

Safeguarding and Welfare Requirement: Managing behaviour

Promoting positive behaviour

Policy statement

At Ready Steady Grow Pre-School we believe that children flourish when their personal, social and emotional needs (PSED) are understood, nurtured and supported through positive relationships, co-regulation, clear boundaries and an inclusive environment.

We recognise that:

- behaviour is a form of communication
- children are still developing self-regulation, language, impulse control and social understanding
- adults play a critical role in modelling, guiding and supporting behaviour
- children's behaviour is influenced by home experiences, SEND needs, trauma, routines, relationships, developmental stage and health

Our approach prioritises emotion coaching, consistency, safety, early intervention and strong partnerships with families and other professionals. We do not use punitive, shaming or isolating practices.

Behaviour Management Lead

The setting has a designated Behaviour Lead (the Manager or SENCO) responsible for:

- ensuring all staff understand and implement the policy
- supporting staff with complex behaviours
- liaising with parents and external agencies
- ensuring behaviour practices align with safeguarding expectations and the EYFS 2024

Our Key Principles

We promote positive behaviour by ensuring:

- strong key person relationships
- predictable routines and clear expectations
- co-regulation and age-appropriate emotional support
- modelling kindness, empathy and problem-solving
- a calm, safe and inclusive environment
- a trauma-informed and neuro-affirming approach
- consistency across the staff team
- early identification and support for SEND
- close partnership with parents

Stepped Approach to Supporting Behaviour

- **Step 1 - Universal Support**

Applies to all children.

Staff will:

- follow the EYFS 2024 expectations on behaviour and PSED

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- apply the setting's strategies consistently
- praise, notice and reinforce positive behaviours
- help children understand emotions using emotion coaching
- use co-regulation strategies: modelling calm, offering comfort, naming emotions
- adapt the environment to reduce triggers (noise, waiting times, transitions, overcrowding)
- provide clear boundaries in a positive, child-friendly way

All staff receive behaviour and PSED training including trauma-informed practice and attachment-aware approaches.

• **Step 2 - Targeted Support**

For behaviour that persists, escalates or causes concern.

The key person, SENCO and Manager will:

1. Review the child's profile, considering:
 - developmental stage
 - communication needs
 - SEND indicators
 - sleep, diet, health, medication
 - home changes (new baby, stress, bereavement, separation etc.)
2. Work in partnership with parents, sharing observations and listening to their insights.
3. Use child-friendly strategies such as visual cues, social stories, personalised routines.
4. If needed, apply a focused intervention approach to identify patterns or triggers.

All incidents are clearly recorded using our behaviour incident log, including any actions taken, analysis and follow-up.

• **Focused Intervention Approach (ABC Model)**

When behaviour is persistent, unsafe, or not fully understood:

We observe using ABC analysis:

- A - Antecedent: what happened before?
- B - Behaviour: what exactly occurred?
- C - Consequence: how did others respond? What followed?

This approach helps determine:

- the cause or trigger
- the function (seeking/avoiding something)
- the most effective support

Following analysis, we create an Individual Behaviour Support Plan (IBSP) with parents and staff.

Plans may include:

- specific strategies for home and setting
- environmental changes
- targeted small-group work (e.g., turn taking, emotional literacy)
- SEND assessment pathways

Plans are reviewed every 2-6 weeks.

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- **Step 3 - Specialist or Multi-Agency Support**

If behaviour continues to cause concern despite targeted support:

- A formal meeting is held with parents, SENCO and Manager
- Consideration is given to:
 - Early Help Assessment / Bromley CAF processes
 - Referral to health visitors/GP
 - Bromley Inclusion Support Advisory Team
 - Early Years SEND services
 - Speech and Language Therapy
 - Occupational Therapy
- Where behaviour indicates a safeguarding concern, the DSL follows London Borough of Bromley Safeguarding Procedures immediately
- In some cases, an EHC needs assessment may be recommended

All external advice is incorporated into the child's IBSP.

Managing Behaviour Safely and Fairly

- **General Expectations**

Staff will:

- remain calm and speak respectfully
- get down to the child's level
- provide clear, simple explanations
- avoid singling out, shaming or raising their voice
- support children to repair relationships where appropriate
- ensure that any intervention is proportionate, necessary and in the child's best interests

We do not use:

- time-out
- isolation
- humiliation
- threats or punishments
- any physical or verbal intimidation

Use of Physical Intervention / Reasonable Force

Physical intervention is only used as a last resort to:

- prevent harm to the child
- prevent harm to others
- prevent serious damage to property

In line with EYFS 2024:

- any use of reasonable force must be proportionate, necessary and in the child's best interests
- an incident form is completed the same day
- parents are informed as soon as possible and always on the same day

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- the DSL reviews all incidents to consider safeguarding implications
- repeated incidents will trigger a review and possible external referral

Corporal punishment is illegal and prohibited under all circumstances.

Challenging Behaviour or Aggression Between Children

When a child hurts another:

- staff intervene immediately and calmly
- first aid is given if required
- both children's emotional needs are supported
- parents of both children are informed sensitively and appropriately
- the incident is recorded in each child's file
- a risk assessment is completed for repeated or serious incidents
- safeguarding procedures are followed if:
 - the injury is significant
 - there are concerns about abuse / neglect
 - behaviour suggests the child may be at risk

We never label a child as a "bully".

Instead, we address the behaviour using supportive, developmentally appropriate strategies.

Bullying

While bullying is developmentally unlikely in early years, we recognise that persistent harmful behaviours may cause distress.

We address:

- patterns of repeated behaviour
- relational conflict
- signs of emotional harm

Using the stepped approach and behaviour support planning, not labels.

Inappropriate Behaviour from Adults

We have zero tolerance for:

- discriminatory language
- xenophobia
- aggression
- intimidation
- racist, sexist, homophobic or ableist remarks
- behaviours that distress children or staff

If an adult behaves inappropriately:

1. They are asked to stop immediately
2. The Manager records the incident

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3. Persistent behaviour results in a formal written warning
4. Continued behaviour may result in termination of place (for parents) or disciplinary action (for staff)
5. Safeguarding concerns are escalated to the DSL immediately

Recording, Monitoring and Reviewing

We keep detailed records of:

- behaviour incidents
- injuries to children or adults
- use of reasonable force
- ABC observations
- behaviour support plans
- conversations with parents
- referrals to external professionals

The Manager and SENCO systematically review records to identify patterns, triggers and improvements.

Further Guidance

- EYFS Statutory Framework (2024)
- BSCP Threshold of Need 2023
- SEND Code of Practice (2015)
- Working Together to Safeguard Children (2023)
- Ofsted EIF 2025 - Behaviour and Attitudes