



Fairfield Nursery School

Positive Behaviour and Anti Bullying Policy

June 2026



This policy has been written as a staff team. It has been reviewed and carefully considered to ensure it meets the needs of our children at Fairfield. It is in line with the recommendations made by Amy Lew and Betty Lou Bettner which have been based on years of research into why some children become successful and others do not. Research has shown that children who succeed have close relationships with others, feel valued by their community and have a sense of control over their lives. Children in trouble feel isolated, useless to society and powerless.

This policy provides guidelines on how to support our children. It recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at the School, in-line with our School Child Protection and Safeguarding Policy and Keeping Children Safe in Education, 2026 (particularly Part 1, which all school staff have read).

This policy forms part of staff and student induction.

Governors discuss behaviour at school and will take an active role in ensuring that behaviour procedures are effective.

Leaders (i.e. the Head Teacher and Class Teacher) will ensure the effective implementation of this policy at all times, but the entire team play an important role in ensuring consistency of positive behaviour on a daily basis.

At Fairfield Nursery School, children are learning how to behave and be in a learning community. Much of their behaviour is normal for their stage of development. The role of our school, working in partnership with parents is to help

children learn when something is dangerous or harmful to themselves or others and to make positive choices in their behaviour. Developmentally, children at ages 2, 3 and 4 years do not bully. However, if there are incidents of children seeming to have consistent negative behaviours towards particular children, the process of our behaviour policy is followed.

At Fairfield we do this by:

- Noticing and acknowledging positive behaviours
- Using clear and consistent boundaries across school
- Explaining the consequences of some behaviours and offering choices
- Supporting children to problem solve themselves
- Sharing information with parents/carers about their children's behaviour
- Providing strategies to support turn taking
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures and visual timetables
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimizes conflict, e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings through our PSED curriculum (ensuring that children who are new to Fairfield throughout the year, are also taught about our expectations/feelings/behaviour etc).

Our Nursery Rules

- Respect our nursery and the things in it
- Respect and look after each other
- No running inside nursery
- Listen to each other
- Keep myself and others safe
- Use inside voices

Challenging Behaviour

Adults at school will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable

We define unacceptable behaviour as:

- *Biting (being aware of developmentally age appropriate and children with wider complex needs)*
- *Hurting others deliberately (hitting and kicking)*
- *Using adult language (swearing)*
- *Consistently not listening to an adult*
- *Deliberately spoiling, damaging and breaking nursery equipment*
- *Consistently not listening to adults in nursery.*

- Supporting the child to think of solutions to put things right
- Providing time away from the situation to calm down and reflect before talking things through if the child is able to do so.
- Working together with parents and families to share strategies and ensure children receive a consistent message
- In some cases, setting up a Behaviour Plan and carrying out a Boxall Profile jointly with parents
- Liaising with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice. Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgmental and appropriate way.

This may include:

- Safely removing the child from the situation (avoiding physical contact unless child or other children or staff are in danger).
- Seeking immediate support from other staff members
- On rare occasions: using positive handling techniques for the child's own safety and the safety of others (all staff have manual handling training)
- Convening a meeting the same day, including a member of the Leadership Team and the parent/carer, to identify ways forward.
- In some cases, involving the SENCO in setting up an individual education plan with specific targets related to behaviour.

- Referring to other agencies e.g. Educational Psychology Service, Child and Adolescent Mental Health Service, for further guidance and support.

Supporting Behaviour Physically

We understand that young children may struggle to regulate their emotions independently (children with and without SEN/D). Often a child will simply need time and a calm, supportive adult to help them regulate. Physical touch may create further feelings of anger/frustration if a child is experiencing their 'crisis point' of emotions. As a result, and to ensure the safety of both children and staff, we:

- Avoid picking children up unless there is a safety risk to the child, another child or staff – using physical touch is always used as a last resort
- Risk assess the situation and guide the other children to safety first
- If physical touch is needed, we use positive handling techniques i.e. bending down safely and 'scooping' the child up to avoid displacement of hips and reducing the chance of flailing arms/legs on to the body of the staff member. Sensory massage on arms/legs may also be beneficial in some cases if agreed prior with parents/carers.

Sexualised play

The NSPCC advise that from infancy to 4 years:

Even at this stage, sexual behaviour is beginning to emerge through actions like:

- kissing and hugging
- showing curiosity about private body parts
- talking about private body parts and using words like poo, willy and bum
- playing "house" or "doctors and nurses" type games with other children
- touching, rubbing or showing off their genitals or 'masturbating' as a comforting habit.

So this type of play should not in itself raise undue concerns. However, children do need to learn that this type of play is not appropriate, without being made to feel they have done something bad, wrong or shameful. It is also important that children are empowered to feel confident in saying “no” when they do not like someone else’s actions or play. Staff should respond to sexualised play in a low-key and matter-of-fact way, following the general guidance in this policy. Of course, this won’t be easy for everyone, especially if the child’s behaviour seems shocking or morally wrong to a member of staff. But staff should try to keep calm. Body language and tone can make a difference.

If a member of staff feels any concerns about the play, then they should talk over those concerns – however small – with one of the Designated Safeguarding Leads.

Controversial and challenging play

All sorts of play can pose a dilemma in terms of whether it is children’s natural exploratory play or something more concerning.

Staff often have to make judgements about the nature of the play and whether they should be supporting and scaffolding it, whether to intervene or whether to observe and report concerns.

Weapon play

It is understood that however we respond to weapon play, we will always ensure that every child feels safe and protected. Children are not allowed to use forms of play to intimidate other children in any way. We are tolerant of weapon play and believe that children should be able to extend their imaginative play in this direction. Staff will join in to support and extend the play, however, we will not actively help them to make weapons as props.

We will support them to understand that, while this type of play is harmless, real weapons are not. Any member of staff that does not feel comfortable with weapon play should feel able to express this to children and decline to enter into such play

Keeping children safe

It is a core responsibility of the nursery school to ensure that children are safe and secure. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning. The majority of our work is around helping children's social development and supporting their emotional wellbeing. We want children to be strong, connected to other children and to adults, and to be self- motivated and self-regulating.

In order to keep children safe, there may be times when confiscation of an item is deemed appropriate. If the item is an immediate safeguarding risk for a child to possess, the adult would act responsibly and immediately request for the item to be given to the staff member (e.g. a lighter from home) and explain why we cannot have the item in Nursery. The item would be stored away from children, locked in the HT office if small enough, or in an adult area, and passed safely to the parent after a safeguarding discussion with a DSL.

If the item is extremely hazardous, the DSL would decide the next step to be taken and may seek further advice from other professionals (considering the family, police, Prevent Strategy and our Child Protection and Safeguarding Policy).

If the item is something that can be used safely but is being used unsafely (e.g. a stone, stick), then a conversation with the child would be had (if the child can understand) and/or the adult will model how to use the item safely. Questions such as 'What might happen if we use the ____ like this?', 'Is this safe?' The adult will then supervise and monitor for safe independent use and may ask the child, depending on their developmental stage, to model how to use this safely to someone else . If unsafe behaviour persists, the adult would remind/model again (unless there is an immediate risk of harm) and supervise again but with a reminder that we may need to put the item away if it carries on being used in that way. If unsafe use persists immediately, then the adult will remind the child that the item will need to be put away now. If possible, the child will be encouraged to think about a safe place for the item to go.

For children with additional learning needs, the adult may need to act more impulsively if there is a lack of understanding about the use of an object and a risk to health/safety. They will use dynamic risk assessment (or a written risk assessment if in place) to assess whether the item is suitable for the child, and whether it can be used with close supervision or with independence. As an

inclusive school, we aim for all children to have access to the full curriculum, however, safety is a priority.

Sometimes children may present with severely challenging behaviour and may seek to hurt other children regularly. It is very important that steps are taken quickly, with the involvement of the SENCO and wider services, to help children with this level of difficulty, and to ensure that other children are kept safe. We are an inclusive school and we will work positively with every child and every family. In some cases, if there is not an Early Help Assessment open already, it may be of benefit for a DSL to assess the family's needs with the family and level of support they, or their child, may require.

Staff are aware of the four responses to trauma including: **Flight, Fight, Freeze or Submit** and are aware of the importance of early intervention and support.

How staff deal with conflict and managing conflict is an important part of growing up and early education.

The aim of Fairfield is to help children to learn the skills they need to manage conflicts through guidance and modelling:

- Encourage children to be assertive and to say "no" clearly, say "I don't like that". Where a child appropriately asserts "no" and the other child responds, it is not usually necessary for an adult to get involved.
- Think developmentally: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/ approaches like "me next"; "can I have a turn?"; "you can have it next, when I've finished".
- Model sharing and learning. Show children that we actively listen to the ideas, thoughts, needs and wants of others. Show simple approaches to sharing like "I'll do one, you do the next." Support and promote open – ended experiences that promote collaboration.

If a conflict needs adult intervention to be resolved, our approach is:

- Listen to both children

- Encourage children to say how they feel
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve saying sorry, comforting the other child or agreeing to be friends. Avoid a situation where a child expresses a grudging "sorry".
- If a child has been hurt or distressed, then initially focus attention on that child. Deal with the behaviour of the other child next.
- If necessary, state a clear boundary; "Remember, no hitting in nursery."
- If necessary move one child away from the others play and direct them to another adult to support more positive play
- It is important to spend time settling the children back into positive play – don't deal with an incident and walk away too soon
- Where possible, notice positive behaviour shortly afterwards and praise it.

Fairfield Nursery School's Anti-Bullying Statement

Children at Fairfield Nursery School should feel safe and secure at all times in an environment free from bullying behaviour. Bullying is a consistent behaviour from an individual or group with the intention of harming another, either verbally, physically or emotionally. Bullying may include:

- Repetition: frequent incidents which may happen over a period of time.
- Intent: the perpetrator means to cause verbal, physical or emotional harm – not accidental.
- Targeting: bullying behaviour is targeted at a specific individual or group.
- Power imbalance: whether real or perceived, bullying is generally based on unequal power relations.

Staff build strong relationships with the children at Fairfield, particularly Key Workers with their Key children. The wellbeing/Personal, Social and Emotional Development of our children underpins our supportive approach. Staff

encourage positive relationships to form between peers as their early play skills develop. All staff are vigilant to the signs of bullying, and any reports from children, staff, parents/carers will be treated seriously – reports will be challenged and always investigated. Staff will work closely with parents and carers to resolve the situation. If a parent/carer is unhappy with the way a report has been dealt with, they must follow the complaints procedure.

Staff will take any report of Child-on-Child abuse seriously (this is defined as abuse between children under 18 years of age).

Fairfield Nursery School has a zero-tolerance approach to abuse, including child-on-child abuse (and child on child sexual abuse).

Fairfield Nursery School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ children, who evidence suggests are also more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ children. The school's response to sexual violence and sexual harassment between children of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

When dealing with all cases, Fairfield Nursery School will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)

- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2026, Part 5.

Although children at Fairfield are young and may not be able to fully communicate their experiences, staff always encourage children to communicate their worries/concerns. Through a robust PSED curriculum, staff teach children to respect each other, their own bodies, and bodies of others. Children/parents/carers will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL.

We agree with Bettners' findings that children must develop four innate beliefs that will protect them in life and enable them to meet challenges. The four vital protections are:

- Feeling **connected** to others in their community. Each child needs to believe "I have a place and belong"
- Feeling they are **capable** of taking care of themselves. Each child needs to believe "I can do it"
- Feeling that they **count** and are valued by others. Each child needs to believe "I can make a difference".
- Having **courage**. Each child needs to believe "I can handle what comes".

Promoting children's belief that they have a place and belong will be developed by:

- Always trying to give positive attention to children
- Always listening carefully to what children are communicating through voice, actions, facial expressions or behaviour
- Never ignoring a child
- Talking to children about their individual skills and interests
- Involving children in planning the activities and their environment
- Ignoring negative behaviour
- Developing self-sufficiency through the continuous provision
- Facilitating turn taking activities and games

Promoting children's belief that they are capable will be developed by:

- Giving children opportunities and choices allowing children to display power constructively
- Avoiding setting up power struggles
- Giving children support when requested or needed by offering suggestions for the child to consider
- Always maintaining a calm and friendly attitude towards the child

Promoting children's belief that they count will be developed by:

- Showing children appreciation in the relationships that we build with them
- Identifying for the children their positive qualities
- Offering children chances to help
- Avoiding negative feelings such as anger or hurt

Promoting the development of children's courage will be developed by:

- Noticing and acknowledging the child's strengths and ignoring the negatives
- Ensuring that individual children's learning is recognised and that they are given challenging tasks that are manageable and have a guarantee of some success
- Involving children in evaluating what they have learned
- Allowing and helping children to discuss their problem openly
- Encouraging children to try again
- Praising children's efforts rather than the outcomes

Responding to Children's Negative Behaviour

Remember: Misbehaviour is a symptom of the child's discouragement at not having the Crucial C's. Use encouragement and training through natural and logical consequences, consider and agree on choices together:

The Crucial C's and Rudolf Dreikers' Short- Range Goals of Misbehaviour

Child's belief	Child Feels	Child's negative goal	Adult feels	Adult's impulse	Child's response to correction
COUNT I only count when I am being noticed	Insecure alienated	ATTENTION	Irritated annoyed	REMIND What, again?	"temporarily" stops
CAPABLE My strength is in showing you that you can not make me and can not stop me	Inadequate Dependant others are in control	POWER	Angry challenged	FIGHT I insist that you do as I say.	Misbehaviour intensifies
CONNECTED I knew you were against me. No one really likes me. I will show you how it feels.	insignificant	REVENGE Get back Get even	Hurt or wants to punish	PUNISH How could you do this to me? Us? Them? I will teach you a lesson.	Wants to get even, makes self disliked
COURAGE I can't do anything right so I will not try. If I don't try, my failures won't be so obvious.	Inferior Useless Hopeless	AVOIDANCE Display of inadequacy	Despair I give up Hopeless	GIVE UP It's no use.	Passive, no change, more hopeless Displays inadequacy

Crucial C's	Constructive Alternatives	Child's belief	Child feels	Child's positive goal
CONNECT	Replace negative attention with positive attention. Plan activities together. Don't ignore the child; ignore the misbehaviour. Teach self-sufficiency.	I belong.	Secure	COOPERATION
CAPABLE	Don't try to win. Give opportunity and choices so child can display power constructively. Maintain friendly attitude.	I can do it.	Competent Self-control	SELF-RELIANCE
COUNT	Avoid anger and hurt feelings. Maintain appreciation in relationship. Offer chances to help. Seek support and help in identifying positives. (Don't give up)	I matter. I can make a difference.	Significant valuable	CONTRIBUTION
COURAGE	Notice only strengths and ignore the negative. Set up steady exposure to manageable tasks that have a guarantee of success. No criticism.	I can handle what comes.	Hopeful Willing to try	RESILIENCY