LDBS Academies Trust

LAT and LAT 2

HOLY TRINITY CE Primary School

Nursery Positive Relationships and Behaviour Policy

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TRUST VISION STATEMENT

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

SCHOOL VALUES

"You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see you good works and give glory your father in heaven." Matthew 5:14-16

We are a school that is more than bricks and mortar.
A place with a zest for learning without walls or limitations, where all are *held in the arms of love - respected* and encouraged.
A school that ignites curiosity *to take us beyond the world we already know; to r*ead the stories that have been told before us and write those yet to come.
A community that helps us pave our way, as we make great strides; where memories are made, that leave a sparkle in our eyes, and a smile on our face.
A place that builds strong foundations.
To cherish, to wonder, to dream, to flourish, to succeed.

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1 Rationale and Ethos

From a Trust perspective, this document should be treated as an Annex to the general Behaviour Policy of the LDBS Academies Trust (LAT and LAT 2). The general ethos reflected in that Policy is equally valid in a Nursery context. In this policy however, the expectations, language and responses are framed in a way that is more appropriate to the age range of the babies and children (6 months – 4 years old) that are being cared for in nursery settings.

The LDBS Academy Trust's nurseries serves their whole community, where all are welcomed, valued and supported, in line with the Trust's Christian vision and values of love, respect, service and forgiveness.

For babies and young children, behaviour is understood as communication of feelings and needs; adults are responsible for providing secure, nurturing relationships and environments that help children to feel safe and develop self-regulation over time.

2 Principles

Every child is unique and develops at their own pace; expectations are always matched to developmental stage, not age alone.

Positive relationships, attachment to a consistent key person and a calm, predictable environment are the foundations of all behaviour support.

3 Our Simple Expectations

We use a small number of simple, positive phrases with children, reinforced with visuals, modelling and play: "kind hands and feet", "we share and take turns with help", "we use gentle voices indoors", "we help to look after our toys and our friends".

Staff teach and re-teach these expectations through routines, songs, stories and play, recognising that babies and toddlers need many repetitions and cannot always remember or control their impulses. We use a small number of simple, positive phrases with children, reinforced with visuals, modelling and play: "kind hands and feet", "we share and take turns with help", "we use gentle voices indoors", "we help to look after our toys and our friends".

Staff teach and re-teach these expectations through routines, songs, stories and play, recognising that babies and toddlers need many repetitions and cannot always remember or control their impulses.

4 Staff Responsibilities

All staff model respectful, calm and caring behaviour, speaking to children at their level, using warm tone and simple language.

Staff observe children closely, anticipate triggers such as tiredness, hunger or sensory overload, and adapt routines, group sizes and activities to reduce distress and support wellbeing.

5 Working with families

We work in close partnership with parents and carers, sharing information daily about sleep, health, routines and significant events that may impact on behaviour.

We seek to use consistent language and strategies between home and nursery, and invite parents to discuss any concerns early so that we can agree supportive, n Promoting positive behaviour

6 Promoting positive behaviour

Staff focus on “catching children being kind”, using immediate, specific praise such as “you gave the car to Sam; that was kind”.

Adults support children’s social and emotional learning through naming feelings (“you look cross”, “you wanted the toy”), using stories, role play and small-group activities that practice sharing, turn-taking and problem-solving with adult help.

7 Responding to behaviour that challenges

Challenging behaviour (for example biting, hitting, pushing, throwing or strong emotional outbursts) is seen as a signal that a child needs support to regulate feelings or communicate needs.

Staff intervene promptly and calmly to keep everyone safe, using brief clear limits (“no biting, biting hurts”), comforting the injured child first, then redirecting and later, when calm, supporting repair (for example helping to rebuild a tower or offer a toy).

8 Strategies by developmental stage

For babies (approximately 6–18 months), adults focus on meeting basic needs, gentle routines, soothing physical comfort, and simple modelling (for example holding hands gently) rather than expecting children to share or wait.

For toddlers and pre-schoolers (approximately 18 months–4 years), adults use distraction and redirection, offer choices, support using simple words or visuals (“stop”, “help”, “my turn”) and provide opportunities to practise turn-taking and waiting with strong adult support.

9 What we do not do

The nursery does not use punitive approaches such as “naughty chairs”, isolation, withdrawal of all play, public shaming, formal suspensions or exclusion for behaviour that arises from children’s stage of development or additional needs.

Instead, repeated or intense behaviours lead to closer observation, discussion with parents, involvement of the SENDCO and, where appropriate, external agencies, so that a tailored support plan can be agreed.

10 Additional needs and reasonable adjustments

Some children, including those who are neurodivergent or have communication or sensory differences, may need individualised approaches, such as visual timetables, quieter spaces, or additional adult support to manage transitions.

These adjustments are recorded and reviewed with parents, with an emphasis on understanding the function of the behaviour and building on the child's strengths and interests.

11 Positive touch and physical intervention

Safe, nurturing touch – such as holding, rocking, hand-holding or a comforting cuddle when invited – is an essential part of care for babies and young children.

Any restrictive physical intervention is used only as a last resort to prevent immediate harm, is proportionate and brief, and is always recorded, shared with parents the same day, and followed by a review of how to reduce the likelihood of recurrence.

12 Recording, monitoring and review

Significant behaviour incidents (for example where someone is hurt or very distressed, or where physical intervention is used) are recorded promptly in line with safeguarding procedures and shared with parents. The nursery leadership monitors patterns in incidents to identify any environmental, staffing or curriculum factors that can be improved, and this policy is reviewed at least every two years, or sooner if the need arises or the guidance changes.