



Great Horwood Church of England School
Seedlings Nursery & Pre-School

Behaviour Policy

September 2025

This policy was adopted on: 21 January 2026

Date of next review: January 2027

Signed: P.M. Shaw

Our Vision

'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.' John 15:5

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Inspired by Christian faith and rooted in the teachings, values and spirituality of the Church of England we embrace our core values of love, perseverance and respect where all individuals learn to value themselves and others.

We are committed to setting high standards of achievement within a caring and nurturing learning environment. We aim to provide opportunities for children to develop a curiosity of learning, a thirst for knowledge through play, and an exploration of the world around them.

Behaviour Policy

Seedlings Nursery & Pre-School Behaviour Policy

Policy Statement

At Seedlings Nursery & Pre-school, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear, consistent and developmentally appropriate expectations for behaviour. We recognise that learning to consider the views, feelings, needs and rights of others is a developmental process requiring support, encouragement, teaching and positive role modelling.

Our approach is rooted in the principles of the EYFS, which emphasises promoting children's emotional well-being and supporting self-regulation through warm, responsive relationships.

Legal and Statutory Framework

This policy is informed by:

- **DfE Statutory Framework for the EYFS (2025)** – Sections on *Managing Behaviour* and *Safeguarding and Welfare Requirements*.
- **Working Together to Safeguard Children (DfE)**.
- Guidance from **Early Years Alliance** and **PACEY** on positive behaviour strategies.

Named Behaviour Practitioner

The Seedlings Nursery & Pre-School Manager is the designated behaviour practitioner and will:

- Stay up-to-date with legislation, research and best practice on promoting positive behaviour.
- Access relevant expertise and resources to support children’s Personal, Social and Emotional Development (PSED).
- Ensure all staff receive regular in-service training on behaviour management.
- Maintain records of training attendance – recorded on Smartlog
- Complete APDR sheets, behaviour logs and star charts in collaboration with the child’s key person when additional support is needed.

Principles and Expectations

- All staff, volunteers and students will model positive behaviour, treating children, parents and colleagues with respect, care and courtesy.
- Behaviour expectations will be clear, consistent and age-appropriate.
- Cultural differences in codes of behaviour will be respected.
- Parents will be partners in addressing recurring behaviour concerns, using observation records to understand causes and agree strategies.

Strategies for Promoting Positive Behaviour

- Positive reinforcement: Praise and recognition for kindness, sharing and cooperation.
- Award systems for celebrating positive behaviour.
- Use of positive language and solution-focused approaches.
- Helping children understand the impact of their actions and supporting them to develop coping strategies.
- Avoiding attention for negative behaviour; instead, reinforcing positive choices.
- No exclusionary practices: We do not use “naughty chairs” or time-out strategies that isolate children.
- No physical punishment or humiliating techniques.
- Physical intervention only to prevent harm, recorded and reported to parents the same day.

Supporting Children at Seedlings Nursery & Preschool

- We do not engage in punitive responses to a young child’s rage.
- Staff respond by calming through holding and cuddling, offering comfort and security.
- For children able and willing, we provide simple explanations and discuss incidents at their level of understanding.
- Older children may verbalise feelings, but this is never forced.
- We teach empathy: *“When you hit Adam, it hurt him and made him cry.”*
- We model pro-social behaviour and conflict resolution: *“Let’s find another car so you can both play.”*
- Recognise that skills like sharing and turn-taking develop over time and require repeated supported experiences.
- Support social skills through modelling, activities and stories, building self-esteem through praise and trust.
- Encourage apologies when age appropriate; never force a child to say sorry.

When Hurtful Behaviour Becomes Problematic

- Work with parents to identify causes and agree solutions.
- Common underlying reasons:
 - Lack of secure attachment.
 - Limited language or English proficiency.
 - Exposure to aggression or risk of abuse.
 - Developmental conditions affecting behaviour.
- Where strategies fail, follow the SEND Code of Practice, making referrals to Behaviour Support Teams as needed.

External Agencies

In extreme cases, where usual strategies fail:

- Referral to County Psychological Service, Educational Welfare Service, or Social Services following Buckinghamshire LA procedures.
- Exclusion considered only as a last resort after all interventions.

Monitoring and Review

- Policy monitored by the Head Teacher, with reports to governors on effectiveness.
- Reviewed regularly in line with legislation and setting needs.

References

- DfE *Statutory Framework for the Early Years Foundation Stage*.
- Early Years Alliance: *Positive Behaviour in Early Years Settings*.
- PACEY: *Behaviour Management Guidance*.
- SEND Code of Practice (DfE).

Paula Shaw
Headteacher

A handwritten signature in blue ink that reads "P.M. Shaw". The signature is written in a cursive style and is underlined with two horizontal lines.