



Marshmallows Nursery Behaviour Policy

Introduction

Purpose of the Policy

- To create a safe, inclusive and respectful nursery provision.
- To set clear expectations for behaviour for all children, staff, and parents or carers.
- To support children's personal, social and emotional development in line with the Early Years Foundation Stage (EYFS), the *Early Years Inspection Handbook* (Ofsted, 2025), and the *Early Years Inspection Toolkit* (Ofsted, 2025).

Scope of the Policy

- Applies to all children attending the nursery during all sessions, both indoors and outdoors, including local walks and educational visits.
- Applies to children's behaviour in any remote or at-home activities, where relevant.

Legislative and Policy Framework

This policy is guided by:

- Early Years Foundation Stage Statutory Framework (2024)
- Equality Act 2010
- *Behaviour in Schools* (DfE, 2022)
- *Keeping Children Safe in Education* (DfE, 2023)
- *Early Years Inspection Handbook and Toolkit* (Ofsted, 2025)

Aims and Ethos

Vision and Values

- Promote respect, kindness, sharing and cooperation.
- Foster a culture of emotional security, belonging and developing self-regulation.

Commitment to Inclusion and Equality

- Ensure all children, regardless of background or additional needs, feel valued and supported.

- Follow a trauma-informed and attachment-aware approach in supporting behavioural development.

Roles and Responsibilities

Governing Body

- Approve this behaviour policy.
- Monitor the high-level implementation of the policy during scheduled reviews with leadership.

Headteacher

- Ensure this policy is embedded across nursery provision.
- Provide staff with training and support.
- Ensure measures are in place to meet requirements under the Equality Act 2010 and the EYFS Framework.

Nursery Staff

- Model positive behaviour, language, and emotional regulation.
- Build warm, sensitive relationships promoting secure attachments.
- Use consistent verbal reinforcement and provide clear visual cues for behavioural expectations.

Children

- Learn and follow simple expectations around sharing, taking turns, using kind hands and listening.
- Begin to develop self-awareness and emotional regulation skills with adult support.

Parents and Carers

- Support the nursery in embedding positive behaviour routines.
- Communicate regularly with staff about their child's behaviour and emotional needs.

Behaviour Expectations

Nursery Expectations

- Use kind hands, kind feet, and kind words.
- Listen to adults and friends.
- Take turns and share.
- Tidy up toys and take care of resources.

Expectations are reinforced through modelling, stories, role play, visual prompts, consistent routines, and social stories that help children understand and respond appropriately in common social situations.

Off-Site and Remote Behaviour

- Where children engage in digital activities or visits outside the setting, the same principles of safety, respect, and kindness apply.

Encouraging Positive Behaviour

Creating a Nurturing Climate

- Staff develop consistent routines, calm transitions, and predictable responses.
- Positive relationships are prioritised to support secure attachments and confidence.
- Emphasis is placed on supporting children's emotional literacy and empathy.

Rewards and Recognition

- **Stickers** are used to reinforce good behaviour and celebrate individual successes.
- **Lots of verbal praise** is given that is specific, immediate and positive.
- **Mr Marsh and Mrs Mallows** - our nursery teddy bears - are awarded to children who have shown excellent behaviour or tried hard over the week.
- A **Star Status Certificate** is given out each Friday to one child who has demonstrated particularly positive behaviour or made a significant effort during the week.

Responding to Misbehaviour

Developmentally Appropriate Responses

- Behaviour is supported through adult guidance, connection, and redirection.
- Staff use strategies such as distraction, offering choices, and positive phrasing (e.g. "Let's walk" instead of "Don't run").
- Reflection is supported with simple language, social stories, and visual prompts.

Graduated Approach

- Calm, non-confrontational reminders.
- Modelling of alternative behaviours.
- Time with an adult to co-regulate and return to play.
- Where behaviours are persistent, an individual support plan will be developed in partnership with the SENDCo and families.

Recording and Monitoring

- **Serious incidents** are logged on incident forms, recorded on CPOMS and shared with parents on the same day.
- Patterns of behaviour are monitored by the headteacher.
- Parents are involved in ongoing communication to ensure consistent support strategies.

Serious or Persistent Behaviour Concerns

Types of Concerning Behaviour

- Regular hitting, biting, or serious aggression.
- Persistent refusal to follow routines or adult instructions.
- Behaviour that compromises safety.

Investigative and Supportive Approach

- Behaviour is understood in the context of the child's age, stage, and experiences.
- Incidents are addressed calmly and reflectively.
- Staff consult the SENDCo and Early Years support services where needed.

Individual Support

- A behaviour support plan may be developed with input from key staff, parents, and where appropriate, external specialists.
- Early Help assessments may be initiated in coordination with parents to secure additional support.

Bullying and Discriminatory Behaviour

Understanding in Early Years Context

- While bullying is rare in early years, repeated intentional hurtful behaviour is addressed promptly.
- Staff support understanding of fairness, similarity, and difference through books, stories, role play, and modelling.

Reporting and Monitoring

- All incidents of a discriminatory nature are logged and shared with parents.
- Behaviour is monitored by the headteacher to identify any patterns of concern.

Preventative Measures

- Inclusive books, resources, and displays reflect diverse families and communities.
- Emotional vocabulary and discussions about kindness and fairness are embedded in daily routines.

Supporting Children with Additional Needs

SEND and Reasonable Adjustments

- Expectations are adapted to meet the needs of children with SEND or developmental delays.
- Staff use strategies from EHCPs or individual support plans as appropriate.

Trauma- and Attachment-Informed Approaches

- All staff build consistent, warm, and trusting relationships with children.
- Adults support children to co-regulate their emotions before expecting self-regulation.

Support and Early Intervention

- Children showing signs of persistent behavioural difficulties are supported through targeted strategies and interventions.
- Parents are key partners in identifying appropriate support routes and reviewing progress.

Inclusive Behaviour Culture

Equity and Fairness

- All children are supported to meet expectations in a developmentally appropriate way.
- Staff consider individual needs, learning styles and starting points in behaviour management.

Child-Centred Practice

- Children are spoken to calmly and respectfully.
- Behaviour expectations are shared visually and through consistent adult modelling.
- Social stories are used to respond to repeated challenges and new or unfamiliar social situations.

Staff Training and Development

Training and Support

- All new staff receive induction on behaviour expectations, nursery routines, and positive behaviour strategies.

- Ongoing professional development is provided in behaviour leadership, child development, and inclusive practice.

Support for Staff

- Staff have opportunities to reflect on behaviour concerns through team discussions and supervision.
- The headteacher supports the well-being of staff following any serious or ongoing incidents.

Communication and Engagement

Engaging Parents and Carers

- Expectations and routines are shared as part of the nursery induction and reinforced through regular discussions and newsletters.
- Families are included in celebrating children's successes and consulted on behaviour strategies when concerns arise.

Clear and Consistent Messaging

- Staff use consistent language and tone to reinforce expectations.
- Visual strategies and social stories are used across the setting to support shared understanding.

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