'The one who gets wisdom loves life.' Proverbs 19:8

Charlton Mackrell Preschool
Behaviour Policy

Purpose of Policy

- To promote positive behaviour, helping children's social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery school.
- For all staff to have consistent expectations and approaches to children's behaviour.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person and all preschool staff. In turn the adults can help the child develop a wider network of relationships with other children. Warm, caring, emotionally attuned relationships set a very positive climate for children's social and emotional development and help to promote good behaviour.

Key people will:

- Work with each key child and their family during the settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Make time to listen to and take an interest in each child at each session attended.

All staff will:

- Strive to be "emotionally attuned" to children, valuing and accepting their emotions e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now".
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. "That wasn't a kind thing to do" not "You are not kind".
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. "I understand you feel..... but ....." ... "Are you feeling?"
- If behaviour strategies are not working, staff will collectively discuss incidents and agree on the best way to deal with them, i.e using strategies such as STARR charts, behaviour logs.

Executive Function

Children need to develop 'inhibitory control' before they can foster positive relationships for example, learning not to take a toy that someone else is playing with.

Executive function is a set of cognitive processes that are necessary for controlling behaviour. Playing games and activities can help children to practise exercising behavioural inhibition, such as not interrupting, taking turns or responding to the rules in a game like 'musical statues'.

Supporting children's emotional regulation

We have curriculum steps that focus on developing children's emotional regulation.

Step 1 - separate from parent/carer with support from key person/practitioner and settle into preschool

Step 2 - Begin to share/take turns with adult support.
Understand that when things don't go their way, it is ok to experience big feelings, they may still need an adult to support them to process these.

Step 3 - Participate in a group activity which involves sharing resources and taking turns.
Manage their emotions to successfully complete an activity without adult support.

Step 4 - regulate their emotions and become a confident learner with high self-efficacy and show consideration for other people's feelings and needs.

All staff will:

- Establish a warm, nurturing and responsive relationship with children.
- Provide a safe environment and consistent routine for each child.
- Be calm and reassuring when helping children manage their emotions.
- Help children to label their feelings and explain why they may be feeling these emotions.
- Use suitable resources to model emotion with children which can help them to understand and express what they are feeling. e.g. puppets, photographs, stories and social stories

Key boundaries which all staff manage consistently

This is an overview of some key behaviour boundaries, and not a complete list.

We do not allow:

▪ Physical hurting – hitting, biting, scratching, pushing

▪ Emotional hurting – using unkind words against another child, swearing, racist or any other prejudiced comments, mocking another person's appearance, clothing, home, family, or (dis)ability

▪ Spitting

Where a child crosses one of these boundaries, staff respond by taking the child away from the incident and saying clearly "there is no [hitting…spitting,,,swearing…] in preschool.

Further actions and responses will depend on the professional judgement of the member of staff. If staff are concerned or not sure what to do, they will liaise urgently with a senior member of staff in the preschool.

How Staff Deal with Conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim 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/sign "no" clearly, say "I don't like that", etc. 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 that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round
- Model language/approaches.
- Model sharing and learning. Show children that we actively listen to the ideas, needs and wants of others.
- Show simple approaches to sharing. Support and promote open-ended experiences that promote collaboration, e.g. blockplay.

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

- Listen to both children.
- Encourage children to say how they feel ("it hurt" … "I'm sad" etc)
- 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 is 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 other's 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. “I can see you are playing nicely now, that’s good to see you sharing.”

Involving parents

- It is important to involve parents because:
- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult and help us to manage it.
- Parents need a clear picture of how their child is managing in preschool. It is important to talk to parents about difficulties their child might have.
- Working with parents to support their child’s positive behaviour is an ongoing and collaborative process that depends on regular and open communication over time.
- We offer to support parents. In the first instance, staff will share tips and suggestions with the family and will check in regularly with the parents/carers to review how they are getting on with these.

Keeping children safe

It is a core responsibility of the preschool 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 of 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.

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 preschool and we will work positively with every child and every family.

Positive handling

With a very young age-group of children, physical holding and guidance are often needed, e.g. when a small child is very angry and about to hit out at other children, or runs to the gate during an unsettled episode whilst settling-in.

We judge that an incident is “physical restraint” if the child has to be fully restrained from movement for more than a few seconds because the child wants to hurt another or to hurt her or himself. Restraint is then needed in order to keep the child or other children safe. Any physical restraint will be recorded as a safeguarding concern and parents carers informed at collection.

If a child’s behaviour results in a need for restraint, as defined above, then there will be a specific plan to manage behaviour and set clear boundaries. This plan will be drawn up by the SENCO working with wider services if needed, and with the involvement of the child’s parents.

Provider: Alison Allen Janine Sweeting

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