



Promoting Positive Behaviour Policy

Introduction

Houghton and Wyton Pre-school is committed to promoting a calm, respectful, and supportive environment in which all children feel safe and valued. We believe that children's behaviour is a form of communication, and that positive behaviour is developed through strong relationships, consistent boundaries, and an understanding of emotional needs. This policy outlines how we promote positive behaviour and respond to challenging behaviour using a graduated, restorative approach.

Aim

To support children in developing self-regulation, empathy, and cooperative relationships through consistent guidance and reflective practice.

Objectives

We will:

- Model respectful, inclusive, and calm interactions
- Use a graduated approach to managing behaviour
- Work in partnership with families and professionals
- Prioritise emotional development, inclusion, and safeguarding

Roles and Responsibilities

- **Manager/Deputy:** Oversees behaviour policy implementation and ensures concerns are escalated appropriately
- **Behaviour Lead (ENCo or SENCo):** Supports staff with inclusive practice and personalised behaviour planning
- **All Staff:** Model expected behaviour, follow the stepped approach, and reflect on the causes of behaviour
- **Parents/Carers:** Are informed about strategies used and supported to share insights and maintain consistency

Implementation Procedures

1. Promoting Positive Behaviour

- Staff:
 - Use warm, calm language and model social expectations
 - Praise effort, kindness, and problem-solving
 - Help children name and manage their feelings
 - Use visual cues, social stories, and transition strategies where appropriate
- **Initial Intervention: Supporting Self-Regulation and Conflict Resolution.**
- At Houghton and Wyton Pre-school, we use a consistent and supportive approach to guide children through minor conflicts or dysregulation before behaviour escalates. This includes the following steps:
 1. **Approach calmly** – Stop the behaviour and ensure everyone is safe
 2. **Acknowledge feelings** – Help the child name how they are feeling (e.g. angry, frustrated, sad)
 3. **Gather information** – Ask open questions to help children explain what happened
 4. **Restate the problem** – Use simple language to define the issue fairly
 5. **Encourage solutions and choices** – Involve the child in resolving the problem (e.g. turn-taking, sand timers)
 6. **Follow up** – Praise attempts to resolve and remind children what to do next time

We do not exclude, humiliate, shout, or punish. Children are supported with empathy, consistency, and positive modelling. A quiet calming space is available if needed to help children self-regulate. Staff only use physical contact to prevent harm and always record and report to the Manager and parents if used.



2. Understanding Behaviour

- Behaviour is seen as a form of communication
- Staff are trained to consider:
 - Emotional regulation and development
 - Triggers, trauma, sensory processing, SEND
 - The context and unmet needs behind the behaviour
- Behaviour is responded to in proportion, not punished

3. The Stepped Approach

Step 1 – In-the-moment support:

- Calm, consistent response
- Distraction or redirection
- Gentle reminders and modelling

Step 2 – Behaviour continues or reoccurs:

- Named practitioner observes and records triggers
- Key Person speaks with family
- ENCo or SENCo may support review
- Early Years SEN Support Plan or Individual Behaviour Plan may be created

Step 3 – Persistent, escalating, or dangerous behaviour:

- Manager leads review meeting with SENCo, family, and professionals
- Referrals may be made to EYIST or local inclusion services
- Risk assessment completed Where appropriate, a multi-agency review is convened to coordinate ongoing support and ensure safeguarding remains central to planning
- Staff use **6.1b Safeguarding Form** if behaviour causes harm to others

4. Physical Intervention

- Used only as a **last resort** and to prevent serious harm or danger
- Must be:
 - Reasonable and proportionate
 - Recorded on the physical intervention form
 - Reported to the Manager immediately
- Parents are informed the same day
- An internal review and risk assessment are triggered

5. Suspension or Expulsion (In Rare Circumstances)

- Only considered if there is a serious risk to safety
- Manager informs Chair of Trustees and initiates review
- Risk assessment, support plans, and all other options must be explored first
- Parents/carers are invited to attend any decision-making meetings
- Referrals to Local Authority Early Years Inclusion Services are made
- Suspension is time-limited and regularly reviewed

6. Supporting Families and Preventing Discrimination

- All behaviour plans are shared with families and co-produced where possible
- Families are not blamed or judged
- Children are not excluded based on disability, SEND, or home life factors
- Interpreters or additional support are offered as needed

7. Concerns About Adult Behaviour

- If a parent, visitor, or adult behaves aggressively or inappropriately:
 - Staff remain calm and direct them to the Manager
 - The individual may be asked to leave



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- Repeated or serious incidents are addressed under the Complaints or Safeguarding Policy

Monitoring and Review

This policy is reviewed **annually** by the Manager and Board of Trustees, or sooner if there is a significant change in legislation or practice. Behaviour records and intervention logs are reviewed termly.

Legislation and Guidance

- Statutory Framework for the EYFS (2023) – Sections 3.51–3.53
- Behaviour in Early Years (DfE 2021)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Working Together to Safeguard Children (2018)

Acknowledgment

All staff, trustees, volunteers, and parents are expected to follow this policy. By doing so, they help create a consistent, nurturing environment in which all children feel safe and respected.