

Community Pre-schools Behaviour Management Policy

An effective behaviour management policy outlines strategies, principles, and expectations that support positive behaviour, prevent challenging conduct, and ensure consistent, compassionate responses to all children.

This Behaviour Management Policy reflects best practices, guided by child development theory, relevant legislation, and the ethos of community learning. It is designed to support educators, families, and children in working together to foster respect, cooperation, and self-regulation.

Community Pre-schools is committed to promoting positive behaviour and emotional well-being in every aspect of our practice. We recognise that children learn best in settings where they are encouraged, guided, and supported to resolve conflicts, express themselves appropriately, and understand the impact of their actions on others.

Principles and Aims

- To create a caring, safe, and inclusive environment where all children feel secure and respected.
- To encourage and reinforce positive behaviour through praise, recognition, and role-modelling.
- To equip children with self-regulation, social, and problem-solving skills essential for lifelong learning.
- To prevent challenging behaviour by understanding and addressing the underlying needs, feelings, or triggers.
- To involve families in behaviour guidance and maintain open, respectful communication with parents and carers.
- To ensure that staff respond to behaviour consistently, fairly, and in line with agreed procedures.
- To provide additional support and reasonable adjustments for children with identified needs or difficulties.

Promoting Positive Behaviour

- **Environment:** Community Pre-schools environment is thoughtfully organised with clear routines, accessible resources, and defined spaces to support calm and purposeful play.
- **Expectations:** Simple, consistent rules and expectations are developed collaboratively with children and displayed in child-friendly language and visuals.
- **Modelling:** Educators model respectful, caring, and socially appropriate behaviour at all times, demonstrating the language and skills we wish children to develop.
- **Praise and Encouragement:** Positive behaviour is recognised through descriptive praise, encouragement, and celebration of achievements, both individual and collective.
- **Choice and Responsibility:** Children are given opportunities to make choices, take responsibility for their actions, and contribute to decision-making processes.

Preventing and Responding to Challenging Behaviour

- **Understanding Behaviour:** Staff recognise that behaviour is a form of communication. Challenging conduct is addressed by identifying possible triggers, unmet needs, or emotional distress.
- **Early Intervention:** Concerns are addressed promptly through positive redirection, gentle reminders, or offering alternatives before situations escalate.
- **Restorative Approaches:** When conflicts or difficulties arise, staff support children to reflect, share their feelings, and find amicable solutions. Emphasis is placed on repairing relationships and restoring harmony.
- **Calm, Consistent Responses:** Educators remain calm and use non-confrontational language. Clear explanations are provided about why certain behaviours are inappropriate, linking back to the impact on others.
- **Time for Regulation:** If necessary, children may be offered a quiet space to calm down, but this is never used as a punishment. Instead, it is framed as a positive **opportunity to regain composure.**

Partnership with Families

Families are partners in supporting positive behaviour. We:

- Communicate regularly with parents and carers about their child's social and emotional development.
- Seek input from families about strategies that work at home and consider cultural or individual differences.
- Share strategies and resources with families to ensure consistency between home and pre-school.
- Work collaboratively to develop individual behaviour support plans when persistent challenges arise.

Supporting Children with Additional Needs

Some children may experience difficulties with behaviour due to developmental delays, disabilities, trauma, or other factors. We are committed to:

- Making reasonable adjustments to routines, communication, and expectations.
- Providing additional support, such as visual aids, social stories, or one-to-one adult guidance.
- Seeking advice from specialists (e.g., educational psychologists, therapists) where appropriate.
- Developing and reviewing individual support plans in consultation with families and relevant professionals.

Staff Roles and Responsibilities

All staff are responsible for upholding this policy and always modelling positive interactions. Team members receive regular training in behaviour guidance and child development, and are expected to:

- Observe and record incidents of significant behaviour to inform planning and support.
- Share information sensitively within the team and with families, always respecting confidentiality.
- Reflect on their practice and seek support or supervision if they encounter persistent challenges.

Inappropriate Responses

It is strictly prohibited to use corporal punishment, verbal humiliation, deprivation of basic needs, or isolation as a response to any child's behaviour. Staff who breach this policy will be subject to disciplinary procedures.

Monitoring and Review

This policy is reviewed annually, or sooner if legislation or best practice guidance changes. Feedback from staff, families, and children is actively sought to ensure the policy remains effective and relevant.

Legislation and Guidance

Our Behaviour Management Policy is aligned with:

- The United Nations Convention on the Rights of the Child (UNCRC)
- National and local safeguarding and child protection frameworks
- Statutory guidance on early years education and care
- Equality and inclusion legislation