



Behaviour Policy

May 2026

Well-Being and Mental Health

At Grasmere Nursery School, we aim to promote positive Mental Health through our Values and PSED Curriculum, included in our everyday teaching and learning. We recognise that children's emotional well-being underpins their behaviour and their ability to learn and thrive, and that behaviour is a form of communication. We are committed to pursuing this as a whole school approach for all children, parents and carers and all staff members.

In February 2025, Ofsted found that: "Children are welcomed into the setting by friendly and supportive staff who are passionate about what they do. Their emotional well-being is promoted to an exceptionally high standard, ensuring children have the opportunities and support to build strong attachments with staff and feel safe in their environment".

In addition, we aim to increase understanding and awareness of Emotional Well-Being by providing support, and by identifying Mental Health First Aider within school. Their remit will be to help implement and support the delivery of Mental Health and Well-Being Awareness across the Nursery, and to support staff in using therapeutic, relationship-based approaches to behaviour.

We have a commitment to promoting the achievement of each child of every race, religion, cultural background, ability and gender to their full potential. We will strive towards equality of opportunity and will actively promote anti-racism. We recognise that children's experiences and identities may impact how they express emotions and behaviour, and we respond with empathy, inclusion and high expectations alongside appropriate support.

Rationale

Children, staff and other adults have a right to feel safe and secure at school. We have a commitment to maintaining a safe and happy environment in order to promote the social, emotional, intellectual and physical development and well-being of every child.

We understand that young children are still learning how to regulate their emotions and behaviour and may require adult support to do so. Our approach prioritises emotional safety, regulation and positive relationships.

In February 2025, Ofsted found that: "Staff teach children about their emotions and children develop a deep understanding from a very young age. Young children make links between expressions and words, learning to name their feelings".

Aims

We aim to maintain a calm, caring environment where children feel safe, secure and motivated to learn. We recognise that this is achieved through strong relationships, consistent routines and emotionally attuned adult responses.

We do this by defining what acceptable or unacceptable behaviour is and by identifying common strategies that will be used throughout the setting, ensuring that strategies teach behaviour rather than punish mistakes.

In October 2023, Ofsted found that: "Being safe and achieving well is important here. Children enjoy warm and nurturing relationships with adults. This means children are happy and feel safe".

"Adults speak in calm voices that reassure children. They use positive prompts such as 'kind hands' and 'please walk' to support children's behaviour". "They learn about being kind and respecting each other. Staff are quick to spot any child who becomes upset. They deal with these situations sensitively so that children can quickly return to playing alongside their classmates".

Principles of the Behaviour Policy

- To raise children's self-esteem.
- To promote and develop empathy and respect for self and others.
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions, supported by adult modelling and guidance.
- To develop an understanding of appropriate behaviour, recognising that children learn this over time and at different rates.
- To encourage children to value their environment.
- To ensure that children are confident of their right to be treated fairly.
- To acknowledge that the maintaining of valued behaviour is a shared responsibility.
- To ensure that valued behaviour is always recognised.
- To ensure the policy is fully understood and is consistently implemented.

Responsibilities

a. Governors

The governing body are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b. Headteacher In addition to all elements of Section a and d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section d (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Grasmere's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with their class teacher
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Grasmere, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

Guidelines

Our over-riding ethos is that all children have behaviours that are valued and we highlight these as frequently as we can. We believe that all children want to do well and that detrimental behaviour often reflects unmet needs or difficulties with emotional regulation.

We always separate the child from the behaviour and find a valued i.e. *"I know that you are a kind girl/boy and you are usually such a lovely friend, but when we need to share as this will make others happy"*.

We describe the behaviour we do not want to see. We do not describe the child negatively i.e. we do not label children naughty or bad, as this can impact self-esteem and emotional well-being.

How we encourage and reward valued behaviour or children doing the right thing:

- Staff will verbally praise or acknowledge children as frequently as they can, with praise being specific and focused on effort, kindness and positive choices.

Other tokens (e.g. stickers) can be an optional element, but it is important we engage children in the outcome and benefits of the valued behaviours more than we engage them in the sticker.

- Children will be asked to do the right thing rather than told what not to do, for example, instead of saying DON'T run in the corridors they will be reminded to walk in the corridors and praise others who are doing so.

Staff will follow and implement the PSED curriculum plans to support children in learning about feelings and emotions and how to express them appropriately.

How we manage detrimental behaviour/protective consequences:

- Staff will speak in slow low tones and will never shout. Staff will keep language clear and concise to match the developmental stage of the child.
- Staff will get down to the child's level, look at them and ask them to stop, using visuals, words and gesture – stating the behaviour you want them to stop doing. Tell the child what you would like them to do. Staff will acknowledge the child's feelings to support emotional regulation.
- Based on your knowledge of the child, consequences can be given. A warning first is usual but will depend on the age of the child and their level of understanding, e.g. taken away from the situation to self-regulate or taken to the Nurture Room for some one-to-one time. Any consequences used will be fair, proportionate and focused on helping the child learn.
- If they continue – carry out the consequence – explain why they are having the consequence and support the child to repair and move forward.
- Staff will praise the children in the vicinity who are displaying the behaviours we want to see i.e. *“Wow, look at x, x and x, you are all sitting so beautifully waiting for your dinner”*.
- Staff encourage children that are able to say sorry in a way that is meaningful to them. It may be that they draw a picture or share a toy, as well as or instead of using the word sorry, recognising that understanding and empathy develop gradually.

Staff will follow the PSED pathway when identifying a child who is displaying detrimental behaviours.

- Parents/Carers will be told about the child's behaviour if it is deemed detrimental - professional judgement to be used, the risk calculator will be used to determine this.

In partnership with parents/carers, the school will use the Early Prognosis toolkit to devise an individual behaviour plan, if it is felt appropriate, with a focus on emotional support and consistency between home and school.

See Appendix 1 for the PSED Pathway

Recording incidents: When a child persistently exhibits unacceptable behaviour a record of all incidents will be kept. These records will be used to identify patterns, triggers and successful strategies in order to support the child effectively.

Physical Contact


- Adults will not pick up children except where it is necessary e.g. to remove a child from danger.
- Children who are non-ambulant (unable to walk due to age or disability) will be carried when required (i.e. babies and young children).

Exclusion

- It may be necessary to use the Exclusion Procedures set out by the Local Authority. This would always be a last resort and would only be initiated to maintain a safe environment for children and staff. All possible therapeutic and supportive strategies will be explored before exclusion is considered.

This behaviour policy will be referred to in the school prospectus and will be available for Parents/Carers.

This policy is available on the website.

Written by	SLT
Ratified by Governors	14 th May 2026
Date for Review	14 th May 2027
Signed – Chair of Governors	
Signed – Deputy Headteacher	