents and students
- To provide suggestions for ways to deal with behaviour problems
- To ensure a consistent approach to behaviour management throughout the school
- To outline strategies to help children to develop a clear view of right and wrong
- To provide a framework for ensuring that all children feel safe in their work and play within the school and that they are not at risk from bullying or intimidation
- To outline the link between children's well-being and their behaviour

Long-term aims for pupils at Sandy Lane Nursery and Forest School

- To have the motivation to enable them to reach their full potential in all areas of development
- To treat themselves and other people, both children and adults, with respect
- To be able to give and receive friendship and affection
- To be able to express their feelings in ways which are acceptable to others
- To contribute positively to the groups of people with whom they live - their family, the school and the wider community
- To have high levels of well-being

Role of staff in supporting behaviour and discipline

"Do as I do..."

The adults have a critical role to play, not only in enforcing rules but also in providing the role models for the kind of behaviour we want to encourage among the children.

Adults demonstrate by their behaviour towards each other how people within the school are expected to interact. If adults are generous and thoughtful, support and help each other, they create a model for children to copy. By the way they handle equipment and

care for the school, adults demonstrate how they value it. In a group where **everyone** picks up books and returns equipment to the right place, and leaves activities tidy, ready for someone else, attitudes of care and respect are encouraged.

In an environment in which kindness, politeness and sharing are the norm, children can be supported in developing the skills and attitudes which will help them behave in ways which are acceptable to other people and satisfying to themselves.

Staff need:

- a) To understand the development, emotional and cognitive needs of young children;
- b) To be aware of what is 'typical' behaviour and to be aware that some kinds of behaviour may arise from a child's special needs (the SENDCo will advise all staff on specific strategies to be used to support any individual children and refer to the SEND Behaviour Policy);
- c) To have high expectations of the children in both their achievements and behaviour;
- d) To provide an attractive, stimulating learning environment which is well organised, enables children to demonstrate good behaviour and encourages children to take responsibility for resources and equipment;
- e) To follow the school's policy for behaviour when dealing with children's behaviour;
- f) To liaise with parents and keep them informed of children's achievements and progress, as well as where they need support with learning or behaviour;
- g) To seek support and advice from the head teacher and other colleagues when necessary;
- h) To ensure that children understand clearly what is expected of them;
- i) To monitor continuously the behaviour of the whole group, even when working with an individual/small group;
- j) To model the standards of showing courtesy to colleagues, parents and others that they expect from children;
- k) To emphasise the positive among children and colleagues, including praise for good behaviour, as well as good work;
- l) To make sparing and consistent use of reprimands and not to shout or raise their voice in a threatening or intimidating way, taking care to be firm but kind and, most importantly, to listen in order to establish the facts;
- m) To use physical restraint, such as holding, only to prevent physical injury to other children or adults and/or serious damage to property (for further information, refer to SEND Behaviour Policy);
- n) To show a willingness to recognise their own mistakes and make amends where appropriate;

- o) To make it clear at all times that it is the behaviour of which they disapprove, rather than the child;
- p) To have an understanding of the link between how a child's well-being can affect their behaviour and be sympathetic and understanding of this.

Children's well-being

Here at Sandy Lane Nursery and Forest School the well-being of our children is very important to us and we understand that sometimes a child's well-being can have massive effects on their behaviour. It is the adult's job to ensure they have a good understanding of the level of well-being the child is presenting when dealing with behaviours and staff must not make quick-fire judgements. Staff must have a holistic approach and think deeper into the reasons behind difficult behaviours presented to them.

Staff will regularly monitor children's well-being on a half-termly basis using the Leuven scales and will ensure any children presenting with medium-low levels have actions in place to support improved levels of well-being. Any children who continue to have low well-being will be reassessed using the Boxall Profile which gives the school clearer and smaller targets to work on to support improved well-being.

We are supported by El Jones, our Schools Link from the Mental Health Team. El visits nursery weekly to support children in relation to emotional regulation and well-being and uses a personalised approach. Her sessions are on a 1:1 basis and typically last around 30 to 45 minutes. The children taking part in these sessions are identified by nursery staff and are children who demonstrate low or variable levels of well-being or are demonstrating anxiety, distress or unsettled behaviour. Before children are supported by El, parental consent is gained. Feedback is provided to the class teacher and the SLT team following each session.

Involving the children

At Sandy Lane Nursery and Forest School we believe children should be involved to as great an extent as possible in the development and agreement of behaviour guidelines and expectations. Children will need to understand what is and is not acceptable; understand the reasons behind these expectations and be able to reflect on their behaviour and its consequences for others.

The children are invited to discuss acceptable and unacceptable behaviours and from these discussions create classroom rules. These are formulated within the first two weeks of the new academic year and subsequently discussed regularly in family group to ensure children have a good understanding of their rules.

Adults congratulate children when they follow the rules well - e.g. "I saw you help put the tractor away, you were following our rule of looking after our toys." Adults will also encourage the children to tell staff how they have followed the rules.

Rules will be displayed in nursery for the children to see and to be used as reference if and when they are needed.

It is also important that children themselves are given strategies to cope with the unacceptable behaviour of others by being taught to hold up their hand, palm outwards, and saying firmly, "Stop! I don't like that." Family Group time can give children opportunities to consider and discuss aspects of behaviour.

The supportive school environment offers children the opportunities to practise:

Taking Turns

The task of waiting for "a turn" or for an adult's attention is geared to each child's maturity.

A very young or immature child may need one-to-one adult company while waiting for a turn, e.g. to speak to an adult or waiting for their turn on a bike. Board games with just two players, then four, then six, help children to gradually be able to wait longer for a turn or passing the items around a very small, then a bigger group.

Sand-timers make the passage of time visible and make waiting easier for young children to understand.

Sharing

Children who are used to owning all their toys at home can find it hard to understand that resources at school are to be shared. Equipment and games which are more fun with two or more children, e.g. see-saw, picture lotto, domestic play, help children to appreciate the advantages as well as disadvantages of sharing. Children may need to learn to share and not to take more than their share (e.g. at snack time) but this may need an adult to help develop such social skills.

Politeness

Some children already use words, such as "please", "thank-you" and "excuse me", before they arrive at school but others need guidance and the example of adults to learn to use these phrases routinely and regularly. Adults will model and encourage children to be polite and use words such as "please", "thank-you" and "excuse me".

The routine of the session

Creating a stable and familiar environment and knowing what will happen within the school helps children feel secure and to recognise what is expected of them. It also helps them to develop a feeling of responsibility and a commitment to the well-being of others and to be aware of their own role in this.

Handling conflict and inconsiderate behaviours

Children can learn techniques for handling conflicts. They need help to recognise the **source of the conflict** initially. It is important for adults not to make value judgements about the situation but to help both sides to see the situation from someone else's viewpoint. They may need help to recognise that there is nothing wrong with what either of them wants to do but they have different ideas. Once they have been helped to see the nature of the problem, children will often be willing to become involved in looking for a solution. If they cannot suggest a way out themselves, the adult may suggest alternatives and help them to make a decision and then gradually withdraw.

Adults have an agreed process (conflict resolution) that they follow when conflicts arise. The process includes engaging the children in problem solving and finding solutions to disputes together. Staff will use 'conflict resolution' to support children to handle conflict between one another. Adults can refer to guidance fobs if necessary to follow steps as listed below.

Conflict resolution steps

1. Approach calmly, stopping any harmful actions:
 - Adopt a calm approach with a quiet voice, “containing” the incident rather than drawing attention to it
 - Position oneself at the child’s/children’s eye level, rather than standing above the child/children which can be perceived as intimidating/threatening
2. Acknowledge children’s feelings (using visual ref if necessary)
 - Support an “aggrieved” child or children in expressing their unhappiness with words, modelling vocabulary and ensuring they have time to formulate what they are saying
3. Gather information
 - Ask the child/children involved to explain what has happened if they are able, ensuring that all parties receive a fair hearing – listening may avoid the risk of jumping to conclusions
 - Encourage children to listen carefully to each other
4. Restate the problem
5. Ask for solutions and choose one
 - Support them to find a solution to the problem themselves by, for example, asking them to suggest ways of moving forward or making amends
 - Praise children for listening to each other and for the suggestions they make
6. Be prepared to follow up

It is also important for children to realise the effect their behaviour can have on others.

The adult can support this by helping the child to name their feelings and helping the child to express them, making a connection verbally between the event and the feeling,

‘Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?’

Additionally, the adult can support children to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.

‘When you hit Adam, it hurt him and he didn’t like that and it made him cry.’

If one child in the conflict has been hurt or upset, the adult will need to help the perpetrator to make amends - saying "sorry" is sometimes not possible and, in any case, meaningless but a hug or a smile can work wonders for improved relationships. In regards to a ‘hug’ children must be asked if they would like a hug or if they feel comfortable giving a hug, this must not be forced, only suggested. A solution to a problem which children can reach together will be much easier for them to accept than one imposed from outside by an adult. It also provides a useful message that conflicts can be resolved without quarrels and fights if they are tackled together.

It is expected that most situations will be resolved in this way. However, it is recognized that, occasionally, unacceptable behaviour will continue or become more persistent. In

these circumstances, it is important to bring the matter to the attention of the parents or carers in order to ensure that the child is supported in understanding expectations at home and at school. During the nursery session, **if the unacceptable behaviour continues:**

- Consider separating the child for a short period of time – explain to the child, firmly but kindly, the reason for the separation and ensure that the child is kept with an adult who will engage them in a purposeful, supported activity;
- Adult must stay with the child at this time and discuss his or her feelings and the feelings of others using emotion board/fob to support;
- Explain to the child that s/he will be able to return to her/his friends when the activity is finished;
- At the end of the period of separation, leave the child with the expectation of good behaviour in the future;
- Discuss the matter with the parent/carer and ask for their support in ensuring that the child understands that the repeated behaviour is unacceptable.

It may be necessary to monitor the situation in school, through regular observations, in order to gain a clear picture of the circumstances of the inappropriate behaviour and to understand why it might be occurring. Parents or carers should be advised of this, as well as of the period of time for which monitoring will take place. At the end of the monitoring period, the outcomes will be discussed with parents or carers. If necessary, a clear plan will be devised to support the child in improving its behaviour. Such a plan should be drawn up by the class teacher along with the SENDCo and the parents/carers and, if appropriate, the child. The plan should set out clearly the desired improvement in the child's behaviour, together with what the child can expect if they make an effort to improve (for example, a "special time" each day with a favourite toy). The plan should have a specified date for review by the school and parent or carer. It may be necessary, in certain circumstances, to consult the advice of other professionals and, if so, to seek the agreement of the parent or carer. At the same time, school will signpost parents or carers to other services which may be available to them, for example, through children's centres, should they require support in managing behaviour at home.

Rough and tumble play and fantasy play

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes but their behaviour is not necessarily a precursor to hurtful play or bullying, although it may be inconsiderate at times and may need addressing.

The role of staff in supporting such play is:

- To develop strategies to contain play that are agreed with the children and understood by them, with acceptable boundaries to ensure children are not hurt
- To recognise that fantasy play also contains many violent dramatic strategies (blowing up, shooting, etc.) and that themes often refer to 'goodies' and 'baddies'; as such, these offer opportunities for us to explore concepts of right and wrong
- To be 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

Rewards and praise

Sandy Lane Nursery and Forest School believes that children will learn better in an atmosphere of positive encouragement and in one which develops self-esteem. Equally,

children are to be encouraged to recognise that good behaviour is the norm, and is expected.

Children's behaviour will be encouraged through:

- Verbal praise from an adult and explicit reasons given for the praise –immediately after the good behaviour;
- Smiles, facial expressions and positive body language;
- Praise given when rules are adhered to, rather than admonition when they are not;
- The encouragement of children to praise each other;
- Attention of parents/carers drawn to the good behaviour where possible.

Often, it is possible to improve the behaviour of a child by praising the behaviour of others - instead of saying 'Ben, don't bend your name card.', say, 'I like the way Adam is holding his name card so carefully'.

Staff will implement de-escalation strategies when a child exhibits particularly challenging behaviours. If these strategies are not effective, it may be necessary for them to implement positive handling techniques. (De-escalation and positive handling strategies can be found in the school's Positive Handling Policy.)

Conclusion

Our aim is to help all children develop their full potential in all areas. Within this policy's secure and nurturing framework, children are encouraged to feel that this is **their** nursery where they are individually valued and to which they each make their own special contribution. We want children to be independent, to have high levels of self-esteem and to be emotionally strong and, by giving them opportunities to build up social skills, to learn behaviour that will enable each one to go out into the wider community with confidence and resilience.