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Behaviour Management Policy

Statement of Intent

At St. Augustine's Nursery, we believe that children flourish when their personal, social and emotional needs are met, when clear, developmentally appropriate expectations for behaviour are established. We aim to create an environment where children feel safe, valued and supported to develop positive social skills.

Aim

- To help children learn socially acceptable behaviour.
- To encourage children to understand the needs and rights of others.
- To integrate behaviour management into the programme for Personal, Social, and Emotional Development (PSED) under the EYFS.

Designated Lead

- **Susan Weddell** is responsible for leading our PSED programme, including behaviour management.
- Responsibilities include:
    - Keeping up-to-date with current legislation, research and guidance on positive behaviour support.
    - Accessing advice and expertise to inform practice.
    - Ensuring all staff receive appropriate in-service training on promoting positive behaviour.

Guiding Principles

- Staff are respectful of cultural differences and will adapt their interaction accordingly.
- Staff, volunteers and students will model positive behaviour to children leading by example, showing care, courtesy and friendliness.
- Behaviour guidelines are consistently shared with both children, parents and staff.
- Working in partnership with parents: each child's key person at nursery will regularly communicate to parents about the child's behaviour. They will work with their parents to address any recurring issues using observations and agreed strategies.

Positive Behaviour Strategies

- Staff use positive approaches to address inconsiderate behaviour, including:
    - Acknowledging feelings
    - Explaining why behaviour is unacceptable

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    - Supporting children to manage their emotions and respond appropriately
- We provide sufficient toys, resources and activities to reduce conflict over sharing and turn-taking.
- We anticipate and prevent situations likely to trigger inconsiderate behaviour.
- Positive behaviour such as kindness, sharing and cooperation is recognised and praised.
- We support children in developing:
    - Self-esteem and confidence
    - Sense of belonging
    - Problem-solving skills
- We never use physical punishment or humiliating techniques.
- Physical restraint is only used to prevent harm to children, adults or property. All incidents are:
    - Recorded in the child's file
    - Reported to the setting leader and parents on the same day

Responding to Serious Behaviour

- Racial or discriminatory abuse is addressed immediately through explanation, not blame.
- Staff do not shout or raise voices in a threatening way towards the children.

Children Under Three

- Behaviour management is developmentally appropriate for young children.
- Adults are able to provide calm, sensitive support for emotional regulation.
- Common behaviours such as tantrums, biting, hitting are handled by:
    - Comforting the child
    - Helping them understand and express feelings
    - Supporting social skills and empathy development

Rough and Tumble / Fantasy Play

- Normal forms of play that may appear aggressive are supported within safe boundaries.
- Staff:
    - Set clear behavioural limits
    - Use play to teach empathy and problem-solving
    - Turn "teachable moments" into discussions about right and wrong

Hurtful Behaviour

- Children under five may act hurtfully without intent to bully.
- Staff respond by:
    - Helping children manage strong feelings
    - Supporting both the child who hurt and the child who was hurt
    - Naming feelings and linking them to actions
    - Modelling pro-social behaviour and resolving conflicts together
- Persistent or serious hurtful behaviour is addressed with parental partnership and may involve external support:
    - Children's Services Contact Team (CSCT)
    - Specialist Emotional and Mental Health support (SEMH)
    - Child and Adolescent Mental Health Services (CAMHS)

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Factors contributing to persistent hurtful behaviour may include:

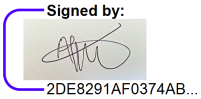
- Insecure attachment
- Lack of appropriate adult response to emotions
- Exposure to aggressive behaviour at home or trauma
- Developmental conditions affecting behaviour

Summary of Key Practices

- Positive reinforcement and modelling behaviour are our primary strategies.
- Physical punishment, humiliation or shouting are never used.
- Behaviour management is tailored to developmental stage.
- Staff work in partnership with parents to support consistent approaches.
- External professionals are involved when necessary for additional support.

Policy Review

Annually or in response to updated EYFS guidance or safeguarding legislation.

This policy was adopted at a meeting of	**St. Augustine's Nursery**
Held on (date)	27/01/26
Signed on behalf of the Management Committee/Proprietor	Signed by:  2DE8291AF0374AB...
Role of signatory (e.g. chairperson etc.)	Acting Chair - Abbie White