



## **Behavior Management Policy**

We are dedicated to fostering a nurturing environment where children feel emotionally secure, valued, and empowered to develop positive behaviors through respectful relationships and consistent support. Our behavior management approach reflects our commitment to a child-centered, developmentally appropriate ethos that views behavior as a form of communication and learning.

### **Aims**

Our behavior management approach is designed to:

- Create a calm, safe, and predictable environment where all children can thrive.
- Promote the development of social, emotional, and self-regulation skills through intentional teaching and modelling.
- Recognise and respond to children as unique individuals with differing needs, experiences, and developmental stages.
- Build strong, trusting relationships between children and staff that promote emotional security.
- Work in close partnership with parents and carers to ensure consistency and mutual support between home and nursery.
- Use a restorative, no-blame approach that focuses on understanding the reasons behind behaviors and addressing them with empathy and care.

### **Promoting Positive Behavior**

We believe that promoting positive behavior is an ongoing process that requires consistency, compassion, and a well-prepared environment. Our strategies include:

- **Modelling:** All staff consistently model respectful, calm, and positive communication. We demonstrate empathy, active listening, and problem-solving in everyday interactions.
- **Encouragement:** We use specific praise and encouragement to recognise effort, cooperation, kindness, and perseverance, rather than focusing solely on outcomes.
- **Emotional Literacy:** Children are supported in recognising and naming their feelings through stories, play, visuals, and regular conversations.
- **Visual Supports & Routine:** We use visual timetables, routine boards, and cues to help children feel secure and understand expectations.

- **Safe Spaces:** Calm, cosy areas are available for children to self-regulate, rest, or receive one-to-one support when needed.
- **Co-regulation:** Staff provide consistent emotional support during moments of dysregulation, helping children learn to manage their feelings over time.
- **Reflective Practice:** Staff observe children closely and adapt the environment and routines to better meet their needs and reduce potential triggers for distress.

### **Scaffolding Rather Than Instructing**

Rather than using rigid rules or punitive responses, we scaffold children's understanding of emotions, boundaries, and social interactions. This involves:

- Asking open-ended questions to guide children's thinking and reflection.
- Using real-life experiences and social stories to teach empathy, fairness, and cooperation.
- Offering choices and negotiating boundaries in a way that fosters autonomy and mutual respect.
- Encouraging children to resolve conflicts with support, rather than directing solutions.

We view all behavior as a form of communication. Our role is to interpret and respond to the child's underlying needs, using empathy, consistency, and developmentally appropriate language.

### **Responding to Challenging Behavior**

Challenging behavior is approached as an opportunity for learning and connection. Staff respond by:

- Remaining calm, composed, and non-confrontational.
- Using gentle tone, facial expressions, and body language to de-escalate.
- Coming down to the child's eye level to offer reassurance and emotional containment.
- Offering clear, simple language to describe what is happening and what the child may be feeling.
- Identifying triggers or unmet needs and addressing them proactively.
- Following up after the incident to restore relationships and help the child reflect when ready.

Punitive or exclusionary practices (e.g. time-out, shaming, or raised voices) are not used, as they are inconsistent with our relational approach.

### **The Role of the Key Person**

Each child is assigned a Key Person who plays a central role in promoting emotional well-being, building secure attachments, and supporting behavioral development. The Key Person:

- Provides consistent emotional availability.
- Works closely with the family to understand the child's background, triggers, and needs.
- Observes and reflects on the child's behavior to provide tailored support.
- Acts as a safe base during times of emotional distress or behavioral difficulty.

### **Partnership with Parents and Carers**

We believe behavior support is most effective when nursery and home work together in a consistent and trusting partnership. We ensure:

- Daily communication is open, honest, and respectful.
- Parents are informed of any significant behavioral concerns or incidents promptly and sensitively.
- Collaborative action plans are created when ongoing support is needed, ensuring shared strategies and consistent expectations.
- Parents are supported with guidance, resources, and referrals to additional services if required.

### **Staff Training and Reflective Practice**

- All staff receive induction and ongoing training in behavior management, emotional coaching, trauma-informed care, and safeguarding.
- Regular team meetings and individual supervisions include reflective discussions on behavior support strategies.
- Challenging behaviors are documented, monitored, and reviewed as part of ongoing reflective practice, ensuring consistent and effective responses.

### **Monitoring and Review**

This policy is reviewed annually or in response to updates in legislation, best practice guidance, or identified needs within the setting. Staff, families, and children (where appropriate) are invited to contribute to the review process. Feedback is welcomed and used to continually improve our approach to promoting positive behavior.

