The Lloyd Williamson Nurseries

Behaviour Management Policy

2026-2027

Updated by Ramona Cristea
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1. Introduction

“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and individual needs.”

(Early Years Foundation Stage Statutory Framework, DfE 2021 – updated 2025)

At Lloyd Williamson Nurseries, we believe every child learns behaviour through their surroundings and experiences. Adults, including staff, parents and carers, work together to model positive conduct while giving children freedom to explore. We aim to nurture confident, resilient learners who respect themselves, others and the environment, and who can express their thoughts and feelings appropriately.

2. Aims

We strive to:

- Build self–respect and growing self–esteem in each child.
- Support pro-social behaviours such as empathy and consideration for others.
- Develop social skills like negotiation, problem-solving and cooperation.
- Foster a caring attitude towards peers and our shared environment.
- Encourage resource sharing and collaborative play.
- Promote universally accepted standards of behaviour across cultures.

3. Legal Framework & Compliance

This policy aligns with:

- Early Years Foundation Stage Statutory Framework (DfE 2021, updated 2026)
- Ofsted Early Years Inspection Handbook (2026)
- Keeping Children Safe in Education (KCSIE 2026)
- Local borough safeguarding procedures and inclusion protocols

4. Roles & Responsibilities

Proprietor/Director ensures policy oversight, resources and compliance.

Nursery Manager keep abreast of legislation, monitor training and practice, and support staff in implementation.

SENCo advises on differentiation, behaviour planning and specialist referrals.

Key Persons build trusting relationships with their assigned children and families, enabling sensitive responses to emerging needs.

All Staff:

- Read and follow this policy.
- Attend mandatory behaviour management training.
- Apply consistent strategies and record incidents accurately.

Families collaborate on targets, share expertise about their child and reinforce agreed strategies at home.

5. Encouraging Positive Behaviour

We involve children in crafting simple, positive rules (e.g., "We walk indoors; we run outdoors"). Praise is specific to actions, "I love how you shared the reading book with Sam," and activities focus on sharing, negotiation and cooperation.

Responsibility roles (tidying up, gardening, setting out resources) develop ownership and community spirit. Play-based sessions (circle time, puppets, role play) reinforce respectful interactions, while staff model emotionally attuned responses ("I see you're upset—shall we talk about it?").

6. Dealing with Conflict

Conflict is a learning opportunity. Strategies include:

- Teaching assertiveness: "I don't like that," or signed equivalents.
- Offering age-appropriate resources (duplicates for toddlers) and visual cues (2–5 minute sand timers).
- Modelling language ("Can I have a turn?") and active listening to peers' needs.
- Promoting open-ended collaborative play (block construction).

If adults must intervene:

1. Listen impartially to each child.
2. Encourage them to name their feelings ("That hurt me," "I'm sad").
3. Invite their solutions; if none emerge, offer a fair resolution and explain why.
4. Ask the child who has hurt another to help repair the relationship (apology, comfort, friendship gesture).
5. Focus first on the child who is distressed, then address the other's behaviour.
6. Reinforce boundaries: "Remember, kind hands in nursery."
7. Separate children briefly if needed, then support their return to positive play.

8. Praise subsequent sharing or cooperation ("I see you're playing nicely now—well done!").

Bilingual staff support children in early stages of English acquisition through translation and modelling.

7. Whole-Nursery Strategies for Challenging Behaviour

1. Verbal Reminders (three tiers):
   - First: Quiet, individual discussion.
   - Second: Calm reminder of rule.
   - Third: Firmer tone, still developmentally appropriate.
2. Redirection:
   - Move the child to a different activity in the same room.
   - Explain the change and stay at their eye level.
3. Thinking Time:
   - Offer a brief, supervised pause for reflection when behaviour persists.
   - Reintegrate the child once calm and ready.

8. Biting

Biting can stem from exploration, teething, frustration or emotional upset. Our response:

- Communicate—at their level—that biting hurts and redirect to another activity.
- Analyse each incident for patterns (same peer, time of day, emotional triggers).
- Maintain a warm, secure practitioner–child bond to reduce anxiety.
- Teach alternative communication or self-regulation strategies.
- Inform parents of both children, preserving confidentiality.
- Advise against punitive "biting back."
- If biting persists, follow the procedure in Section 9.
- Comfort the bitten child and administer First Aid as needed.

9. Procedure if a Child's Behaviour Is Causing Concern

9.1 Graduated Response

- Observe & Record
- Log incidents objectively, noting context and triggers.
- Plan & Intervene
- Introduce targeted tools (visual timetables, sensory breaks) with clear, time-bound targets.
- Review Progress
- Meet with families after the agreed period; adjust strategies as necessary.
- Next Steps
- If limited improvement occurs, progress to collaborative strategies.

9.2 Collaborative Strategies

- Revisit positive reinforcement, modelling and clear boundaries.
- Agree on home–nursery behaviour targets and regular reviews.

9.3 Individual Behaviour Plan (IBP)

- SENCo leads development of an IBP with:
- Clear, achievable goals
- Proactive and reactive strategies
- Defined roles for staff and parents
- Implement the IBP consistently and review at least termly.

9.4 Professional Support

With parental consent, refer to:

- Health Visitor or Community Paediatrician
- Speech and Language Therapist
- Educational Psychologist
- Early Years Inclusion Team
- Continue monitoring and adapt the IBP in partnership with specialists.

10. Appendix 1: Behavioural Expectations

Rule	**Don't…**	**Examples of Conflicting Behaviours**
Have respect – be gentle	Hurt anyone	Hitting, biting, kicking, pushing
Be kind, polite and helpful	Hurt feelings	Swearing, teasing, name-calling, ignoring requests

Rule	Don't...	Examples of Conflicting Behaviours
Be honest	Cover up the truth	Lying about incidents, blaming others, stealing
Look after property	Damage or waste resources	Vandalism, misuse of toys or equipment, throwing objects
Work hard	Waste time	Refusing tasks, frequent delays, constant distraction
Listen – don't interrupt	Disrupt learning	Talking over others, fidgeting, ignoring instructions

Staff use positive reinforcement ("Thank you for walking inside") and restorative conversations to help children reflect and repair any harm.

11. Monitoring & Review

Behaviour incidents and interventions are logged and audited termly. The nursery leadership team evaluates the impact of strategies, reports to governance, and updates this policy annually or sooner in response to changes in EYFS or Ofsted guidelines