Blanchelande College

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Nursery Promoting Positive Behaviour and Behaviour Management Policy

Policy Statement

At our nursery, we believe that children flourish when their personal, social, and emotional needs are understood, supported, and met within a safe, nurturing, and inclusive environment. Positive behaviour develops through secure relationships, consistent boundaries, appropriate expectations, and positive adult role modelling.

We recognise that young children are still developing their ability to understand emotions, communicate their needs, manage impulses, and resolve conflicts. Behaviour is a form of communication, and when children display behaviours that challenge, staff will seek to understand the underlying reasons and respond in a supportive and respectful way.

Children are supported to develop an understanding of boundaries, right and wrong, and the impact their actions have on others, the environment, and resources. Adults play an important role in helping children develop emotional regulation, empathy, resilience, and problem-solving skills.

Staff will provide guidance, encouragement, and support to help children reflect on their actions, repair relationships, and develop positive ways of expressing their feelings and needs.

A designated Behaviour Coordinator is appointed to support staff practice, provide guidance, monitor behaviour approaches, and ensure appropriate support is in place for children who require additional help.

Procedures

To promote positive behaviour and support children's emotional development, we will:

- Ensure all staff understand and consistently follow the nursery's Positive Behaviour procedures.
- Provide staff with appropriate training and professional development to understand children's behaviour and emotional needs.
- Promote positive relationships between children and adults through responsive, respectful interactions.
- Provide a supportive environment with clear, consistent, and developmentally appropriate expectations.
- Recognise that every child is unique and that behaviour should be considered within the context of their development, experiences, communication skills, and individual needs.
- Work in partnership with parents/carers and other professionals where additional support is required.

Supporting Children's Behaviour

When children experience difficulties with behaviour, staff will use a consistent, supportive approach to understand, respond to, and help children manage their emotions and actions.

Staff will:

- Remain calm and respond in a respectful and reassuring manner.
- Ensure children are safe and prevent any harmful behaviour.
- Acknowledge and validate children's feelings.
- Support children to communicate their needs and emotions.
- Help children understand the impact of their actions on others.
- Encourage children to find solutions and repair relationships.
- Model positive communication, empathy, and problem-solving skills.

Staff will consider possible reasons behind behaviour, including:

- communication difficulties;
- changes in the child's life or routine;
- additional learning needs;
- emotional needs;
- developmental stage;
- sensory needs;
- environmental factors;
- difficulties with relationships or transitions.

Through observation and professional discussion and working with parents' staff will identify possible triggers and patterns of behaviour and adapt practice to better support the child.

Observation, Assessment and Individual Support

Where behaviour continues to cause concern, the key person, Additional Learning Needs Coordinator (ALNCO), and/or manager will work together to understand the child's needs and identify appropriate support.

Staff may use observations, assessments, professional judgement, and tools such as Leuven Scale observations, and STAR charts to identify:

- what happens before the behaviour occurs;
- what the child may be communicating through their behaviour;
- what support or changes may help the child.

Where appropriate, an individual support plan or behaviour action plan will be developed in partnership with parents/carers. This will identify strategies to support the child, ensure consistency between home and nursery where possible, and outline how progress will be monitored.

All relevant staff will be informed of agreed strategies to ensure children receive consistent support. Plans will be reviewed regularly and adapted as children's needs change. All incidents involving behaviours that challenge, along with actions taken and support provided, will be recorded appropriately and confidentially.

Focused Behaviour Support

Some behaviours may require further observation and analysis to understand their cause or purpose.

A focused approach may be used to identify:

- possible triggers;
- patterns or repeated situations;
- the child's emotional needs;
- what the child is trying to communicate;
- strategies that may help prevent or reduce the behaviour.

A STAR observation may be used:

S – Situation: What happened before the behaviour?

T – Trigger: What contributed to the behaviour?

A – Action: What behaviour was displayed?

R – Response: How did adults and others respond?

This information will help staff provide appropriate support and teach alternative ways for children to communicate their needs.

Working with Parents, Carers and Other Professionals

We value strong partnerships with families and recognise that parents/carers have important knowledge about their child.

Where behaviour causes concern, staff will work collaboratively with parents/carers to:

- share observations and information;
- consider possible causes of behaviour;
- agree consistent approaches;
- identify strategies that can support the child both at nursery and at home.

Where additional support is needed, we may seek advice from relevant professionals or services. Any recommendations will be incorporated into the child's support plan and reviewed regularly.

Where behaviour is linked to safeguarding concerns or a risk of significant harm, staff will follow the Safeguarding Policy.

Use of Rewards and Sanctions

We believe children learn positive behaviour through encouragement, secure relationships, clear expectations, and opportunities to reflect.

Staff will use positive reinforcement by:

- recognising children's efforts and achievements;
- praising positive choices;

- encouraging kindness, cooperation, and respect;
- supporting children to develop independence and confidence.

The nursery may use reward systems, such as sticker charts, where appropriate and beneficial for individual children.

Children will never be:

- labelled because of their behaviour;
- shamed, humiliated, or made to feel rejected;
- shouted at or spoken to disrespectfully;
- physically punished;
- left alone as part of a "time out" or "naughty chair" approach.

If a child becomes overwhelmed or unable to regulate their emotions, an adult may support them away from the group to provide reassurance, help them calm, and support reflection. This is a supportive strategy and not a punishment.

Our approach is based on the belief that all children can develop positive behaviour when they are supported through understanding, consistency, secure relationships, and appropriate guidance.

Responding to Physical Behaviour Such as Biting, Hitting, or Hurting Others

At nursery, we understand that some young children may use physical behaviours such as biting, hitting, pushing, kicking, scratching, or hurting others as a way of communicating when they are unable to express their emotions, needs, or frustrations in another way. While these behaviours are not acceptable and we have a responsibility to keep children, families, and staff safe, we recognise that they are often a sign that a child needs support to develop alternative ways of communicating and managing emotions.

When a child hurts another child or member of staff, adults will respond calmly and consistently by:

- Ensuring the safety and wellbeing of everyone involved.
- Supporting the child who has been hurt and providing appropriate comfort and reassurance.
- Calmly stopping the behaviour and helping the child understand that hurting others is not safe.
- Acknowledging the feelings behind the behaviour while maintaining clear boundaries.
- Supporting children to develop alternative strategies for expressing emotions, needs, and frustrations.
- Avoiding shame, blame, or punishment, as these responses do not support children's emotional development.

Staff will record incidents appropriately and work together to identify possible triggers, patterns, and contributing factors. This may include considering communication needs, developmental stage, changes in circumstances, sensory needs, relationships, routines, or specific situations that may contribute to the behaviour.

Where physical behaviours continue or cause concern, the key person, Behaviour Coordinator, ALNCO, and parents/carers will work in partnership to develop strategies and provide consistent

support. Observations and behaviour monitoring may be used to help identify the child's needs and the most effective ways to support them.

The nursery will also ensure that staff who experience physical behaviours from children are supported and that incidents involving staff are recorded, reviewed, and responded to appropriately.

Our aim is always to protect everyone's safety while helping children develop emotional regulation, communication skills, empathy, and positive ways to interact with others.