

## **Behaviour policy**

At Good Foundations Day Nursery, the manager and the behaviour lead are committed to promoting positive behaviours within the setting, ensuring a supportive environment for all children, staff and parents/carers.

### **Our aim**

Our goal is to establish a positive and supportive environment that provides a nurturing and caring setting, enabling all children to enhance their social and emotional development while developing strong social skills.

We believe that developing positive behaviour requires a considered and proactive approach. Young children benefit most from clear guidance and encouragement, which is achieved by creating strong partnerships with parents/carers, ensuring children develop to their fullest potential while their individual needs are met.

### **Good behaviour within the setting**

Good Foundations Day Nursery follows nursery rules created by the setting. These are classed as “nursery promises” and are designed to promote positive behaviour. These rules include:

- **Being kind and caring**
- **Using indoor voices (Unless outside)**
- **Feet stay on the floor (unless outside)**
- **Sharing toys/ resources**
- **Helpful to others**
- **Walking indoors**
- **Using kind hands**
- **Using kind feet**
- **Sitting correctly**
- **Tidying away toys/activities**
- **Listening to each other**
- **Listening to adults**

We promote these behaviours across all age groups within our setting by adopting age-appropriate strategies that align with each child's level of understanding.

### **The benefits of positive behaviour**

By promoting positive behaviours, we support young children in developing essential social skills and learning the values of friendship. This approach is implemented within a secure and nurturing environment that enables them to grow and achieve their full potential.

We work closely with parents/carers on behaviour management, ensuring that the home and nursery partnership provide full potential towards every child developing personally, emotionally and socially. We welcome parents/ carers to engage with our staff in discussing any concerns related to behaviour, their child's progress, and any necessary support, all within a positive and nurturing environment.

### **Encouraging positive behaviours**

At Good foundations Day Nursery, we believe that young children learn positive behaviours from consistent and compassionate support provided by our dedicated staff. We do this by:

- Setting nursery promises to suit all ages/development
- Providing reminders of our nursery promises daily
- Providing support, praise and encouragement consistently and effectively
- Recognising behaviour as it occurs
- Explain, demonstrate and model positive behaviour
- Inform parents/carers of positive behaviour
- Providing rewards such as stickers and reward charts, reward box or given little jobs to help the practitioners
- Implementing the 3-strike rule
- Implementing up to date training courses for staff
- Positive practitioner and child relationships
- Tracking charts
- Descriptive praises

The nursery promises are implemented within the rooms of the setting that best suits each age-range. This can be implemented through visuals, sign language and verbal information. Management and behaviour lead are responsible for monitoring this.

Good Foundations Day Nursery recognises that every child is unique and will tailor our approaches towards encouraging positive behaviour to suit each child's individual needs and level of understanding.

### **Rewards**

At Good Foundations Day Nursery, we recognise the importance of acknowledging positive behaviour. When a child demonstrates a desired behaviour, we provide immediate praise to show that their efforts are noticed and valued.

### **Descriptive praises**

At nursery, staff members use descriptive praise to provide immediate, specific feedback on the positive actions children take. By verbally acknowledging what the child did well, it encourages children to reflect on their actions and understand how to apply these positive behaviours in the future. This thoughtful approach helps to develop self-awareness and reinforces a pattern of positive behaviour throughout the day.

### **Preschool Rewards**

To support positive behaviour, we use reward charts so the children can visibly see their achievements these are carefully tailored to each child's developmental stage and understanding. This chart is actively monitored by our staff, allowing children to visually track their progress throughout the day. When reaching a certain target they can be rewarded with:

- A certificate
- A small treat (decided by staff)

### **Challenging behaviour**

*“No child is naughty; they express through challenging behaviour...”*

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Good Foundations Day Nursery recognise that children of all ages may express unacceptable behaviours and understand that challenging behaviour often stems from underlying issues or unmet needs. When challenging behaviour is expressed by children, we address it quickly and promptly through monitoring, targeted interventions and strategic approaches.

### **What we class as challenging behaviour**

Children at such a young age can express behaviours that may be viewed as challenging. We recognise that these behaviours are often a means of communication regarding a child's unmet needs or developmental stage. The types of challenging behaviours we commonly observe include:

- **Aggressive actions:** Behaviours such as hitting, biting, or pushing.
- **Tantrums and meltdowns:** Intense emotional outbursts marked by crying, screaming, or dramatic expressions of frustration.
- **Non-compliance:** Resistance or refusal to follow instructions, which can disrupt routines and group activities.
- **Impulsivity or disruptive conduct:** Behaviours that interrupt structured activities, including difficulty waiting for turns or rallying with peers.
- **Social withdrawal:** Instances where a child isolates themselves.
- **Inappropriate language:** Swearing.
- **Bullying:** targeting certain peers with teasing and exclusion of play.
- **Inappropriate play:** Overly rough play, imitative adult behaviours that are unsuitable, or themes that do not reflect a child's developmental stage.

By recognising these behaviours early on, we are better positioned to tailor our interventions and support to each child's unique needs, ensuring a nurturing and understanding environment.

### **Interventions**

Good Foundations Day Nursery uses tailored strategies and interventions designed to minimise the severity of incidents. Additionally, when necessary, temporary exclusion may be implemented.

Management and the Behaviour lead will be promptly informed of any child that is:

- Persistently showing signs of challenging behaviour
- Not improving their behaviour following the 3-strike rule
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of implemented interventions that help to support the child within managing and reducing behavioural outbursts:

- Frequently engaging with parents/carer
- Shadowing
- Long-term behavioural plans
- Liaising with outside professionals
- Short-term exclusions

Where the child had SEND (special educational needs/disability), as assessment of whether appropriate provision is in place to support the child. If the child has an Educational Health-care plan (EHC) plan then the local authority will be contacted to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

### **How we approach challenging behaviour**

When a child is showing signs of challenging behaviour, we implement the **3 Strike rule**, a strategy designed to support positive behavioural change through clear and consistent communication. This approach provides multiple opportunities for the child to understand expectations and improve their behaviour before further escalation. The steps include:

- **First Strike – Verbal Warning and Redirection:** At the first instance, staff offer a gentle, clear verbal reminder that highlights the specific behaviour that needs adjusting. Descriptive praise and guidance are provided so that the child understands both what was inappropriate and what is expected. This initial step focuses on immediate redirection in a supportive manner.
- **Second Strike – Targeted Intervention and Reflection:** If the challenging behaviour persists, the child enters the second strike. Then, staff will provide a

verbal warning again explaining the consequence of continued challenging behaviour to help the child understand the consequences of their actions. The goal is to encourage self-regulation while reinforcing positive alternatives.

- **Third Strike – Escalation and Collaborative Review:** Should the challenging behaviour continue, the third strike signals a need for intervention. The child will be moved away to another area of the room/activity.

The 3-strike rule is implemented as a progressive measure to address challenging behaviour within our setting. If a child's challenging behaviour continues—evidenced by repeated use or ineffectiveness of the 3-strike approach—management and the Behaviour Lead are promptly informed. In addition, parents/carers will be notified on the same day.

### **When the 3-strike rule does not apply**

At Good Foundations Day Nursery, we recognise that while the 3-strike rule is effective in redirecting many challenging behaviours, some situations require an immediate response. If a child exhibits a more serious behaviour—whether directed toward peers or staff—staff will promptly move to the third strike, by-passing the earlier steps. In such cases, the manager and parents/carers are notified along with the behaviour lead. Additionally, should the behaviour be deemed severe, managers and the behaviour lead reserve the right to enforce short-term exclusion to ensure the safety and well-being of others. This promotes our commitment to providing a secure, nurturing environment where all children feel valued and safe.

### **De-escalation strategies**

During times of challenging behaviour being presented, staff members will:

- Use a calming tone
- Verbally communicate based on the child's development, age and understanding (Use visuals when deemed appropriate)
- Get down to the child's level

- Use distractions based on the child's interest
- Provide personal space
- Not block a child's escape route (unless deemed unsafe)
- Provide 10 seconds wait response
- Rephrase negative requests with positive phrases ("sit down or I won't help you" becomes "sit down and I will help you")
- To provide a "safe space" away from others
- Provide positive handling (If deemed necessary – see positive handling procedure)
- Seek support from another member of staff
- Use the behavioural support plan for guidance (if implemented)

### **Behavioural monitoring**

If a child consistently displays challenging behaviour while in our care, management and the Behaviour lead will promptly inform parents that behavioural monitoring is in effect. Throughout the day, all incidents will be carefully documented by staff on the appropriate paperwork. This ongoing monitoring continues until the Behaviour lead arranges a meeting with parents/carers to discuss further actions and determine the best way forward to support the child's development.

### **Positive handling**

In certain situations, staff may have to use reasonable force to control or restrain a child in specific circumstances, such as when a child is causing damage/harm to themselves, others or property. (Please see Positive handling procedure)

### **SEN (Special educational needs)**

Children with SEN are added to the SENCo caseload to ensure they receive individualised support. Behaviour is always considered in the context of a child's SEND. In partnership with parents, carers, and external professionals, we implement

an individual behaviour support plan that establishes clear, measurable targets designed to support improvements in the child's behaviour. All staff will be informed of any interventions/support plans to undertake a consistent approach to dealing with challenging behaviour. Behaviour support plans are monitored continuously and are reviewed and renewed termly or whenever deemed necessary, to ensure they remain effective and relevant to the child's evolving needs. While this involves a more sensitive interpretation of this policy, unacceptable behaviour will not be allowed to remain unacknowledged. While we make every reasonable adjustment to accommodate the specific needs of children with SEN, if the behaviour in question compromises the safety of staff or other children, the standard behavioural policy will apply. We understand that a child's special educational needs can significantly influence their behaviour, and as such, every incident is assessed to determine the underlying factors.

If it is determined that a child's SEND has contributed to their challenging behaviour, we will carefully consider whether exclusion is both appropriate and lawful.

### **Parent/carer partnership**

Parent/carer partnerships are important to us. We have found that when challenging behaviour occurs, parents/carers play a crucial role in providing support by sharing insights on any changes at home. This collaborative approach helps us address and correct challenging behaviour more effectively.

During a child's time in our setting, if a child expresses challenging behaviour, parents and carers will be notified on the same day. This prompt communication offers valuable insight into the child's daily experience, ensuring that parents/carers are promptly informed about significant behavioural changes.

### **Exclusion**

At Good Foundations Day Nursery, in exceptional circumstances, our management and Behaviour lead reserve the right to issue a short-term exclusion from the nursery. This measure is strictly a last resort, reserved for instances where a child's behaviour is deemed unsafe or harmful to themselves, staff and other children.

Exclusion is not intended as a form of punishment. Instead, it offers a structured opportunity for the child to reflect on their behaviour and identify areas for improvement.

- **Determined Exclusion Length:** The duration of any exclusion is carefully determined by the manager and behaviour lead, ensuring that it is appropriate to the seriousness of the incident and focused on creating a safe environment for staff and children.
- **Reintegration Process:** After an exclusion, a reintegration meeting is convened with the manager and Behaviour lead, along with parents/carers. During this meeting, a tailored behavioural support plan is discussed and agreed upon. This plan outlines specific strategies and support measures to help the child successfully rejoin the group and continue their development in a positive manner.

This approach supports our commitment to creating a nurturing and safe environment while working collaboratively with families to support every child's growth.

### **Role of Manager and Behaviour Lead**

Manager and Behaviour lead has the responsibility of implementing and monitoring this policy within the setting and reviewing the effectiveness.

The behaviour lead is responsible for reviewing and approving the behaviour policy, holding the manager accountable for its implementation.

Behaviour lead supports the manager and staff in carrying out this policy.

#### Policies to refer to:

Exclusion policy

Behaviour procedure

Safeguarding policy

Biting policy

SEN policy