



Early Years Behaviour Policy

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Statement of intent

Our Early Years, including Laugh 'N' Learn Nursery, Laugh 'N' Learn Preschool and our children in Reception, is a positive environment in which all children can learn, play, and develop whilst forming relationships with their peers and preparing for the next phase in their lives.

We understand, however, that children in their Early Years can experience a range of emotions which often result in unwanted behaviour. The aim of this policy is to outline our approach to unwanted behaviour in the Early Years that will incentivise our children to take positive actions when participating in activities and interacting with other children and staff members.

In Early Years, our approach to managing behaviour is underpinned by positive reinforcement and rewarding children for modelling good behaviour. We seek to create a calm, caring environment where all children are treated with respect and behavioural concerns are dealt with consistently, fairly and with sensitivity to children's emotions.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) 'Early years foundation stage statutory framework'
- DfE (2023) 'Keeping children safe in education 2023'
- Childcare Act 2006
- DfE (2023) 'Working together to safeguard children 2023'
- DfE and Department of Health (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- The Children and Families Act 2014

This policy operates in conjunction with the following, but not limited to Broadway First School's and Laugh 'N' Learn Nursery policies:

- Laugh 'N' Learn Nursery Child protection and Safeguarding Policy
- Early Years Personal Care and Health Policy
- Early Years Policy
- Laugh 'N' Learn Admissions and Induction, Fees and Transition policy
- Safeguarding and Child protection Policy
- Staff code of conduct
- Online Safety Policy
- Health & Safety Policy
- Complaints Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy (April 2024) and our yearly Equality statement (May 2024)
- Social, Emotional Mental Health Policy
- Special Educational Needs and Disabilities Policy
- Whistleblowing
- Suspension and Exclusion Policy

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2. Roles and responsibilities

The Headteacher will be responsible for

- implementing the Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy (under the School Standards and Framework Act 1998).
- ensuring the health, safety and welfare of all the children in the school.
- supporting staff by setting the standards of behaviour and in the implementation of the policy.
- access to records of all reported incidents of misbehaviour on Child Protection On-Line monitoring system (CPOMS).
- giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.
- ensuring the Behaviour and Discipline Policy is published in full on the school's website for access from staff, parents and pupils.
- ensuring the policy is issued as part of the induction process for new staff.

The Early Years lead practitioner will be responsible for:

- setting standards and requirements for all staff in terms of managing children's behaviour in an appropriate manner.
- communicating this policy to staff and parents to ensure they are aware of our policy and procedures.
- creating a calm and caring environment where everybody treats one another with respect.
- maintaining records of any behaviour-related incidents.
- liaising with parents regarding their child's behaviour and agreeing on solutions for any behavioural difficulties.

All staff will be responsible for:

- using appropriate behaviour management strategies.
- being fair and consistent when responding to behaviour.
- modelling positive behaviour, including friendliness and a caring approach.
- understanding what constitutes acceptable and unacceptable behaviour.
- creating a positive and stimulating environment for children in which they can play and learn.
- maintaining positive relationships with parents and sharing any behavioural concerns in a sensitive manner.

Parents will be responsible for:

- acting as a positive role model for their child and their relationship with the setting.
- ensuring that their child attends and is prepared for each day.
- being aware of the school and setting's rules regarding behaviour and supporting their child to abide by them.
- reporting any behavioural concerns to the lead practitioner and recommending ways in which they can be dealt with.
- making the lead practitioner aware of any changes to their child's personal circumstances as appropriate and explaining how this may impact their behaviour where appropriate.
- supporting the in its implementation of this policy through the encouragement of positive behaviour at home.

The SENCO will be responsible for:

- developing strategies in collaboration with parents to support the behaviour of children with SEND.
- reviewing whether strategies to support behaviour are effective and meeting the needs of children with SEND.
- ensuring all staff are aware of how to manage the behaviour of children with SEND and are sensitive to the different behaviours they may exhibit.
- identifying children who may have SEND and amending approaches to behaviour management accordingly.

3. Managing behaviour

Staff members will work with children to support their development in self-regulation, to understand their own feelings and those of others, and to begin to regulate their own behaviour accordingly.

When managing a behaviour concern, staff will always:

- approach the situation calmly.
- acknowledge the feelings of all involved.
- gather the appropriate information.
- seek to resolve the situation.
- agree on a solution with the children involved.
- provide any ongoing support as required to avoid the problem occurring again.

Staff members will seek to encourage children to reflect on unwanted behaviour and why it was the wrong thing to do, whilst explaining to them there are rules and why it is important that they follow them.

Where single instances of unwanted behaviour occur, children will be warned verbally not to repeat the behaviour.

Where behaviour concerns are ongoing, the lead practitioner will seek to determine why the child is acting in this manner and consider questions such as the following:

- Is the issue a result of something personal to the child? For example, challenging home circumstances.
- Is the issue associated with the child's lack of self-esteem?
- Is there a social or emotional reason?
- Could the behaviour be associated with unidentified SEND?
- Could the environment of the nursery be improved to help the child feel more relaxed and occupy them with positive activities?

When observing and managing a child's behaviour, staff will be reminded to consider the following:

- The triggers of unwanted behaviour
- When it is most likely to occur, e.g. lunchtime
- What the consequences of the behaviour are, e.g. whether other children are impacted
- Whether the child is able to recognise that their behaviour was unwanted
- Whether the child is usually able to control their behaviour

The Early Years will embody a positive environment where everyone is friendly, respectful and welcoming; however, staff will be mindful that for some children nursery and preschool can be a place that evokes a number of emotions such as the following:

- Anxiety
- Confusion
- Panic
- Fear
- Jealousy

Staff will work with children to understand why they may be experiencing any of the above emotions and seek to remedy such feelings through individual ongoing support.

When dealing with aggressive behaviour, e.g. biting, hitting and kicking, staff will:

- intervene quickly and attempt to re-direct the child to a positive activity.
- give the child exhibiting the behaviour some supervised and supported quiet time to calm down.
- immediately attend to any injuries that may have been caused in accordance with the First Aid Policy, and inform parents – in extreme circumstances, the emergency services will be contacted.

- comfort the child that may have been hurt and avoid giving the child who caused the injury any attention where this does not risk further aggression.
- consider whether the child was being teased by another child and use remedial methods to make both children aware that this behaviour is not acceptable.
- encourage the child to apologise for what they have done.
- acknowledge the child's emotions using the Trauma Informed approaches e.g. WIN and PACE.
- make the child aware that they should always go to an adult if they are upset or angry rather than taking their emotions out on others.
- remain calm and attempt to keep intervention brief before giving the child some time to reflect.

Where incidents of aggressive behaviour are occurring frequently, staff will discuss ways in which this behaviour can be eliminated and the best course of action to take when reacting to aggressive behaviour.

Under no circumstances will staff members give or threaten corporal punishment, or use any punishment which could adversely impact a child's wellbeing. In addition, the lead practitioner will ensure that reasonable steps are taken to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child.

In extreme circumstances, staff may be required to use reasonable force as outlined in the Physical intervention section of this policy.

Staff members will avoid shouting at children as a form of managing behaviour and will always approach situations in a calm manner.

The setting will have due regard to KCSIE and implement its safeguarding policy when dealing with instances of behaviour that constitute safeguarding concerns, e.g. child-on-child abuse.

4. Preventing behaviour concerns

To ensure children are occupied and stimulated positively children will be provided with a variety of activities and enough space for children to play and learn alongside quieter spaces for calmer activities, e.g. reading and doing puzzles.

Staff members will ensure that children have a consistent and balanced routine that suits their individual needs to help them engage in a positive environment in which they can feel relaxed, have fun, and learn.

Provisions are in place for all children to express their choices and interests so that they are consistently engaged in their activities and do not seek entertainment or attention through unwanted behaviour.

Children will be taught about the importance of respect and friendliness, and will be reminded of why it is important that everybody respects each other.

Staff will be aware of behaviour differences and how to approach dealing with each child's behaviour whilst considering any SEND needs a child may have.

Where a child is upset, a staff member will talk to the child in a sensitive manner and seek to understand what the problem is by listening to their concerns and feelings in order to avoid any escalation in emotions.

Where a child seems irritated, agitated or angry, a staff member will escort them away to find out what the problem is and seek to move their attention onto something else.

Targeted support will be provided to children who may be struggling with activities, to avoid them becoming angry or upset that they cannot do something.

Children will be appropriately supervised to ensure that enough staff are available to recognise any emerging situations that could escalate into conflict or another behaviour concern, and are able to intervene as appropriate.

Children will be reminded that they should:

- Respect the views of others.
- Respect other people's property.
- Be responsible for their behaviour and self-regulation.
- Learn from mistakes and identify better choices when they have displayed unwanted behaviour.
- Ask for help if they are struggling to understand the nursery's rules.
- Listen to others when they are being spoken to.

Rules will be clearly displayed to remind children of the values and expected behaviour.

5. Rewarding good behaviour

Rewards will be used as a way of promoting and reinforcing good behaviour, such as sticker charts for a treat at the end of the day.

Staff members will reinforce good behaviour and positive actions through verbal praise, e.g. where a child has demonstrated an act of kindness, generosity, thoughtfulness or calmness in a situation where they may tend to become irritated.

Children will receive small rewards, e.g. positive notes home or stickers, as a way of motivating children to model good behaviour and to recognise what actions will have positive results.

6. Consequences

Consequences of poor behaviour will always be positively enforced, and children will be given the reasons explaining why their behaviour was not acceptable.

By remaining up to date with new developments and changes, we will regularly review how we deal with unwanted behaviour and will only use consequences where they are effective in helping children to understand what happens when they break the rules.

Where instances of unwanted behaviour occur, staff will consider whether it is appropriate to redirect the child to a new activity away from other children whom they may be disturbing or disrupting.

Repeated instances of unwanted behaviour will lead to the child being withdrawn from an activity and being reminded of the rules and the reasons for them. The child will be allowed to return to the activity when they have demonstrated to the staff member correcting their behaviour that they understand why their behaviour is inappropriate.

Where a child is unable to recognise that their behaviour is not acceptable, they will be supported by staff to think about their behaviour and why it was wrong. A staff member will have a conversation with the child to listen to their thoughts and reflections, with the view to bringing them back into the activity based on their reflections.

If a child's behaviour does not improve after taking the above action, their parents will be informed about their behaviour and a discussion will be held based on what actions the setting and parents can do to avoid this behaviour in the future.

In the event that a child hurts or injures another child, a discussion will be held to establish why it happened, how it happened and the feelings of everyone involved. Restorative steps will be taken to ensure it does not happen again.

Staff will always seek to 'make up' with the child and not dwell on unwanted behaviour and will aim to rely on rewarding good behaviour as a means of incentivising children.

Parents will be immediately informed of incidents of extremely concerning behaviour including:

- Racist remarks.
- Inappropriate touching.
- Biting others with the intention to harm them.
- Vulgar behaviour and language, e.g. spitting and swearing.
- Purposefully or persistently hurting other children or staff members.

In extreme cases, and where the usual consequential course of action has been ineffective in having a remedial effect, the setting may take the following actions

- Shortening of the child's day e.g. reducing to half a day
- Phoning parents in order for them to collect their child
- In severe circumstances, suspension or exclusion

7. Physical intervention

Staff members will not be deemed to have used corporal punishment where physical intervention is used as reasonable force for the purposes of avoiding immediate danger to any person or where it is absolutely necessary to manage a child's behaviour.

Records will be kept of any occasion where reasonable force is used and parents will be informed on the same day or as soon as reasonably practicable.

It may be necessary for a staff member to use reasonable force if a child is:

- Causing serious damage to the property of an individual or the premises.
- Inflicting injury upon on an individual.

Reasonable force will only be used in accordance with KCSIE, Laugh 'N' Learn Nursery Safeguarding and Child Protection Policy and Broadway First School Safeguarding and Child protection Policy

8. Children with SEND

The setting will have due regard to the 'Special Educational Needs Code of Practice' when managing the behaviour of children who have, or may have, SEND.

The lead practitioner and SENCO will meet with the parents of children with SEND in order to discuss how best to support their child and manage their behaviour.

The SENCO will be aware of any indicators that a child may have unidentified SEND and report any concerns to the child's parents. In such cases, the SENCO will liaise with parents to address concerns and agree on the best steps to take next.

The SENCO will implement behaviour management plans for children where necessary and will ensure that all staff are aware of the different behaviours that children may display and how to manage them appropriately.

The setting will provide emotional and practical support to children with SEND to ensure that their needs are met. The setting will also make reasonable adjustments as required whilst ensuring parents are made aware of any changes being made to their child's environment.

9. Biting

We are committed to ensuring that all children under our care remain safe and healthy at all times, and are supported to exhibit kind, positive behaviour towards their peers. While we believe that biting is unacceptable behaviour and will do all we can to prevent biting incidents from occurring, we also recognise that biting is a developmentally normal behaviour for children in the age group we educate.

We recognise that biting can occur for a number of reasons, including, but not limited to, the following:

- an attempt to ease the pain of teething
- an attempt at sensory exploration with limited perception of harm caused to others
- perceived self-defence
- in imitation of another child
- an inability to communicate overwhelming emotions due to limits in expressive language
- an inability to regulate emotions or control aggressive impulses, e.g. due to particularly young age, developmental delays, SEND and emotional turbulence in their home life
- an attempt to get attention from an adult or another child

In recognition of this, we will always aim to focus primarily on addressing the motivations and reasons behind biting behaviour as a long-term strategy for reducing this behaviour. We will work with parents of children who exhibit biting behaviour to ensure there is a consistent response both at home and at the setting. We will also aim to secure further support for children to overcome this behaviour.

Biting incidents

When a child bites another child, or a staff member, the following procedure will be adhered to:

- staff members will remain calm
- the child exhibiting the biting behaviour will be told off quickly and sternly, e.g. "No, we do not bite people!"
- where the child exhibiting biting behaviour continues to be aggressive and pose a risk of harm to others, they will be separated and supported by staff from the rest of the children to ensure their own and others safety
- the child who has been bitten will be comforted and any wounds will be tended to in line with the First Aid Policy
- a staff member will make a record of the incident, including the names of all children involved, the context in which the incident occurred, how the incident was handled by staff, the extent of any injury caused by the bite and what further action will be taken

- the lead practitioner will inform the parents of all children involved about the biting incident as soon as possible – the identity of the child exhibiting biting behaviour will not be disclosed to the parents of the child who has been bitten
- when informing parents, the lead practitioner will clarify whether this has been a one-off incident, how the incident was handled, and how the setting will proceed to reduce the chances of biting reoccurring

Where the biting incident is the first incident of biting behaviour a child has displayed, a staff member will explain to the child, at an appropriate time, why biting is wrong and what they should do instead if they are upset.

Where the biting incident is part of a pattern of sporadic biting, i.e. the child has bitten other children more than once but this has not occurred more than **three times in one term**, staff will:

- remain consistent in sternly telling the child that it is wrong to bite others.
- show minimal attention to the child following biting behaviour, while still ensuring they are safe and adequately supervised, and focus attention on the child who has been bitten instead.
- discipline the child in line with the Behaviour Policy in a manner proportionate to the circumstances and severity of the bite.
- contact the child's parents to inform them of this behaviour.
- talk to parents about whether biting behaviour occurs at home, and whether there are any noticeable patterns or triggers for the behaviour at home.
- analyse the setting's records of each biting incident to ascertain whether there are any noticeable patterns or triggers for the behaviour in the setting.
- work with the child to help them to communicate their needs or emotions more effectively.

Persistent biting

Persistent biting is considered, for the purposes of this policy, to be biting behaviour exhibited by a child which occurs more than **three times in one term**.

When a pattern of persistent biting is identified, the **Headteacher or Assistant headteacher** will call the child's parents to the setting for a formal meeting to discuss methods of reducing biting behaviour.

While the methods used to reduce persistent biting behaviour will be tailored to the individual child in direct response to the motivations for their behaviour, the following measures will be considered in the event of persistent biting behaviour:

- changing the child's routines or environment where these are distressing to the child, e.g. providing them with a quiet area to play on their own where their biting occurs when they are overstimulated in a noisy environment
- working with the child on learning how to label their emotions and use these labels to communicate how they are feeling, where this is age appropriate
- having **daily** catch-ups with the child to talk to them about how they are feeling, where this is age appropriate
- providing one-to-one support for the child and intervening where the child is exhibiting warning signs that they may engage in biting behaviour
- **weekly** meetings with the child's parents to address improvements
- praising the child when they behave nicely and non-aggressively with others
- when possible, increasing staff:child supervision ratios in areas where the child is playing

- where necessary, a child's persistent biting behaviour will be factored into relevant risk assessments conducted in the setting to ensure the safety of staff and other children.

Biting and SEND needs

The setting will always be mindful that biting can often be a response to unmet needs of children with SEND. Where a child has SEND, the **SENCO** will work with the pupil and their parents to develop a plan for addressing the child's behaviour that is consistent with their EHC plan, and will look into amending this plan to account for other needs the child may have where necessary.

Staff will be mindful that many children with SEND may not yet be diagnosed or formally identified as such at this stage of their education; therefore, staff will work with the **SENCO** to ensure that any biting behaviour, that is consistent with SEND when viewed in conjunction with a child's other traits, is acknowledged and handled in line with the **SEND Policy**.

Exclusion

In rare occasions, e.g. where biting has become very persistent or another child has been seriously injured, the **Headteacher** has the power to exclude a child exhibiting biting behaviour from the setting. This decision will only be taken where the **Headteacher** reasonably believes that exclusion is the best course of action to reduce the risk of harm to other children in the setting.

Decisions to exclude a child from the setting following an incident of biting will be taken in line with the **Behaviour Policy** and **Suspension and Exclusion Policy**, and the setting will observe all statutory duties, including formally notifying the child's parents, the Local Authority and the **governing board**.

The **Headteacher** will ensure that a child's individual circumstances, including any SEND and any safeguarding considerations arising from potential exclusion, are adequately considered before making the decision to exclude them. Where a child has SEND, the decision to exclude them for biting behaviour will only be taken as a last resort and in collaboration with parents, the **SENCO** and any external individuals, e.g. the child's GP, where necessary.

Contacting the school

Where parents have concerns about this policy, or about the biting behaviour of either their child or another child in the setting, they should contact the **Headteacher**.

10. Suspension and Exclusion

At Laugh 'N' Learn Nursery and Laugh 'N' Learn Preschool, we understand that good behaviour and discipline is essential for promoting a high-quality education. Amongst other disciplinary sanctions, we recognise that suspension and exclusion of children may be necessary where there has been a serious breach, or consistent breaches, of the Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in the setting would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

In these cases, the **Suspension and Exclusion policy** of Broadway First School will be actioned accordingly.

11. Monitoring and review

The lead practitioner will ensure that this policy is reviewed in full on an **annual** basis.

The next review date for this policy is **May 2026**.

	Date	Signed
Staff agreement:		
Governor agreement:		
To be reviewed:		