

Behaviour Policy

Reviewed: July 2026

This policy will be reviewed annually by nursery leaders and the governing body.

Behaviour Principles

This policy is underpinned by the following Behaviour Principles, agreed by the governing body.

At BEYA, we believe that:

- Every child has the right to feel safe, valued and respected and to learn in a safe, nurturing, joyful and respectful nursery environment.
- All children, staff and visitors have the right to be free from discrimination of any kind.
- Staff and volunteers provide positive role models at all times, promoting kind and respectful behaviour and using emotion coaching to support children in understanding and managing their feelings and behaviours.
- Restrictive physical intervention (also known as reasonable force) will only be used in line with statutory guidance and only when necessary to prevent harm to the child, others, or serious damage to property. Any intervention will be reasonable, proportionate, and used for the shortest time necessary.
- The behaviour policy is understood by staff and shared with parents and carers via the nursery website.
- In an early years setting, children are still learning how to express and regulate their emotions. They are supported to understand expectations through age-appropriate visual prompts, modelling and supportive communication strategies.
- Parents and carers are involved in behaviour support strategies and informed of significant incidents, helping to build positive partnerships between home and nursery.

Aims

- To create a safe, calm, joyful and respectful nursery environment.
- To support children in recognising, expressing, and managing their emotions.
- To encourage kindness, cooperation, and respect for others.
- To prevent bullying and ensure all children feel safe and included.
- To work in partnership with parents and carers.

Our Approach - Emotion Coaching

Children learn to regulate their emotions through supportive relationships and co-regulation with calm, responsive adults. We use emotion coaching to guide children through their feelings and behaviours. Adults will:

- Notice the child's behaviour and feelings.
- Name the feeling ("I can see you're cross because you wanted that toy").
- Show empathy ("It's hard to wait your turn, isn't it?").

- Set clear limits (“It’s okay to be angry, but it’s not okay to hurt”).
- Problem-solve together (“Let’s find another toy while we wait”).

This helps children feel understood, safe, and able to co-regulate their emotions with an adult.

Promoting Positive Behaviour

Children are supported to understand simple rules and expectations through modelling, visuals, and consistent language in an age-appropriate way.

- Routines & predictability – using simple visual timetables, songs, and clear transitions.
- Environment – setting up play spaces that reduce conflict (enough resources, cosy corners).
- Positive reinforcement – noticing and praising kindness, sharing, and effort.
- Role modelling – adults show respect, calm voices, and positive body language.
- Teaching skills – through stories, puppets, and role play about feelings and friendships.

Preventing Bullying

- Bullying, in any form, is not tolerated.
- Even in early years, repeated behaviours such as exclusion, name-calling, or physical harm may be experienced as bullying.
- Staff act quickly to stop harmful behaviour, support the children involved, and work with parents to prevent recurrence.

Common Nursery Behaviours

We recognise that some behaviours are a normal part of early development. We support children by teaching alternatives and using preventative strategies:

- Tantrums - stay calm, use simple words, offer comfort, and help the child re-join play when ready.
- Biting – provide teething toys, increase sensory play, and give close supervision.
- Throwing toys - redirect to safe throwing (balls, beanbags).
- Not sharing - model turn-taking, use timers, and praise sharing attempts.
- Body curiosity - young children may show natural curiosity about bodies and body parts as part of their development. Staff respond sensitively and appropriately, following guidance from the NSPCC and safeguarding procedures where necessary.

When Behaviour is Challenging

- Adults remain calm and use de-escalation strategies to support children in regulating their emotions.
- Restrictive physical intervention (also known as reasonable force) will only be used in line with statutory guidance and only when necessary to prevent harm to the child, others, or serious damage to property. Any intervention will be reasonable, proportionate, and used for the shortest time necessary.

- Staff do not use any form of corporal punishment or practices that could adversely affect a child's wellbeing.
- All staff receive training in positive behaviour management and the safe, appropriate use of restrictive physical intervention.
- Any significant incident involving restrictive physical intervention is recorded and shared with parents/carers on the same day, or as soon as reasonably practicable.
- Following an incident, children will be supported to calm and feel safe before staff help them reflect on what happened. Staff will reflect on triggers and adapt strategies to prevent recurrence.
- Where behaviour of concern is frequent or escalating, a Behaviour Support Plan will be developed in partnership with parents/carers and, where appropriate, external professionals.

Recording and Monitoring

- Staff record significant incidents so we can monitor patterns.
- Behaviour Support Plans are reviewed regularly with parents.
- Any significant incidents involving restrictive physical interventions will be recorded in line with our 'Physical contact and restrictive interventions policy'.
- Any concerns about unkind behaviour or more serious incidents raised by parents or carers will be recorded and responded to appropriately.
- Behaviour and incident records are reviewed regularly by leaders throughout the year.

Post-Incident Support

- Children are supported to calm down and feel safe before talking about what happened.
- Staff use simple language or visuals to help children express feelings.
- Parents are informed in a supportive, non-judgemental way.
- Staff are encouraged to debrief with colleagues or leaders if needed.
- Supportive strategies will be put in place to help reduce the likelihood of repeated incidents, and their effectiveness will be monitored and reviewed regularly.

Partnership with Families

- We share strategies with parents to ensure consistent support at home and nursery.
- Good communication helps parents feel involved and reassured.

Inclusion and SEND

The nursery recognises that behaviour can be a form of communication, particularly for children with SEND or additional needs. Every child is unique and may need different strategies.

- Visuals, sensory breaks, or individualised approaches are used where needed.
- Behaviour expectations are adapted to meet developmental levels.

Staff Responsibilities

- All staff have a duty to promote positive behaviour and maintain a safe, respectful learning environment.
- Staff will intervene where behaviour risks harm, disrupts play/learning, or affects the wellbeing of others.

Searching, Confiscation and Safeguarding

- Searching and confiscation are not usually relevant in early years, however if a safety concern arises, staff follow statutory safeguarding procedures and consult senior leaders and parents/carers. This policy should be read alongside the Safeguarding Policy.

Staff Training and Wellbeing

- All staff receive training in positive behaviour strategies and emotion coaching.
- Staff wellbeing is supported – calm, regulated adults help children regulate too.

When Behaviour Causes Harm

- If a child's behaviour continues to pose a significant risk of harm to themselves or others, despite appropriate support and intervention, the nursery will work closely with parents/carers and, where appropriate, external professionals to review the child's needs and support strategies.
- Support strategies may include additional emotional support, adapting the environment or routines, visual supports, emotion coaching, increased supervision, smaller group experiences, or personalised behaviour support plans.
- Incidents causing harm will be recorded appropriately. Staff will support all children involved, including those affected by the behaviour to help them feel safe and heard.
- The nursery will work in partnership with parents/carers to ensure consistent approaches between home and nursery wherever possible.
- Any consideration of changes to attendance, including a temporary reduction in hours, will only be used as a last resort. This will be part of a carefully planned, time-limited approach agreed with parents/carers, with the aim of supporting the child's wellbeing, inclusion, and safe participation in nursery life. Formal suspension or exclusion would only be considered in exceptional circumstances and in line with statutory guidance.

Section 89 Compliance Checklist

Section 89 Requirement	Where Covered in Policy
Promote good behaviour, self-discipline and respect	Rationale, Aims, Emotion Coaching, Promoting Positive Behaviour, Staff Responsibilities
Prevent bullying	Preventing Bullying section
Support a calm and safe environment where learning and play can take place	Promoting Positive Behaviour, Routines & Environment, Staff Responsibilities
Outline staff responsibilities and responses to behaviour	Staff Responsibilities and Authority; When Behaviour is Challenging
Specify when reasonable force may be used	When Behaviour is Challenging
Outline staff responsibilities	Staff Responsibilities and Authority; Staff Training
Clarify searching/confiscation	Searching, Confiscation and Safeguarding