



Thornton Heath Nursery School

Behaviour Policy

Signed:

[Signature]

[Signature]

Chair of Governors

Date: 27.02.26

Head of Nursery

Date: 27.02.26

Review date: As required

Thornton Heath Nursery School Behaviour Policy

1. Introduction

- 1.1 At Thornton Heath Nursery School (THNS) we create a happy, safe, caring, stimulating, inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. As members of the community, we build positive relationships with the children, their families and external visitors.
- 1.2 A primary focus for learning and development in the EYFS is Personal, Social and Emotional development (PSE). Curriculum planning at THNS ensures that children have appropriate learning opportunities and are set appropriate targets which are shared with the parents. We acknowledge that some children may require a more personalised approach when promoting positive behaviour.
- 1.3 As members of the school community we all have rights and responsibilities. We believe that everyone at the nursery is important and is equally valued. We expect each individual to respect others, their families, culture and beliefs. We are courteous and fair in our interactions with each other and the children.
- 1.4 The purpose of this behaviour policy is to set out a framework which ensures a consistent approach to promoting positive behaviour, making boundaries of acceptable behaviour clear, in order to ensure safety and to help children, staff, parents and carers to have a common understanding and purpose. This policy should be read in conjunction with our Home School Agreement.

2. Why promoting positive behaviour is important within our community:

- 2.1 To ensure that we see the development of personal, social and emotional development as a core element of the curriculum.
- 2.2 To ensure that we work in partnership with parents/ carers in supporting children's development in this area.
- 2.3 To ensure that all children, staff and parents work alongside each other in an environment in which they feel safe and cared for.
- 2.4 To ensure that children have an entitlement to consistency from all staff in the areas of promoting positive behaviour.
- 2.5 To ensure that staff will work with other agencies where appropriate e.g., community child psychology, SEND to support children with self-regulation strategies

3. Expectations and Strategies

- 3.1 Every day is a new day!! If there were consequences from the previous day these are not continued through to the following day.
- 3.2 Staff ensure all positive behaviour recognition strategies are culturally sensitive, inclusive, and tailored to meet the diverse needs of children, including those eligible for Early Years Pupil Premium (EYPP) and children with Special Educational Needs and Disabilities (SEND). Strategies include, but are not limited to:

Thornton Heath Nursery School Behaviour Policy

- a) Praise and encouragement;
- b) Reactions to positive moments (e.g., excitement when a child has overcome a challenge, or behaved in a positive manner);
- c) Giving children responsibilities;
- d) Sharing successes with parents/carers; a phone call to the parent will be made during keyworker release time (every parent should be contacted a minimum of once every half term);
- e) Use of high fives, thumbs up
- f) Encouraging children to identify their emotional rewards such as "How does that make you feel?" rather than focusing on an external reward

- 3.3 Adults model positive behaviour such as good listening, using kind words, tidying up carefully
- 3.4 Our curriculum includes teaching routines for certain activities where children can work together and help and support one another e.g., story time, meal times, tidying up, getting ready to go out, sharing toys etc.
- 3.5 Staff use personalised visual cues, modelling, and consistent language to support children in understanding expectations, gradually reducing these prompts as children develop self-regulation skills.
- 3.6 Stories, songs and props are used as a strategy for encouraging/supporting positive behaviour (e.g., 'Tidy up time' song, bells, timers)
- 3.7 Staff use age-appropriate calming techniques such as deep breathing, sensory activities, or quiet time areas to support children in self-regulation before discussing behaviour.
- 3.8 Should a child's behaviour become a cause for concern staff will complete an ABC chart (Appendix 2) to better understand what the behaviour is communicating and to put appropriate strategies in place.
- 3.9 Staff use 'The Colour Monster' book by Anna Llenas to provide children with a visual and simple framework to understand, label and manage their emotions. The book teaches that whilst all feelings are valid, some ways of showing them (e.g., unkind words) are not. It also helps understand that others have similar feelings, increasing empathy and improving relationships with peers. The story emphasises transitioning from "mixed up" feelings to calm, teaching children that they can manage their feelings and take control.
- 3.10 Staff use Leuven scales to observe and enhance children's well-being (feeling secure, happy) and involvement (deep engagement) through tailored provision, leading to greater confidence, self-regulation, and deeper learning, rather than just reacting to "unacceptable" behaviour. By identifying low scores in well-being or involvement, staff adapt the environment and activities to meet individual needs, fostering positive emotional states and intrinsic motivation.

Thornton Heath Nursery School Behaviour Policy

4. Consequences

4.1 Thornton Heath Nursery has agreed consequences for children if unacceptable behaviour is ongoing. Staff always emphasise to the children that they disapprove of the behaviour not the child. Children are always encouraged to comfort and make amends (e.g., asked to get a tissue for tears, give it a rub, give a comforting cuddle if their behaviour has hurt another person). Children are encouraged to think about how they can resolve their behaviour, as appropriate to their stage of development. The consequences we use at THNS are outlined below:

- a) Removal from the group or activity if behaviour is preventing other children from learning or if there is a safety risk; on occasion it might be necessary to remove the group of children from the child until they have regulated their behaviour. Removal from group activities will always be accompanied by adult support to help the child understand their feelings and behaviour, and to reintegrate positively with peers. Physical intervention is only used as a last resort to prevent harm, following the school's safeguarding and restraint policy, and always with the minimum force necessary. Adults will seek additional adult support prior to any removal.
- b) Staff discuss unacceptable behaviour with the child, explaining why it is unacceptable and will give the child choices to make about how they will continue. The child will be given the opportunity to "right" this behaviour and make amends. If, after the initial conversation the child has not righted their behaviour, the conversation will be repeated and they will be reminded of the choices they have and the consequences of their actions.
- c) If an adult has to remind a child a third time (for the same behaviour), children will be given a supervised "thinking time" in a quiet area to support the child to relate their behaviour to consequences. We believe consequences for our young children must be immediate and relatively short. A sand timer is used to show children how much 'thinking time' they will have.
- d) Consequences are only appropriate as a last resort and children are given a clear explanation of the consequence that may happen if they continue with their unacceptable behaviour.

5. Partnership with parents/carers

- 5.1 Parents/carers are provided with clear information about the behaviour policy during their admission appointment and through regular communications. Where appropriate, workshops or support sessions will be offered to help parents support their child's social and emotional development at home.
- 5.2 If a child has a pattern of behaviour that causes concern, then to be really successful in promoting positive behaviour THNS and parents/carers must work in partnership.
- 5.3 In cases requiring a partnership of this kind the school will contact parents and work with them to plan support for their child's development.

Thornton Heath Nursery School Behaviour Policy

5.4 Parents/carers are encouraged to contact the nursery via keyworkers, SENCO, or the designated safeguarding lead if they have concerns about their child's social, emotional, or behavioural development.

6. **Communication.**

This policy is communicated to:

6.1 **Children:** expectations for behaviour are agreed with the children in a manner appropriate to their stage of development and regularly discussed during circle times and during focused learning sessions if necessary. Children are involved in creating a set of positive "rules" for our behaviour display and staff will refer to this as appropriate. Children's voices will be regularly sought through age-appropriate methods such as pictorial feedback, story-telling, and role-play to inform behaviour expectations and policy development, ensuring their perspectives shape our practice.

6.2 **Staff:** as part of the induction programme for all new staff and as part of ongoing professional development this policy is included within our staff handbook, staff are consulted when reviewing this policy. Specific strategies which may be used for individual children are shared with all members of staff to ensure a consistent approach (e.g., if a child has Special Educational Needs and/ or Disabilities and requires a more personalised approach to maintaining positive behaviour).

6.3 **Parents/Carers:** this policy is discussed with parents during their admissions appointment, displayed on our website and will be given to parents/ carers on request. If a more personalised approach is required, parents are invited to work in partnership with the child's keyworker and nursery SENCO to agree strategies and next step targets.

7. **Monitoring and evaluation of the policy and procedures for promoting positive behaviour**

7.1 THNS will keep its policy and procedures under review and will amend or change them in the light of reflection or any feedback through ongoing monitoring and evaluation.

7.2 Individuals and/or the whole staff group attend training on this policy where appropriate.

7.3 The Head of Nursery / lead teacher monitors behaviour records termly. Data from behaviour monitoring is analysed to identify patterns related to specific groups (e.g., SEND, EAL, EYPP) to ensure equity and targeted support.

7.4 This policy will be reviewed at least annually through:

- a) ongoing observations of groups and individuals;
- b) analysis of the "Thinking time monitoring sheet" (Appendix 1);
- c) responses from parents /carers and where applicable other members of the school community.

Thornton Heath Nursery School Behaviour Policy

8. Revision history

Policy update	Brief description of changes made
January 2026	<ul style="list-style-type: none">• 3.9 added – use of Colour Monsters• 3.10 added – use of Leuven scales



APPENDIX '1' : Thinking Time (TT) / persistent behaviour monitoring sheet

Date	Name of child	Time	Area	Brief description on incident	Action taken	Signed

APPENDIX '2' : ABC Chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g., X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?



ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour or as a result of the behaviour