



Our Caring Crossens Policy (Behaviour Policy)

Our Vision:

At Crossens Nursery School, we intend for our children to be happy, caring, considerate and curious learners who are confident to attempt challenge, build resilience and feel secure within themselves.

Our 'Crossens Code' (School Rules):

We expect our pupils to follow our 'Crossens Code':

- Kind hands
- Kind feet
- Kind words
- Good choices

To promote our 'Crossens Code', staff use explicit praise to recognise 'Marvellous Moments' and reiterate our expectations, e.g. 'Well done, you use kind words'.

Staff also model the behaviours expected of our pupils and they also use 'narration' and 'running commentary' to communicate events, thoughts and feelings that will be happening 'in the moment'. This helps to expand vocabulary and aid understanding of empathy for those children who may not yet have this awareness.

Attachment and Trauma Bronze Award:

We are an Attachment and Trauma Sensitive Setting for which we have achieved the Bronze Award. This means we ensure that the basic needs of the children are considered and met as part of our 3 Cs approach. If a child is hungry, thirsty or tired, these factors may be impacting upon their reactions to given situations.

We aim to ensure that basic needs are met and identified at the start of each session. This may mean giving a child breakfast or a drink/ snack, or even getting a bed for them to have a sleep, as required.

'Love Bomb' – Some children just need that big hug and the reassurance that they belong here and that they are loved. Staff are skilled at knowing which children respond to this approach and who in particular may even like a 'deeper pressure' embrace. By reiterating how welcome and loved our children are when they enter

Nursery, we can perhaps further ensure that 'emotional moments' are reduced, as the child has more manageable 'emotional bucket'.

'The Unique Child'

At Crossens Nursery School, we understand that every child is different and may require a different approach to support their learning. Our SEND pupils each have a 'One Page Profile' which is written alongside parents and carers to outline how best to support each particular child.

For those children who may not be on the SEND register but find elements of our day more challenging, staff complete 'Windows of Tolerance'. This helps the team to evaluate what interests the child, identify when they are at their happiest, and what stimulus may push them 'out of their window' and trigger an 'emotional moment'. The team discuss ways to support these children and this is documented in their 'Window of Tolerance'.

Some children may struggle to sit and listen at group time, so here at Crossens Nursery School, we are finding ways to encourage children to join in and be a part of their group. This includes having bespoke 'cosy' areas in which the children can sit and listen, some even like to be wrapped in a blanket! Once settled, these children can be ready to participate in their session.

Butterfly Room (Sensory Room)

For those children who need a calmer space, we have our Butterfly Room. Children will always access this room with an adult.

The 3 Cs:

In the event of a child having an 'emotional moment', here at Crossens Nursery School, we follow the 3 Cs:

- Curiosity
- Care
- Communication

Staff follow these steps to achieve the 3 Cs:

1. **Curiosity** – Understand what the child is feeling and why and make reference to what the body, face or voice is doing to indicate this. Support children in communicating their need/ feeling with simple sentence starters 'Liz wants....' Continue with the suggested script if the child is struggling to tell you what is wrong: 'I can see you're feeling.... because...'. This is presented from the child's perspective to aid understanding e.g. 'I can see you are feeling sad because you are crying. I know that Liz has taken the bike.'
2. **Care** – Ensure the feelings of all children involved in this 'emotional moment' are recognised and BE PRESENT in the moment, be sensitive to their needs and how best to help them to calm down.

3. **Communication** – Recognise that they have calmed down. Model the appropriate behaviour as a learning point and either return to the activity or redirect to a new activity of the child's interest, e.g. 'I can see you're now feeling.....let's go and...'

In the event of a child biting/ severely hurting another child or member of staff, we have a process in place:

1. Follow the script: 'Liz, I can see you are angry. I want to help you. I need to keep you safe. Let's go to'
2. Support the child to a new location that is safer for the child, e.g. Butterfly Room, the garden or a cosy corner.

If the child is still a danger to themselves and/ or others, staff members will seek our trained colleagues in the Positive Handling processes.

Strategies:

All staff will action the following strategies when a child having an emotional moment. If the first strategy does not work, staff will move on to the next step and so on.

1. **Get down at child level**
2. Simplify language, show appropriate traffic light colour – speak clearly, calmly and say as little as possible, e.g. 'Water is finished. Time for lunch' showing red traffic light. Allow processing time.
3. Touch/ Sensory pressure – Allow child to feel Velcro on the traffic light for processing support or use 'squeeze' down the arm/ light touch whilst repeating the instruction, e.g. 'Water is finished. Time for lunch.' Allow processing time. Some children may respond to a deep pressure hug.
4. Now and Next – Grab the visuals from the board and stick to Now/ Next board. Show the child and say, for example, 'Now is lunch. Next is trains'. Allow processing time.
5. Offer two choices to support the child making the transition or succeeding with the demand. 'Lunch with Mrs Brice or Lunch with a friend?' Either way, child would eat lunch in the room with everyone else but would sit next to a member of staff or their friend to help them to feel safe in the moment.
6. Check for safety and step away, saying 'Mrs Brice is here when you are ready.' Allow processing time. Child may just need a few quiet moments to themselves and may seek staff when ready to relate.
7. Safe zone – Encourage child to Butterfly Room or other 'quiet space' where they can be supported to calm down safely

Incidents:

Sometimes children may hit, push or kick out during emotional moments. We will always report an incident to the parents of the child who has been hurt and to the parents and carers of the child who has hit out. All children have the right to feel safe in Nursery and we endeavour to work with our children and families to ensure that everyone can feel happy and secure.

In serious cases, children may miss part of their play following an incident and staff will work hard to talk through the incident and reconcile the relational conflict.

All incidents are recorded and reported to parents and carers.

In the event of repeated occurrences, Mrs Brice will meet with the parents of any child who is frequently reacting more physically to situations to support with strategies that reinforce our 'Crossens Code'.

Where children are frequently distressed and seem to be overwhelmed with the Nursery day, Mrs Brice will discuss changes to session patterns with parents and carers in the interest of ensuring children feel safe and calm. Shorter sessions or changing to quieter days, will be discussed with parents and carers at the discretion of the Headteacher. Where a graduated approach has been followed, Nursery will seek advice and support from the local authority for next steps with SENIS.

We endeavour to support all children as best as possible, allowing everyone to learn in a safe, happy and nurturing environment. Should a child continue to use violence at Nursery, the Headteacher will follow Governor approved procedures to support with finding alternative provision that can meet the needs of the child.

Bullying:

All children have the right to feel safe at Nursery and bullying will not be tolerated. Everyone is welcome, everyone can play and everyone deserves our care and respect. Our definition of bullying is a repetitive behaviour that is hurtful and intentional. It happens over and over again, from a stronger to a weaker power. The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying. Bullying in any form is not tolerated at Crossens Nursery School. Bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude at our school. Please see our Anti-Bullying Policy for further details.

Inclusivity and Equality:

Crossens Nursery School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Disability Access Plan – including Equality Objectives and promoted in the day-to-day running of the school.

Praise and Reward:

Praise

Explicit praise can be heard by all the staff here at Crossens Nursery School – children are celebrated and acknowledged for their achievements and this is

reinforced with explicit reference to what the child has done well, e.g. 'I love your listening Liz. You are looking at me and showing me that you are ready.'

Reward

Cubes – Colour-coded cubes can be earned for group rewards when a child has demonstrated their following of our 'Crossens Code'. This could be for tidying up or helping a friend. Cubes are counted at the end of each week and the winning team is celebrated!

Stickers – We love to give out stickers for children who have been extra-special role models in our Nursery and we also use such to praise Wow moments and potty training successes!

Agreed by Governors: March 2026

Review date: March 2027