

Date Reviewed	June 2025
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Agreed by: Learning and Achievement Committee Date: 30/06/25 .
 Name: *Mabelie Sadler* Signature: *[Handwritten Signature]*

Supporting behaviour Policy June 2025

(Includes Rough and Tumble, Anti-Bullying and Use of reasonable force and forms part of our keeping children safe ethos- child protection) This should be read in connection with our Physical Touch and Handling Policy

CONNECT not CORRECT

This reflects our ethos: -

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. The team promotes positive behaviour with the children and ensures that positive behaviour is praised and encouraged. All practitioners work towards agreed limits that are truly necessary, appreciating that too many rules for young children can be frustrating and confusing. We believe it is important to work with families and value their help and support.

Practitioners self-reflect regularly.

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

Supporting behaviour is a team effort and involves parents, staff and children.

The Early Years Foundation Stage statutory framework supports our practice and this policy.

Every child's learning and development is unique and needs positive relationships and enabling environments both physical and emotional.

Ruth Coleman has overall responsibility for the nursery school for supporting personal, social and emotional development, including issues concerning behaviour.

We recognise the role children themselves take in determining their behaviour and that of our learning community (United Nations Convention for the Rights of the Child (UNCRC) article 12).

ARTICLE 12 – All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously

- As part of this responsibility we will

Date Reviewed	June 2025
Review Date	June 2026

- Keep 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 and on handling children's behaviour where it may require additional support
 - Check that all team members have relevant in-house training on promoting positive behaviour; records are kept of team attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require the team to be aware of and respect those used by everyone within the setting.
 - We require all team members, students and volunteers, to provide a positive model of behaviour by treating all children, parents/carers and one another with friendliness, care and courtesy.
 - We familiarise new team members, students and volunteers with the setting's behaviour policy and provide guidelines for managing behaviour.
 - Framework of Behaviour – what we do to promote positive behaviour - we openly and regularly discuss and support children's behaviour individually and when in groups in order to develop a common framework of behaviour for all in our learning community, with particular emphasis for settling new children at the start of terms.
 - We use the THRIVE language using the VRFs (Vital Relational Functions) Validating, Soothing, and Containing as a basis from which to understand, describe, support and manage children's behaviour (emotional and social learning) and share this with parents
 - We have adopted the 5 to Thrive ethos to help parents share our understanding or supporting and developing young children's emotional and social learning and behaviour.

Strategies with children who engage in challenging behaviour

- We require all team members, students and volunteers to use positive strategies for handling any challenging behaviour, by helping children find solutions in ways which are appropriate for the children's age and stage of development. Such solutions might include, for example, acknowledgement of feelings, explanations 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 develop empathy in children as a prime focus of emotional self regulation
- We ensure that there is a wide range of stimulating equipment and resources and sufficient activities available so that the children are meaningfully engaged without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge and praise considerate behaviour such as kindness and willingness to share.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome. Short periods of time as a whole class are an important part of this bonding process.
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour.
- When children behave in inconsiderate ways we help them to understand outcomes of their action and support them in learning how to recognise their feelings and develop strategies to manage them and model empathy so that they can begin to feel and understand
- All children are treated with respect and never smacked, shaken or treated roughly.
- We do not use techniques intended to single out, shame or humiliate individual children.

Date Reviewed	June 2025
Review Date	June 2026

- If necessary physical restraint is used, such as holding, it would only be used to prevent physical injury to the child or other children or adults and/or serious damage to property (see Touching and Handling Policy). These occasions are always shared with the child's parent/carer and if they become more than occasional a behaviour support plan will be drawn up with the parent to record the situations. A parent will always be made aware of the support we have given the child on the plan and they will sign acknowledgment. In rare instances it may not be in the child's best interests to share this information with the parent and in these cases Social Care will be called and agree consent for this and be given regular information.
- In cases of serious concern, 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 inappropriate behaviour. However, in extreme cases, the adult may need to use a loud voice.
- Our whole team approach is fair and consistent.
- We consider the individual child and the circumstances and context of the behaviour to ensure that it is dealt with in an appropriate way.
- We discuss with the child how we or others are feeling and use familiar words such as happy or sad.

Supporting children's individual needs

When children are unable to express their feelings through language we recognise that strategies for supporting them will need to be individually appropriate.

We recognise that very young children are unable to regulate their own emotions, such as anger, fear or distress, and require sensitive adults to help them do this.

Common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. Team members are calm and patient, offering comfort and support to these intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play

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 inappropriate at times and may need addressing.

- We recognise that rough and tumble play is normal for young children and we positively promote practitioner and child interactions within safeguarding limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are aware of the needs and feelings of other children and adults.
- We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting, etc – and that themes often refer to 'goodies and baddies' and, as such, offer opportunities 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.
- We actively promote positive touch as a means of soothing and a supporting connectivity and belonging and share this ethos with parents
- We actively promote early developmental movement play practices using the Developmental Movement Play (DMP) approach. We have trained practitioners in this method and all parents sign up for the children to take

Date Reviewed	June 2025
Review Date	June 2026

part in these play approaches. WE have trained Theraplay practitioners too and this programme is used to support children with emotional regulation. Please see our physical touch and handling policy.

- We recognise that physical well-being is closely linked to sound mental well-being and develop practices to support each child and work with families by sharing our knowledge with parents and carers and involving them too in the benefits of the programmes.

Hurtful behaviour “Anti Bullying”

We take hurtful behaviour very seriously. Young children 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’. This hurtful behaviour can be momentary, spontaneous and often without any understanding of the feelings of the person 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 to 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 these intense emotions, especially anger, take time. We support individual feelings and encourage children to discuss how they are feeling.
- 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 explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feeling experiences. We help children to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We ask the child to talk (if appropriate) and think about what they have done.
- In extreme cases the child may be asked to sit separately, in the room but away from the group for a short time.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may occur again and again 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, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close committed sensitive and attuned responsive relationships with them (see Dispositional Policy).
- 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 them to show their feelings and develop their own ways of showing they are sorry 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 the parents to identify the cause and find a solution together.

Guidance and legislation

- This should be read in conjunction with DSCF 2006 Guidance on School Discipline School safe 2008 and section 93 – use of reasonable force.
- UNCRC * Article 12
- EYFS statutory framework and guidance
- Suffolk County Council – Keeping adults and children Safe 2016
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Date Reviewed	June 2025
Review Date	June 2026

Framework of Behaviour – What we do to support positive behaviour

Establishing the way the children behave and use the setting and the environment by supporting positive behaviour and is an important part of our settling in process (please see our Transitions and Settling in policy).

The way adults interact with the children to support them and train them in safe and sensible use of equipment is vital and means they will be able to take risks and further their learning. Please see our risk statement in our dispositional curriculum. This curriculum helps us to observe and comment on how the children respond to the early learning goals of care and sense of community/caring for the environment, and understanding the need for simple rules for communities to work. The golden rule is to pre-empt the behaviour in a positive way and use positive reframing and specific positive praise, so that the children know what they need to do, and then to catch them and praise them for using self direction. It is about being explicit when talking and describing behaviours and emotions as we would any area of learning

Things such as positive prefacing and catching them doing it right:

- *Remember to walk in the nursery – well done, you’re remembering to use your walking feet*
- *Using the big blocks carefully so that others are not hurt – lifting them gently so that even an adult cannot hear*
- *Playing with the small world Knowledge & Understanding set ups so that the sand stays in the tray – yes touch but play carefully – objects such as instruments are precious and need to be handled carefully. We are lucky to have these lovely things in our nursery and, as we need to look after each other, we also need to look after our lovely objects and toys*
- *Keeping the water and sand in the tray as much as possible – pouring/stirring carefully*
- *Safe, sensible use of pencils, remembering only to draw and write on the paper in the nursery/daycare.*
- *Safe use of tools such as scissors or sellotape dispensers for everyone’s safety*
- *Remembering to ask if we want to have a turn with a toy and thanking others for listening and sharing*
- *Remembering to use a nice smiley/friendly face to others so that they will know that we are kind*
- *Remembering to listen to others when they ask for a turn so that we make them feel happy by thinking about their feelings and listening to their ideas and remembering to give them a turn*
- *Remembering to listen to the ideas of others*
- *Remembering to use talk to sort things out*
- *Remembering to take out only the bits they need for small world play, and not empty the whole box, modelling careful play with toys and positive role models*
- *Tidying away the toys and objects so that they and others can find them again easily*
- *Praising children for remembering all these things and being helpful and grown up*
- *Asking the children what they need to remember and to help each other to do so*
- *Asking them to talk about behaviour and kindness so that it is overt to all and they develop the language needed for talking about feelings. We often do this by modelling the use of language needed ourselves and by asking another child to “help”, i.e. demonstrate to those less able in a supportive, friendly way of course!*
- *Saying “sorry” – expecting and demanding it – rather ask what outcome they wanted and give options to achieve it*
- *Thinking time and time out – are different strategies for helping children come to terms with their emotions and the need for codes of behaviour for communities to operate for the benefit of all, and both strategies are used on occasion for individual children in individual situations*
- *As stipulated in the EYFS Welfare requirements – we recognise that emotionally vulnerable children and those with SEND need structured routines and systems in order to gain emotional stability as the environment in this sense provides stability for emotional containment*
- *Use of specific praise*
- *Channelling into positive “I can” ethos and the use of the THRIVE language using the VRFs (Vital Relational Functions) Validating, Soothing, and Containing as a basis from which to understand and describe behaviour*
- *This behaviour support system applies to all members of our learning community*

Date Reviewed	June 2025
Review Date	June 2026

Anti-Bullying

We take peer to peer abuse very seriously. Child on child abuse involves the persistent physical or verbal abuse of another child or children. It is characterised by an awareness of the impact of the bullying behaviour.

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
- Intervene to stop the child who is bullying from harming the other child or children
- Explain to the child doing the bullying that her/his behaviour is not acceptable
- Give reassurance to the child or children who have been bullied
- Help the child who is doing the bullying to recognise the impact of their actions and take steps to promote positive self-esteem
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on positive behaviour
- Do not label children who bully as ‘bullies’
- 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 toward others
- Recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry but help them to develop feelings themselves of empathy so that they begin feel genuine remorse for what they have done and we continue to work on the development of empathetic feelings
- Discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for handling their child’s behaviour
- Share what has happened with the parents of the child who has been bullied, explaining that we are dealing with the incident, unpick the situation and reasons and support and suggest strategies at home.
- Encourage children to have a voice and be listened to, and use the support of their peer group to gain understanding of feelings and knowledge of behaviours for all adults and children in our learning community

Complaints about the use of reasonable force

These are investigated in line with our complaints policy.

What happens if a pupil/parent complains when force is used on them/their child:

- All formal allegations of abuse will be reported immediately to the LADO.
- All complaints about the use of force will be thoroughly and quickly investigated
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage property or disorder – this will provide a defence to any criminal prosecution or civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has used excessive force. Reference should be made to “Dealing with Allegations of Abuse against those in a position of trust”. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Careful consideration must be given to whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If the discussion to suspend a staff member is taken, the school should ensure that the staff member has access to a named contact that can provide support.

Date Reviewed	June 2025
Review Date	June 2026

Our governing body will always consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff

This policy is renewed annually

Please see Appendix 1 below.



Behaviour Support Plan for

As part of our behaviour support for and for the safety and wellbeing of other children, an adult may at times carefully and kindly remove to a quiet place away from the other children to allow him to take time to calm.

The adult will always explain they are not cross and will use favourite toys to soothe him. We will also use a positive reward system of jelly sweets to encourage doing the right thing. We shall always discuss this with parents when they collect him.
Discussed and agreed with parents.

Signed Date Signed Date
Parents Practitioner

Date	Practitioner Supporting Child	Context & Description	Parents Informed ✓	Parents Signature	Practitioner Signature