Achieving Positive Behaviour

Policy Statement

Bradpole Preschool believes that children flourish best when their personal, social and emotional needs are met, and where there are clear, consistent and developmentally appropriate expectations for their behaviour.

All children need to learn to consider the views, feelings, needs and rights of others, and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and positive role modelling. The principles that underpin how we achieve positive and considerate behaviour are embedded throughout our programme for promoting children's personal, social and emotional development.

Procedures

The named practitioners with overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour, are **Sally Parmiter and Nikki Moss.**

They are responsible for:

- Keeping up to date with legislation, research and best practice.
- Supporting staff with in promoting positive behaviour.
- Ensure all staff receive appropriate training.
- Access external support where necessary.

We work in partnership with parents and carers. Parents are regularly informed about their child's wellbeing and behaviour by their key person. Where recurring behavioural concerns arise, we work together with families, using observations and assessments to help identify possible causes and agree appropriate strategies for support.

Strategies for Supporting Positive Behaviour

We require all staff, volunteers and students to use positive and developmentally appropriate strategies when responding to behaviour.

These may include:

- Acknowledging children's feelings and helping them to express their emotions appropriately.
- Explaining why certain behaviours are not acceptable.
- Supporting children to develop self-regulation skills through co-regulation with sensitive adults.
- Helping children to find solutions and resolve conflicts in ways appropriate to their age and stage of development.

We support children in sharing and turn-taking through strategies such as sand timers, visual prompts and adult modelling.

We praise considerate behaviour such as kindness, empathy, cooperation and willingness to share.

When children behave in inconsiderate ways, we help them understand the consequences of their actions and support them in developing more appropriate responses.

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We never send children out of the room by themselves. Where a child requires support to regulate their emotions, a member of staff may accompany them to a quieter area of the setting while continuing to provide reassurance and support.

We do not use 'naughty chairs', humiliation, shaming or exclusionary time-out practices. Instead, we help children to calm, regulate their emotions and reflect on their feelings with the support of a trusted adult. We never use physical or corporal punishment, including smacking, shaking or threatening behaviour. Physical intervention is only used to prevent immediate harm to the child, another child, or serious damage to property. Any incident involving physical intervention is recorded and shared with parents/carers on the same day.

Children Under Three Years

When children under three years of age behave in ways that may be considered inconsiderate, we recognise that our response must be developmentally appropriate and differ from that used with older children.
We recognise that babies and young children are still developing the ability to regulate their emotions and therefore rely on sensitive adults to help them manage feelings such as fear, anger and distress.
Common behaviours may include tantrums, biting, pushing or fighting. Staff remain calm and patient, offering comfort and reassurance while helping children understand and manage their emotions.

Where such behaviours occur frequently, we seek to understand any underlying causes, such as changes at home, transitions, separation anxiety or unmet developmental needs.
We recognise the importance of the key person in developing secure attachments and promoting children's emotional wellbeing.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that contains themes of power, adventure and conflict, such as superhero, rescue and weapon play. Some children may appear preoccupied with these themes; however, this behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may occasionally be inconsiderate and require adult support and guidance.

At Bradpole Preschool:

- We recognise that teasing, chasing and rough-and-tumble play can be a normal part of children's development and, within appropriate limits, can support social interaction, cooperation and physical development. We regard these forms of play as pro-social rather than inherently problematic or aggressive.
- We establish clear and consistent boundaries for rough-and-tumble play to ensure that all children remain safe and feel comfortable. These boundaries are discussed with the children and reinforced by staff as appropriate.
- We ensure that rough-and-tumble play is closely supervised and that staff intervene where there is a risk of injury, exclusion, distress or behaviour that is no longer mutually enjoyable.

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- We recognise that fantasy play may include dramatic themes such as superheroes, battles, rescuing others, 'goodies and baddies', explosions or chasing games. These themes provide valuable opportunities for children to explore ideas about right and wrong, fairness, justice, bravery and kindness.
- We tune into the content of children's play and use teachable moments to encourage empathy, problem-solving and conflict-resolution skills. Staff may suggest alternative strategies for heroes and heroines, helping children consider different ways to solve problems and resolve disagreements.
- We encourage children to consider the feelings of others and to recognise when play is no longer enjoyable for another child.
- We support children in developing self-regulation, cooperation and respect for others through positive interactions, discussion and role modelling.
- Where fantasy or rough-and-tumble play becomes unsafe, overly aggressive or causes distress to others, staff will intervene sensitively and support children in adapting their play to ensure it remains safe and inclusive for all.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will, at some stage, hurt or say something hurtful to another child, particularly when emotions are heightened. However, it is not helpful to label such behaviour as bullying.

For children under five, hurtful behaviour is often momentary, spontaneous and without a full understanding of the impact it has on others.
We recognise that young children may behave in hurtful ways because they have not yet developed the skills needed to manage strong emotions.

We therefore focus on helping children:

- Understand and name their feelings.
- Develop empathy and consideration for others.
- Learn positive ways to resolve conflict.
- Build self-regulation skills.
- Repair relationships where appropriate.

We do not engage in punitive responses to a young child's anger or distress, as these approaches can be counterproductive.

We help children understand the effects of their actions on others and encourage genuine empathy. We do not force children to apologise, but support them in finding meaningful ways to show kindness and repair relationships when they are ready.

Where behaviour becomes a significant concern, we work in partnership with parents/carers to identify possible causes and develop appropriate support strategies.

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For children with SEND needs, we follow the SEND Code of Practice (2015) and seek advice from relevant professionals where appropriate. (**More information can be found on our Special Educational Needs and Disability (SEND) Policy and Procedure**)

Legislation and Guidance

This policy is based on the following legislation and statutory guidance:

- Statutory Framework for the Early Years Foundation Stage (EYFS) (Department for Education)
- Childcare Act 2006
- Children Act 1989
- Children Act 2004
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Working Together to Safeguard Children (latest edition)
- Keeping Children Safe in Education (where applicable)

This policy should be read alongside other Bradpole Preschool policies and procedures including:

- Safeguarding Children and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy and Procedure
- Inclusion and Equality Policy
- Partnership with Parents and Carers Policy

This policy will be reviewed annually, or sooner if changes to legislation, statutory guidance or operational practice require it.

This policy was adopted at a meeting of: The Committee of Bradpole Preschool

Held during Summer Term 2026.

Date to be reviewed: Summer Term 2027