Behaviour Management Policy

Our named practitioner responsible for Behaviour Management is:

……**Jo Martin**……

This member of staff has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.

The most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. They are known as the **Key Person.** Children should be safe in the knowledge you have them in your mind, care about them as a person, about how they are feeling and what they are doing.

Strong relationships between staff and children are vital. Staff must be fair and **consistent** with children (taking into account individual needs). Children are supported to understand the boundaries, routines and structures are there to keep them safe, happy and able to learn. Adults will hold these boundaries firmly while being **approachable, kind and compassionate.**

We believe **staff wellbeing is equal to children wellbeing**. We understand the importance of developing a nursery community and culture in which anyone in the nursery, management included, can ask for help.

Our aim is to provide an environment where children are happy and are stimulated, thus preventing children feeling the need to behave inappropriately. We work in partnership with parents/carers to lay foundations, and believe that children are at their happiest in an ordered environment in which everyone knows what is expected of them.

Children may exhibit challenging behaviours as a response to emotions such as boredom, anxiety, frustration, or tiredness. Our approach focuses on:

- Modelling kind and considerate behaviour.
- Providing engaging activities that support social and emotional development (a prime area in the Early Years Foundation Stage).
- Using role play, stories, and visual aids to help children express and manage emotions.
- Group discussions around the Nursery's 'Golden Rules'

PROMOTING POSITIVE BEHAVIOUR

To encourage positive behaviour, we focus on:

- **Modelling appropriate conduct** by being positive role models.
- **Consistency** in enforcing boundaries and expectations.
- **Positive reinforcement** through praise and recognition.
- **Encouraging self-regulation** and problem-solving.
- **Using positive body language** and engaging at the child's level.
- **Offering choices** and opportunities for behavioural improvement.
- **Creating an atmosphere** whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.

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- **We use a "Pom-Pom Jar"** to celebrate positive actions — each time a child does something positive, they earn a pom-pom. Once the jar is full, the whole group enjoys a pre-agreed reward, or as we like to call it, a "treat."
- In addition to the Pom-Pom Jar system, we use **stickers and themed sticker charts** to recognise and celebrate individual achievements and milestones. Stickers are given for consistent effort, kindness, cooperation, and following the Golden Rules, helping children visualise their progress and feel motivated.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not normally deliberate disobedience.
We believe all behaviour is communication and we ask ourselves, "What is the child trying to communicate?"

BEHAVIOUR INTERVENTION STRATEGIES
When inappropriate behaviour occurs, staff will:

1. **Intervene immediately** and assess the situation.
2. **Engage with all children involved**, using a calm, respectful tone and age-appropriate language.
3. **Discuss feelings** and support children in recognising how their actions affect others.
4. **Redirect younger children** using distraction or alternative activities.
5. **Avoid language** such as "naughty" or "bad". Instead, we separate the behaviour from the child.
6. **Use alternatives to forced apologies**, such as comforting gestures, drawing a picture, or Makaton signs.
7. **Discuss Golden Rules**. These are positive statements that set clear expectations for behaviour in a way children can easily understand and remember. They're called "golden" because they apply to everyone, all the time, and they focus on what to do, not what not to do. Focus on desirable behaviour ("We walk indoors") rather than prohibitions ("Don't run").

Common examples in EYFS – At the start of each year (and revisited throughout), each cohort of children works with staff to create their own set of "Golden Rules." This collaborative approach helps children take ownership of the rules and understand their importance.

We are kind to each other.

We listen to each other.

We use gentle hands and feet.

We look after our toys and our nursery.

We walk when we are inside.

We try our best.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Use exclusion strategies such as a "naughty chair".
- Withhold food or treats.

- Instead, we use **reflective or calming time** to help children regain composure in a supportive way.
- If a child is struggling to manage their behaviour, such as becoming upset, distressed, or displaying aggressive behaviour, they may be guided to a calm, safe space away from the group activity.

- Depending on the child's age and level of understanding, staff use a range of strategies to understand and support the child to manage their behaviour, develop self-regulation skills, and engage positively with others.
- Strategies may include visual prompts, modelling appropriate behaviour, social stories, calm-down techniques, one-to-one support, and collaborative problem-solving.

ESCALATION AND SUPPORT

If challenging behaviour persists despite consistent strategies:

- Staff will work closely with parents/carers to ensure consistency.
- Outside support (e.g. SENCo, Health Visitor) may be recommended.
- Incidents will be recorded, on CPOMS and triggers and patterns identified.
- **Behaviour plan put in place so that** individual children receive tailored support to manage their behaviour. This will identify triggers, set achievable goals, and includes clear strategies for staff.

BITING POLICY

Biting is a common but distressing behaviour in early childhood. We handle incidents with sensitivity and aim to support both the child who bites and the child who is bitten.

WHY CHILDREN BITE

Biting may occur due to:

- **Exploration** or sensory stimulation.
- **Teething** discomfort.
- **Cause-and-effect curiosity**.
- **Attention-seeking**.
- **Imitation** of peers.
- **Frustration**, anxiety, or stress.
- **Lack of language skills** to express emotions.

RESPONSE AND PREVENTION

We use the **"Who, What, When, Where"** method to understand each incident:

- **Who** was involved?
- **What** happened before and after?
- **When** did it happen?
- **Where** did it take place?

PREVENTION STRATEGIES:

- Provide teething toys or sensory items.
- Adjust routines to reduce tiredness or hunger.
- Closely monitor high-risk children.
- Reinforce positive behaviour with attention and praise.
- Encourage emotional expression using language, visuals, and play.

- Create calm, predictable environments to reduce stress.

INVOLVING PARENTS AND CARERS

Working in partnership with families is essential. We ask parents to:

- Share relevant changes in the child's home life.
- Reinforce behaviour expectations at home.
- Collaborate with staff and support agreed strategies.

We promise to:

- Communicate daily about your child's behaviour and progress.
- Be consistent, non-judgmental, and supportive.
- Offer guidance and external support when needed.

STRATEGIES FOR INCONSIDERATE BEHAVIOUR

All staff, students, and volunteers are expected to use **positive guidance** strategies:

- Help children identify and express feelings.
- Acknowledge positive behaviours like sharing and kindness.
- Avoid giving attention only in response to negative behaviour.
- Support children in problem-solving conflicts.
- Never isolate or punish children physically or emotionally.

Where necessary, physical restraint is used **only** to prevent injury or serious damage and is documented thoroughly, with parents informed the same day.

CHILDREN UNDER 3

We use developmentally appropriate strategies for very young children. We understand that tantrums, biting, and other behaviours may arise from:

- Separation anxiety
- Difficulty regulating emotions
- Disrupted routines

Support is provided through:

- Consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

ROUGH-AND-TUMBLE PLAY & FANTASY AGGRESSION

We recognise the value of fantasy and physical play, which may include aggressive themes. While not inherently harmful, boundaries are necessary:

- We engage in play to teach empathy and conflict resolution.

- We set clear limits and guidelines for physical play.
- We use fantasy themes as “teachable moments” to reinforce values.

Staff at the nursery will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Parents are asked not to smack their children or shout at them whilst on nursery property in order to ensure consistency for all children. Staff will not threaten corporal punishment or threaten any punishment which could adversely affect a child’s well-being.

When dealing with children with complex behaviour we may need to use reasonable force to protect the child and or staff/other children. Please see below the definition of ‘Reasonable force’
There is no legal definition of when it is reasonable to use force. Reasonable force means ‘reasonable in the circumstances’ meaning that no more force than is absolutely necessary is used and must be proportionate to the student’s behaviour and the perceived risk. For example, if two students are fighting, it may be necessary to physically intervene or if there was a fire and a student would not leave the building it may be necessary to use force to escort them. For force to be judged as lawful, the degree of force must be the minimum to achieve the desired result and proportionate to the consequences it intended to prevent.

Exclusion

No child should ever be excluded if possible and no action will take place until there has been extensive consultation with the child/family. Exclusions would only be considered when the impact of a child’s health or behaviour would be detrimental to other children or adults. If the situation cannot be resolved then the manager must consult with the committee, and the early year’s team for support and advice.

Signed on behalf of the nursery.....Emma Middleton.....Date:… August 2026