



Behaviour Policy

Statement of intent

Our setting believes that children flourish best when their well-being is good. We set clear boundaries which are consistently implemented and in line with their stage of development.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs, rights of others and promote British values.

Methods

Michelle Dymond has overall responsibility for behaviour management. She will keep up to date with legislation and training, cascading information to colleagues.

Cultural differences will be respected in accordance to our Equality and Diversity policy.

- We require all Early Years Educators, 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 Early Years Educators and volunteers with the setting's behaviour management policy and its guidelines for behaviour.
- We work in partnership with parents/carers to address recurring inconsiderate behaviour and decide jointly how to respond appropriately.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in boosting self-reliance, self-esteem, a sense of being valued and a sense of belonging.
- We never use any form of physical punishment and children are never threatened with this.
- When we ask children to do something or not to, we follow through.
- We encourage children to stand up for their own rights by putting up their quiet hand and saying stop, then telling a grown-up.
- We use a visual sand-timer for children to learn how to negotiate sharing a toy and a visual time line to show the daily structure to prepare children's expectations.
- We praise positive behaviour.

Challenging behaviour

We will help children to understand and acknowledge their feelings and the consequences of their behaviour.

- We empathise with children and support their emotions.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We support social skills through modelling positive behaviour, through activities, role play and books.
- Where necessary, we follow a graduated response - observation and assessment method, contacting professionals as appropriate and follow our Managed Exclusion Policy.

Rough and tumble play

Rough and tumble games/role play is acceptable within controlled limits.

Controlling behaviour

A child is not allowed to overpower or control another child's play - refer to our Bullying Policy.

Strategies in dealing with inappropriate behaviour

- We alter our facial expression and tone of voice, using the child's name.
- We explain the inappropriate behaviour at a suitable time for the child.
- We make sure all the children have a clear understanding of the Pippins rules, boundaries and expectations. Pippins rules are: Listen, tell a grown-up, sit well, walk, share, be kind and be happy.
- If necessary, we will separate a child from the activity allowing them some quiet time and space to regulate their emotions and consider their behaviour.
- Occasionally a member of the management will have some intervention time with the child to allow them some time out from the room.
- If we would like a child to stop what they are doing or come away from an area, we give the child two options to choose from. This gives children time and helps build their confidence in taking responsibility for their own behaviour. If the child does not respond in the given time, we count to 3 encouraging them to make a 'good choice'. If they do not respond to the choices given children will be helped and guided by an Early Years Educator.
- Inappropriate behaviour is documented on a behaviour management record using the ABC (Antecedents, Behaviour, and Consequence) method. Once there are five or more negative behaviours recorded, a behavioural management plan is implemented with a parents meeting, including their contribution to this plan.
- If as professionals we do not feel it is beneficial for the child to attend a trip as adapting their behaviour to the event, social situation or change in routine can be a challenge or distressing, the child will stay at the setting in ratio and experience a different learning experience to meet their needs.

In accordance to Article 5 (UNCRC 1989)

The state has a duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.

In accordance to Article 12 (UNCRC 1989)

The child has the right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child, in accordance with his or her age and maturity.

This policy was adopted at a meeting of Pippins Pre-school and Nursery

Held on Thursday 9th October 2025

Signed on behalf of the Management Trustee Directors

Role of signatory (e.g. Chair)

Chair

Commenced 2009. Reviewed 01.04.2025