



Chatham Nursery School Behaviour Policy

At Chatham Nursery School, we believe that all behaviour is a form of communication. Our commitment is to create a kind and caring learning environment that encourages positive behaviour and healthy relationships, where children show respect and care for one another. Staff are expected to demonstrate empathy and compassion in all interactions with children. We strive to foster an environment where children learn to take responsibility for their actions, while being considerate of the well-being of others.

Chatham Values

Our core values represent the ethos of our nursery and guide both staff and children in reflecting on and recognising positive behaviour. These values are embedded in our weekly plans:

- **F** – Friendship is built on kindness
- **A** – All are welcome & valued
- **M** – Make each day a chance to grow
- **I** – I am unique and important
- **L** – Let's do our best
- **Y** – You matter and your voice is heard

Key Person System

We recognise that relationships are at the heart of our community. While parents provide essential care at home, each child at Chatham Nursery is assigned a dedicated staff member. This "key person" ensures that each child feels safe, supported, and valued. They:

- Respond to emotional needs with warmth and reassurance
- Support physical care routines such as nappy changing, toileting, and dressing
- Build strong connections with both the child and their family

Our approach encourages responsibility and respect, promoting positive behaviour through play and learning. We model appropriate behaviours in



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various contexts and create an environment that promotes positive conduct. Staff are trained to understand and support children's emotional needs, recognising the impact of trauma on learning and behaviour.

Positive Environments

We create calming, inclusive, and communication-friendly spaces designed to support children's emotional and social development. These spaces include neutral colours, accessible resources, and routines that foster security. Our environment is welcoming, with visual timetables, multilingual greetings, and clear procedures to help children feel at ease from the moment they arrive.

Trauma-Informed Practice

Our approach is empathetic and supportive, emphasising consistency and proactive strategies to manage behaviour. We work closely with families to understand each child's individual needs and experiences. When children are dysregulated, we assess the situation developmentally, offering comfort and support while addressing any underlying issues.

Clear, age-appropriate boundaries and expectations are set, and consequences are discussed collaboratively with the child, where appropriate. We maintain a focus on solutions, including helping children repair any harm caused to others, such as encouraging a child to help fix a toy they broke or support another child who has been hurt.

Managing Behaviour

When addressing challenging behaviour, we take the following steps:

- **Stop:** Engage the prefrontal cortex to access empathy and strategic thinking.
- **Think:** Reflect on any changes or stressors in the child's environment or routine.
- **Empathise:** Acknowledge the child's emotions and validate their feelings.



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- **Problem-Solve:** Once the child is calm, remind them of expectations and establish natural consequences.
- **Self-Care:** Reflect on your own needs to ensure you can continue to support the child effectively.

Dealing with Conflict

Managing relationships is a key part of early education. To support children in resolving conflicts, we:

- Encourage children to express themselves assertively.
- Provide two of each resource when sharing is difficult.
- Model phrases like "me next" or "can I have a turn?"
- Use visual timers to help children understand turn-taking.
- Reinforce the importance of listening to others and promoting cooperation through activities like block play.
- Set clear boundaries, such as "kind hands in nursery."

Biting

Biting is a common developmental behaviour, often arising from exploration, teething, or difficulty expressing emotions. When a biting incident occurs:

- The child who bit is told the behaviour is unacceptable.
- The child who was bitten is comforted and given first aid if necessary.
- Patterns are monitored to understand the context and prevent future incidents.
- Parents are informed, while maintaining confidentiality of other children involved.

Bullying

While young children may struggle to express themselves when experiencing bullying, signs such as distress, withdrawal, and uncharacteristic behaviour may indicate issues. At Chatham Nursery, we take all reports of bullying seriously, recording, investigating, and addressing incidents promptly. We aim to:



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- Explain that bullying is unacceptable and must stop.
- Support both children involved in developing social skills.
- Work with parents to encourage more appropriate behaviour.
- Monitor behaviour and involve outside agencies if needed.

Procedure for Concern

If a child's behaviour causes concern, a graduated response is initiated, which may include close observation, planning appropriate support, and reviewing progress. If necessary, a behaviour plan is created with input from the SENDCO, ensuring consistency in approach. If there is little improvement, external professional support may be sought with parental consent.

Monitoring and Review

This policy was agreed upon and implemented on [insert date] and is due for review on [insert date].