

# **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.

### **September 2026 statutory update**

This policy reflects the EYFS statutory framework for group and school-based providers effective 1 September 2026, Working Together to Safeguard Children 2026, current London Child Protection Procedures and Bromley Safeguarding Children Partnership arrangements.

Behaviour is considered in the context of the whole child. Staff must consider communication, development, SEND, health, relationships, discrimination, trauma and possible safeguarding concerns, recognising that children may experience overlapping or multiple harms.

### **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 statutory framework for group and school-based providers effective 1 September 2026

### **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

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- 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 2026 requirements for supporting, understanding and managing children's behaviour appropriately, alongside the PSED educational programme
- 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.

Staff responses must be inclusive and anti-discriminatory. Staff challenge racism and other discrimination, avoid assumptions about children or families, and make reasonable adjustments so that children with SEND are not disadvantaged by behaviour expectations or responses.

Behaviour strategies must not be used as a substitute for identifying unmet communication, developmental, SEND, health or safeguarding needs.

- **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)**

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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.

- **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:
  - Bromley Family Help / Children and Families Hub pathways, in line with current local safeguarding arrangements
  - Referral to health visitors/GP
  - Bromley Early Years Inclusion Team (EYIT) / Area SENCO support
  - Bromley Early Years SEND services, including SEN Support and SEN Inclusion Funding (SENIF) where appropriate
  - Speech and Language Therapy
  - Occupational Therapy
- Where behaviour indicates that a child may be suffering or likely to suffer harm, the DSL follows the setting's Child Protection Policy and current London Child Protection Procedures / Bromley Safeguarding Children Partnership arrangements immediately. Safeguarding action must not be delayed while behaviour or SEND support is explored.
- In some cases, an EHC needs assessment may be recommended

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

### **Bromley Early Years Inclusion Team**

For children attending a Bromley early years setting, the Early Years Inclusion Team can support inclusive practice and the Graduated Approach through Area SENCO/Early Years Inclusion Practitioner support. Referrals require parent/carers awareness and consent. The setting will use current Bromley referral routes and consider SENIF where eligibility and need are established.

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Where wider family needs are identified, the DSL/Manager will consider the current Bromley Family Help pathway. If there is a child protection concern, safeguarding procedures take priority and the Children and Families Hub / police are contacted as appropriate.

### **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 the EYFS statutory framework effective 1 September 2026:

- physical intervention is only used to avert immediate danger of personal injury to any person (including the child), or to manage a child's behaviour where it is absolutely necessary. Any intervention must use no more force than is reasonably required and cease as soon as the immediate risk has passed.
- a written record is made of every occasion on which physical intervention is used, including the circumstances, reason, action taken, duration, staff involved, any injury and follow-up
- parents/carers are informed on the same day or as soon as reasonably practicable, as required by the EYFS
- the DSL reviews all incidents to consider safeguarding implications
- repeated incidents will trigger a review and possible external referral
- Physical intervention must never be used as a punishment, to cause pain or humiliation, or merely to secure compliance. After any intervention, staff consider the child's emotional

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wellbeing, whether first aid is needed, whether the risk assessment/support plan should change, and whether safeguarding or allegations procedures apply.

Corporal punishment, threats of corporal punishment, and any punishment that could negatively affect a child's wellbeing are prohibited. The setting takes reasonable steps to ensure such punishment is not used by anyone caring for, regularly in contact with, living or working on premises where care is provided.

### **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.

Where harmful behaviour is repeated, coercive, discriminatory, sexualised, unusually developmentally concerning or otherwise suggests abuse, exploitation or harm, it is treated as a safeguarding matter rather than solely as a behaviour issue. The DSL considers the needs and safety of all children involved.

### **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

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- 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
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
6. Concerns or allegations about the conduct of a member of staff, volunteer, student or other adult are managed under the setting's allegations/low-level concerns and whistleblowing procedures and, where the relevant threshold is met, referred through Bromley LADO arrangements. Staff must not investigate an allegation themselves before safeguarding advice is obtained.

### **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. Records are reviewed for patterns affecting individual children and groups, including possible disproportionality linked to SEND, race, sex or other protected characteristics, so that practice remains inclusive and anti-discriminatory.

### **Further Guidance**

- EYFS statutory framework for group and school-based providers (effective 1 September 2026)
- Current Bromley Safeguarding Children Partnership (BSCP) policies, procedures and local safeguarding arrangements
- SEND Code of Practice (2015)
- Working Together to Safeguard Children (2026)
- Current Ofsted early years inspection and regulatory guidance



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