



Behaviour Policy and Procedures

Titel	Behaviour Policy and Procedures
Version	1.1
Owner	Group Lead Sudbrook
Validity	Sudbrook Community
Next Review Date	July 2027

Our Approach to Behaviour

We understand that learning to regulate emotions and behave appropriately in a group setting is a gradual process. This Policy outlines our principles and strategies for supporting children as they develop socially and emotionally.

Core Values and Behaviour Goals

We aim to promote the following core characteristics that underpin positive behaviour

- Confidence
- Communication
- Co-operation
- Curiosity
- Concentration

Children may exhibit challenging behaviours as a response to emotions such as boredom, anxiety, frustration, or tiredness. Our approach focuses on:

- Modelling kind and considerate behaviour.
- Providing engaging activities that support social and emotional development (a prime area in the Early Years Foundation Stage).
- Using role play, stories, and visual aids to help children express and manage emotions.

Promoting Positive Behaviour

To encourage positive behaviour, we focus on

- **Modelling appropriate conduct** by being positive role models.
- **Consistency** in enforcing boundaries and expectations.
- **Positive reinforcement** through praise and recognition.
- **Encouraging self-regulation** and problem-solving.
- **Using positive body language** and engaging at the child's level.
- **Offering choices** and opportunities for behavioural improvement.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not deliberate disobedience.

Behaviour Intervention Strategies

Where inappropriate behaviour occurring, staff will

1. **Intervene immediately** and assess the situation.
2. **Engage with all children involved**, using a calm, respectful tone and age-appropriate language.
3. **Discuss feelings** and support children in recognising how their actions affect others.
4. **Redirect younger children** using distraction or alternative activities.
5. **Avoid punitive language** such as "naughty" or "bad". Instead, we separate the behaviour from the child.
6. **Use alternatives to forced apologies**, such as comforting gestures, drawing a picture, or Makaton signs.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Use exclusion strategies such as a “naughty chair” or “time out.”
- Withhold food or treats.

Instead, we use **reflective or calming time** to help children regain composure in a supportive way.

Escalation and Support

If challenging behaviour persists despite consistent strategies:

- Staff will work closely with parents/carers to ensure consistency.
- Outside support (e.g. SENCo, Health Visitor) may be recommended.
- Incidents will be recorded, and **ABC (Antecedent, Behaviour, Consequence)** analysis will be used to identify triggers and patterns.

Involving parents and carers

Working in partnership with families is essential. We ask parents to:

- Share relevant changes in the child’s home life.
- Reinforce behaviour expectations at home.
- Collaborate with staff and support agreed strategies.

We promise to:

- Communicate daily about your child’s behaviour and progress.
- Be consistent, non-judgmental, and supportive.
- Offer guidance and external support when needed.

Strategies for inconsiderate behaviour

All staff (including volunteers) are expected to use positive guidance strategies:

- Help children identify and express feelings.
- Acknowledge positive behaviours like sharing and kindness.
- Avoid giving attention only in response to negative behaviour.
- Support children in problem-solving conflicts.
- Never isolate or punish children physically or emotionally.

Where necessary, physical restraint is used **only** to prevent injury or serious damage and is documented thoroughly, with parents informed the same day.

Children under 3

We use appropriate strategies for very young children. We understand that tantrum, biting and other behaviour might arise from

- Separation anxiety
- Difficulty regulating emotions
- Disrupted routines

Support is provided through:

- Consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

This Policy is monitored on a regular basis and adapted if necessary. We welcome feedback and comments from parents.