

Behaviour Management Policy

At Bunnies Preschool, we are committed to creating a safe, inclusive, nurturing, and positive environment where all children feel valued, respected, and supported to develop positive relationships and self-regulation skills.

We recognise that young children are still learning how to understand and manage their emotions, communicate their needs, and interact positively with others. Our approach to behaviour management focuses on supporting children's emotional wellbeing, promoting positive behaviour, and helping children develop the skills they need to thrive.

Adults consistently model respectful behaviour and provide clear, age-appropriate boundaries and expectations that support children's welfare, learning, and development. We aim to create an environment where children feel secure, confident, and able to explore, learn, and make positive contributions to the pre-school community.

The designated Behaviour Management Lead is **Joanna Joannou**.

Promoting Positive Behaviour

Staff support positive behaviour in ways that are appropriate to each child's age, stage of development, individual needs, and level of understanding by:

- Using praise, encouragement, and positive reinforcement to acknowledge effort, kindness, cooperation, and achievement.
- Supporting children to develop friendships, share, take turns, and resolve conflicts appropriately.
- Acting as positive role models through respectful interactions and communication.
- Involving children in establishing simple rules, routines, and expectations where appropriate.
- Helping children understand the impact and consequences of their actions in a supportive and age-appropriate manner.
- Encouraging empathy, kindness, respect, and inclusion.
- Challenging discriminatory language, bullying behaviours, harassment, and unkind behaviour appropriately and sensitively.
- Supporting children to develop responsibility and independence through everyday opportunities, such as helping to tidy resources and care for their environment.
- Providing individual support where needed.
- Listening carefully to children's views, feelings, and experiences.
- Helping children recognise, express, and regulate their emotions.

- Reassuring children that they are valued and respected individuals, while helping them understand that some behaviours may not be safe or appropriate.

We promote positive behaviour through well-planned, engaging, age-appropriate, and stimulating experiences that meet children's developmental needs and interests.

Each child's Key Person plays a central role in supporting their emotional wellbeing and behaviour. The Behaviour Management Lead provides guidance and support to ensure a consistent approach across the setting.

Our Approach to Behaviour Management

We are committed to using positive and supportive behaviour management strategies.

We do not:

- Humiliate, shame, ridicule, or label children.
- Use physical punishment or threaten physical punishment.
- Withhold food, drink, comfort, or access to toileting facilities.
- Use "naughty chairs", exclusion, or isolation as a form of punishment.
- Use any practice that may negatively affect a child's self-esteem, wellbeing, or emotional development.

We recognise that behaviour is a form of communication. When children display behaviours that indicate they are struggling with their emotions, communication, or environment, staff seek to understand the underlying cause and provide appropriate support.

Physical intervention will only be used as a last resort when it is necessary to prevent immediate harm to a child, other children, adults, or serious damage to property. Any such incident will be recorded and shared with parents or carers on the same day.

Bullying

Bullying is not a normal part of children's development and is not tolerated within our setting.

We are committed to creating an environment where everyone is treated with dignity and respect. Any concerns relating to bullying involving children, staff, volunteers, or parents will be taken seriously and addressed promptly.

Bullying may include deliberate and repeated behaviours that cause physical, emotional, verbal, or social harm to another person.

Staff understand that very young children are still developing social skills and may occasionally display behaviours such as grabbing, pushing, or excluding others. These incidents will be addressed appropriately while recognising children's developmental stage and understanding.

Responsibilities of Staff

All staff are expected to:

- Read, understand, and follow this Behaviour Management Policy.
- Promote positive behaviour consistently and fairly.
- Use supportive behaviour management strategies appropriate to children's age and development.
- Maintain clear and consistent boundaries.
- Model respectful communication and behaviour.
- Work collaboratively with colleagues and families to support children's wellbeing and development.
- Seek advice and support from the Behaviour Management Lead where necessary.

All new staff, students, and volunteers receive guidance on behaviour management as part of their induction.

Partnership with Parents and Carers

Positive relationships with parents and carers are essential in supporting children's behaviour and emotional wellbeing.

Where staff identify recurring patterns of behaviour, significant changes, or areas where additional support may be beneficial, parents and carers will be consulted at an early stage. Together, we will work to understand the child's needs and agree consistent strategies to support them both at home and within the setting.

Behaviour Support Strategies

When children need additional support with their behaviour or emotional regulation, staff may use a range of strategies tailored to the individual child and situation.

Structuring the Environment

The way adults position themselves, organise resources, and approach conversations can help children feel safe, supported, and ready to engage positively.

Positive Reinforcement

Children are regularly acknowledged and praised for demonstrating our values, making positive choices, showing kindness, perseverance, and cooperation.

Prompting

Gentle verbal, visual, or sensory reminders can help children prepare for transitions, remember expectations, and feel secure during changes in routine.

Active Listening

Adults listen attentively to children and acknowledge their feelings through reflective responses. This helps children feel heard, understood, and supported, and can often help them regulate their emotions.

Interpretation and Supportive Reflection

Adults help children make sense of situations by putting experiences into words and encouraging them to think about alternative ways to express their feelings or solve problems.

For example:

"You looked really upset when that happened. What could we do next time if you feel that way?"

Giving Space

Some children benefit from time and space to calm before discussing a situation. Adults remain available and supportive while allowing children opportunities to regain emotional control.

Comfort and Reassurance

Where appropriate and in accordance with our positive touch procedures, staff may offer comfort and reassurance. This is always guided by the child's preferences and consent.

Hurdle Help

Adults provide support when children experience frustration or difficulty, helping them overcome challenges and build resilience.

Proximity

The calm presence of an adult nearby can often help children feel secure and make positive choices.

Involvement and Interest

Adults may join play, offer support, or help facilitate interactions to prevent situations from escalating and to encourage positive engagement.

Redirection and Distraction

Where appropriate, adults may redirect a child's attention towards a more suitable activity or environment to support successful engagement and emotional regulation.

Clear Safety Instructions

Where there is an immediate risk of harm, staff will use clear and direct instructions, such as:

"Stop."

"That's not safe."

"I need you to move away."

These instructions are used calmly and only when necessary to maintain safety.

Calm and Regulation Support

If a child becomes overwhelmed, upset, or dysregulated, they may be supported to move to a quieter area with a trusted adult. The purpose of this support is to help the child feel safe, regulate their emotions, and prepare to return to learning and play.

This is not used as a punishment, exclusion, or isolation strategy. Staff remain with the child, offering reassurance, co-regulation, and support to help them understand and manage their feelings.