

Positive Behaviour Management Policy



Approved by:	Nazmon Hannan (Director)
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Positive Behaviour Management Policy

Policy Aim

Jan Pre-School and Nursery's behaviour policy applies to everyone who comes into the setting that includes children, parents, carers, staff and visitors. We are committed to providing a secure and happy, stimulating environment in which every child has the opportunity to develop a positive self-image and mutual respect for others in the community. Everyone at the setting has a right:

- to feel safe.
- to feel respected.
- to be supported in their learning.
- to be treated fairly.
- to have property kept safe.

We comply with the statutory requirement with behaviour management stated in EYFS Framework [July 2025](#) in section 3.53 and 3.54.

Home School Partnership

We believe in strong and effective partnerships between parents/carers and school as parents are their first and most enduring educators. We believe it is our responsibility to manage the behaviour of children in our care and parents will not be told of minor issues. However, parents will be consulted if there is a significant change in behaviour, a pattern of negative behaviour or of serious incidents. Parents will not be used as a "threat" e.g. to be called if a child has misbehaved.

Parents can be offered support through discussing issues with the child's key person, the Manager, and the Director. They may be referred onto, Early Childhood Psychologists or to Child and Family Consultation Service.

We would request that Parents will:

- act as positive role models
- support the Nursery in reinforcing boundaries of acceptable and unacceptable behaviour
- feel confident that staff will take seriously any unpleasant incidents

We have a few simple rules at nursery which everyone is encouraged to follow:

- 1. We listen to each other**
- 2. We talk politely to each other**



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3. We are kind and caring

4. We help each other

When children forget or have not understood the rules

They will be reminded in a positive way: either by a positive statement on what we would like the child to do, e.g. “Please walk inside” rather than “Don’t run”, or say, “use your walking feet”, or by redirecting the child, e.g. “You can run as much as you like outside” or to get them involved in an activity that calms them down.

When a Child Hurts Someone

Young children often lack the verbal skills to negotiate, discuss and compromise and sometimes snatch, push, and hit to get what they want. Children need support to see how they have affected the other person (consequences). They are told that the other person is hurt because of what they have done and are feeling sad or whatever is appropriate. Adults will model the appropriate behaviour of giving sympathy and support to the person who has been hurt. Adults can model language and behaviour, e.g. you have to ask, “Can I play with it, please”, rather than snatching away a toy from another child, to resolve future issues. The offending child may be requested to ‘look after’ the child who has been hurt and use kind hands to comfort them.

Other Strategies Include:

- Staff acting as role models of good behaviour.
- Noticing when children are getting things right and praising explicitly e.g. “I like it when you share your toys with your friend” or “Look at _____ sitting really well”.
Lots of praise
- Asking a child about their feelings or commenting on how they appear e.g. “you look cross or sad” etc. What can I do to help you feel better?
- Developing secure relationship with key worker.
- Using an [ABC](#) (Antecedent Behaviour Consequence) chart to work out why an incident has happened.



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- Always separate the action from the child- it's the behaviour in question not the child and making that clear.
- Give the child a fresh start once the issues have been solved.
- A Home School book is a useful way to communicate with parents where a child's behaviour is of concern.

More Persistent or Significant Difficulties:

- Will be raised at staff meeting for discussion/ resolution to find out if there are any other issues affecting the behaviour and consistent strategies to use where appropriate.
- Discuss with the parent/carer to find out if they have relevant information to share.
- The strategies used will depend upon the child involved.
- The child may be asked to come in from the garden or the play area to sit down for up to 3 minutes (with a timer) to cool down and to think about what they have done and then make amends, e.g. use kind hand to comfort the other child, say sorry or pick up or mend equipment. The Educator will stay with the child for that period.
- Support and advice may be requested from the Behaviour Support Team or the Educational Psychologist.
- Support and advice from the Family Support Team eg; Triple P
- Specific activities may be planned in order to meet individual needs e.g. learning to recognise emotions, use specific strategies of getting rid of anger, reward charts, stickers, being allowed a special toy as a reward etc.

Environment

- Incidents of negative behaviour can occur when children are trying to share limited resources.
- Teach children to use a timer to take turn on using popular resources.
- Staff will constantly seek to improve the classroom and playground environment so that there are more things for the children to be interested and involved in.



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Physical Intervention

Physical intervention is where the practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

In our day-to-day service, we do not use any physical intervention and try to avoid any at all times.

However, suppose we see a child hurting another child and our verbal support and warning are ineffective, or we see a child is about to hurt themselves without realising. In that case, we use physical intervention to prevent them from getting hurt.

When a physical intervention was taken for the purposes of averting the immediate danger of personal injury to any person (including where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day or as soon as reasonably practicable.

This policy was written by

Nazmon Hannan

Signed

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