

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.

Kiddy Care Nursery

7.1 Achieving positive behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

All children are entitled to an education that enables them to,

- Achieve the best possible educational and other outcomes and
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. SEND Code of Practice (2014)

We follow the EYFS framework when assessing children with SEND.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. (In small settings this may be shared between co-staff.)

Behaviour management leader: Nosh

- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - Keep in touch with the local children centre and see what training and support can be offered to parents.

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- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We may have to implement an individual behaviour plan to monitor the behaviour over time.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share, for this we have a list of ground rules which are displayed around the classroom and the carpet area so that the children can see and understand what they should be aiming to do. It has pictures on it to assist them further in their understanding of good behaviour.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We acknowledge that this system may not be suitable for all children, particularly for those who find positive praise difficult to handle.

- At times we have to hold a child aside, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file.
- The child's parent(s) is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

The above generalizes the point which need to be considered whilst dealing with inappropriate behaviour however we do use visual chart to help children identify good behaviour and we work towards positive reinforcement.

What we have in place

3 years

Currently we have a positive reinforcement chart with a cloud and some rainbows on top side and beside this we have our golden rules. The idea is that all children start off on the shared cloud and then work their way up to the rainbow for something that was rewarding. We also have a soft toy rabbit called floppy who we use as a tool to demonstrate the golden rules. For example, floppy starts nursery and has a hard time as he is unaware of the ground rules and therefore, he is not able to share or play well with other children. Floppy would visit us when times are challenging and during carpet time, he would share his issues at nursery. the children would then help him remember the golden rules so that he can get to the rainbow. This is the way we introduce and reinforce the golden rules.

In addition, if there is a child who is displaying inappropriate behaviour then we have established 3 stages. This was determined by all our staff at the nursery during staff training day.

Stage 1: To come down to the child's level and explain that what she or he is doing is not a nice thing to do, as the other person would be hurt and that is not a nice to make our friends feel like this. Allow the child to reflect and think about what he or she can do to make the other child feel better (an act of kindness).

Stage 2: If the same child persists with their behaviour, then again explain and now hold their hand and do a walk where you are praising the other children on what they are doing well. Use the other children as role models and allow the child to hear and see the expectations. Place a couple of children on the rainbow as a reward so the child feels motivated to do the same.

Stage 3: If the child continues to be aggressive or puts other children at harm then direct them to the calming area and allow them time to cool off, supervise them and possibly read them a moral story so that it registers further.

Insight of doing all this if the child still continues then report it to the behaviour management leader and they would then suggest what to do further, if parents need to be informed, if we need to have a behaviour chart to be incorporated at home or whether we need to investigate further as to why the child is displaying such behaviour.

Two-year-olds

Children at the age of two and possibly just under need more alternatives and modelling. As they need more support in understanding and have not yet developed their language therefore the method, we use for them is to model when they have hurt someone, explain in simple terms that what they did is not nice, also encourage them to do something for the child they upset such as getting them a toy they like, an act of kindness.

Under two:

Children of this age need a lot of support in understanding how we deal with behaviour. One of the strategies we use is to come down to the child's level and in very simple terms say, 'no thank you, that's not nice', we then give a cuddle to the child who has been affected and support them comfort in the know of the other child, so they can see how we care for our friends. If there are times where a child has bit another child both parents will be informed so that they can help in supporting the children at home too. We ensure that our facial expressions also express how we are feeling so that the child has further understanding.

Sharing

Sharing is an integral part of playing together. Sometimes we must create opportunities for children to share and to support this we use sand timers. There are 5-minute timers for the children aged 3 plus and the children aged under 3 use a 2-minute timer. The timers are labelled clearly, and the children have a good idea on how to use this as Floppy will display this golden rule.

Children under three years

- *When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.*
- *We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.*
- *Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.*
- *If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.*

- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.
- We inform parents if any individual behaviour plan is implemented for their child so there is a consistency both at home and at the nursery. We advise parents what strategies we use in the nursery and support further by making a smaller version of our example for the home.
- We try and not use the word 'NO' but help the child to understand their behaviour through talking sensitively.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g., blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them once the situation has been resolved and the child is in a calm state.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him, and he didn't like that, and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home, and it may also be in the setting.

- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Special Educational Needs & Disability Code of Practice 0 to 25 years (2015) to support the child and family, making the appropriate referrals to an area SENDCO Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children aged five years.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them.
- we intervene to stop the child who is bullying from harming the other child or children.
- we explain to the child doing the bullying why her/his behaviour is not acceptable.
- we give reassurance to the child or children who have been bullied.
- we help the child who has done the bullying to recognise the impact of their actions.
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- we do not label children who bully as 'bullies'.
- we recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

We recognise that children need to have boundaries within the nursery which is what is expected in the school. Pre-school children need to understand that certain behaviour in the nursery is inappropriate, and it is agreed with the parents that we have a system in place that will encourage children to achieve positive behaviour. We have therefore devised a colour chart below which is used in the school and proven to work with children to achieve positive behaviour. This chart may vary accordingly to age and stages of children's development.

Further guidance

- Special Educational Needs Code of Practice (DfES 2001)
- Statutory Framework for the Early Years Foundation Stage 2021
- SEND Code of Practice 2015

This policy was adopted at a meeting of	Kiddy Care Nursery	<i>(name of provider)</i>
Held on	November 2025	<i>(date)</i>
Date to be reviewed	November 2025	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Nooshin Manjoo	
Role of signatory (e.g. chair, director or owner)	Manager	

Other useful Pre-school Learning Alliance publications

- The Social Child (2007)
- Reflecting on Behaviour (2010)