Under Fives Roundabout

Behaviour Policy

Policy No: 1.14

Last reviewed: February 2026

To be reviewed by: February 2027

Responsible member of staff: Samantha Capes **Date:** 24/2/2026

Responsible member of Committee: Dorrie Spencer

Managing Challenging Behaviour

Statement of intent

It is important that the children within our setting understand how to interact with both their peers and adults to achieve positive outcomes.

Aim

Through the modelling and reinforcement of good behaviours, we hope that the children within our setting understand how to respond and interact with others in an appropriate way. We endeavour to provide an environment which ensures ever child is given an equal opportunity to learn and fulfil their potential whilst enjoying being part of our community.

Procedures

For children to feel safe and secure, we believe they should be given a clear and consistent instructions on what is regarded as appropriate behaviour in any given situation.

We acknowledge the inseparable link between teaching, learning and behaviour, whilst recognising that behaviour is a form of communication.

Staff aim to:

- Foster children's personal, social and emotional development in line with the requirements of the Early Years Foundation Stage.
- Teach appropriate behaviour, rather than control behaviour and know how to promote valued behaviour.
- Endeavour to find out and understand the underlying triggers to inappropriate behaviour.
- Manage anti-social or unsafe behaviour.
- Recognise that children exposed to social disadvantage, family adversity and cognitive or attention problems are more likely to develop behaviour problems.
- Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- Understand the need for "equity" whereby some children may need additional support or a change in approach to reach a positive outcome.
- To enable each child to access the curriculum safely, independently and with enjoyment.
- To establish a happy and caring environment for adults and children in which everyone feels valued.

Children are encouraged to begin to:

- Develop an understanding of what is right and wrong.
- Understand the affects their words and actions can have and consider how others may feel.
- Take responsibility for their behaviour and try to make amends when things go wrong.
- Develop self regulation.
- Respect the need for boundaries and respond to behavioural expectations.
- Feel safe, secure and valued.
- Work independently and take responsibility for their learning.
- Learn to work co-operatively with others and respect their rights.
- Use the space and the resources at the preschool creatively, appropriately and considerately.
- explore tools and build skills to soothe their nervous systems.

Strategies for members of staff:

- Actively promote good behaviour through our responses and use of consistent behaviour management strategies.
- Be a good role model.
- Use positive language to foster children's self-esteem and show high expectations of their behaviour.
- Display a consistent approach to unsafe behaviour and clarify appropriate expectations of children's behaviour.
- Ensure good relationships between home and school, liaise with parents/caregivers to encourage a consistent approach.
- Seek advice from other agencies when needed.

Staff model valued behaviour in the following ways:

- Using quiet voices and calm facial expressions.
- Walking to a situation.
- Using non-threatening body language (eg by bending down to child's level rather than standing over them).
- Staff aim to encourage a high standard of behaviour by emphasising the behaviour they want to see.
- Staff offer consistent co-regulation so that self-regulation can begin to develop.
- Prioritising positive relationships is key, connecting with children in meaningful ways to foster trust and safety.

We aim to:

- Follow the therapeutic thinking approach, ensuring individual children's needs are supported.
- Work together as a team, to connect the dots, acting proactively to get ahead of behaviours, and collaborating with families to support any unmet needs.
- Ensure children are given clear, consistent guidance about unsafe behaviours.
- Celebrate and promote valued behaviours.
- Give clear expectations eg, 'show me how you ride safely around the garden', 'let me see you…'
- Give meaningful, specific praise: 'I like the way you gave X a turn/ used words to say…'
- Look out for sensible, kind, helpful actions and comment to the child, particularly in front of other children or at group time.
- Give clear descriptions of the desired behaviour (not the wrong behaviour): eg: 'I want you to let go now' 'Please use your talking voice.' Suggest alternative use for hands and feet, eg: 'Put your hands down by your sides,' 'Put your feet on the carpet,'
- Explain reasons for doing things: (eg 'if you throw the sand it may get in someone's eye.'
- Use positive language eg, 'walking inside, running outside'.

<u>Conflict resolution steps – guidance for staff</u>

- Approach calmly, stopping any harmful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children's feelings. Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- Gather information. Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding reason behind it.
- Restate the problem: "So there is ……". Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones if needed.

- Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.

- Be prepared to give follow up support. Acknowledge children’s accomplishments e.g., “You solved the problem.” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

- Have consistent staff expectations of behaviour so that children receive the same messages from all staff they come into contact with.

Differentiation

Staff recognise that children may all be at different developmental levels and some may need more time and support to learn and internalise moral values and social behaviour. Some children may react negatively in particular situations, and most children will have differing emotional needs at different times. Extra responsibility or extra adult support will be offered to children as appropriate.

Incidents will be recorded and shared with parents/carers and strategies will be decided upon with the setting staff and the parents/care givers.

Staff will seek advice from other agencies where necessary.