

Behaviour Management Policy

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Setting: Little Ducklings Preschool

Date of Policy: 01/10/2026

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Policy Lead: Paula Ryman / Preschool Manager

1. Purpose

At Little Ducklings Preschool we believe that children learn best when they feel safe, secure, valued and respected. Our behaviour management approach promotes positive relationships, emotional wellbeing and the development of children's ability to understand and manage their feelings and behaviour.

We recognise that young children are still developing their emotional regulation, communication and social skills. Behaviour is therefore viewed as a form of communication, and staff will seek to understand the reasons behind a child's behaviour rather than simply responding to the behaviour itself.

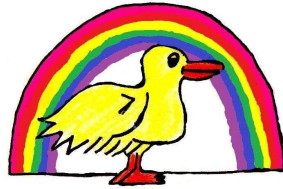
Our approach is positive, consistent, age-appropriate and inclusive.

2. Aims

We aim to:

- Provide a safe, calm and welcoming environment for every child.
- Promote kindness, respect, empathy and cooperation.
- Help children recognise and express their emotions appropriately.
- Support children to develop self-regulation and problem-solving skills.
- Encourage positive behaviour through praise, encouragement and positive role modelling.
- Set clear, consistent and developmentally appropriate boundaries.
- Respond to challenging behaviour calmly and fairly.
- Work in partnership with parents and carers.
- Recognise and respond appropriately to individual needs, including additional needs and communication difficulties.
- Ensure that behaviour management practices protect children's dignity and emotional wellbeing.

3. Our Behaviour Principles



Little Ducklings Pre-School

Behaviour Policy

Issue H – OCTOBER 2026

Staff will:

- Model the positive behaviour and language we expect from children.
- Build warm, trusting and respectful relationships with children.
- Use clear, simple and age-appropriate instructions.
- Establish consistent routines and expectations.
- Provide clear expectations.
- Notice and praise positive behaviour.
- Give children appropriate choices wherever possible.
- Help children name and understand their emotions.
- Teach children alternative ways of expressing frustration, anger or disappointment.
- Demonstrate respectful communication, sharing, listening, patience and appropriate ways of resolving disagreements.
- Give children time and support to calm down when necessary.
- Consider the child's age, stage of development, individual circumstances and communication needs.
- Avoid labelling children as "naughty", "bad" or "difficult".
- Never use humiliation, shouting, threatening language or physical punishment.

Simple and consistent expectations will be communicated to children, such as:

- Kind hands.
- Kind words.
- We listen when someone is speaking.
- We look after our toys and equipment.
- We take turns and share.

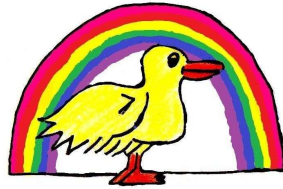
Expectations will be reinforced through everyday interactions, routines, stories, songs and activities.

4. Responding to Challenging Behaviour

When a child displays behaviour that is unsafe, disruptive or inappropriate, staff will remain calm and respond consistently.

Staff will:

- Ensure the immediate safety of the child and others.
- Use a calm voice and simple language.
- Acknowledge the child's feelings where appropriate.



Little Ducklings Pre-School

Behaviour Policy

Issue H – OCTOBER 2026

- Clearly explain the boundary.
- Redirect the child towards an appropriate behaviour or activity.
- Support the child to calm and regulate their emotions.
- Once calm, help the child understand what happened and identify an appropriate response where developmentally appropriate.
- Praise and reinforce positive behaviour when the child demonstrates it.

5. Physical Aggression and Unsafe Behaviour

If a child hits, bites, kicks, pushes, throws objects or behaves in a way that could cause harm, staff will prioritise safety.

Staff may:

- Move other children away from the situation.
- Remove an unsafe object where necessary.
- Calmly prevent further harm.
- Support the child away from the immediate situation if appropriate.
- Provide reassurance and support once the child is calm.
- Inform parents/carers when appropriate.
- Record significant incidents in accordance with the setting's procedures.
- Physical intervention will only be used where necessary to prevent a child from causing serious harm to themselves or others and will be carried out in accordance with the setting's other relevant policies.

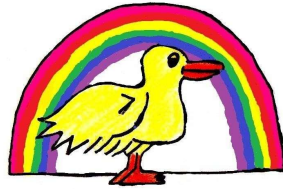
Physical punishment will never be used.

6. Biting

Biting can occur during early childhood for a variety of reasons, including frustration, communication difficulties, teething, tiredness, sensory needs or difficulty sharing.

Staff will respond calmly and consistently. We will:

- Attend to the child who has been bitten and provide appropriate first aid.
- Support the child who has bitten without shaming or humiliating them.
- Help the child understand that biting hurts.
- Look for patterns or triggers.
- Consider whether changes to routines, communication or the environment may help.
- Work with parents/carers where biting becomes repeated or concerning.
- Children will not be labelled as "biters".



Little Ducklings Pre-School

Behaviour Policy

Issue H – OCTOBER 2026

7. Emotional Regulation

We recognise that young children may need adult support to regulate strong emotions.

Staff will provide children with appropriate strategies such as:

- Naming emotions.
- Breathing or calming activities.
- Quiet spaces where appropriate.
- Sensory or physical activities.
- Stories and books about feelings.
- Visual emotion resources.
- Offering reassurance and comfort.
- Supporting children to use words, signs or other communication methods.
- A child who needs time to calm will be supported by an adult and will not be isolated or humiliated.

8. Individual Behaviour Support

Where a child is experiencing persistent or significant behavioural difficulties, staff will seek to understand the underlying reasons.

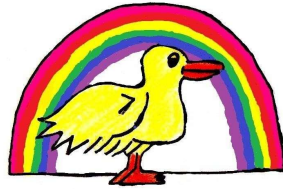
The setting may:

- Observe and record patterns of behaviour.
- Identify possible triggers.
- Consider the child's developmental stage and communication skills.
- Review the child's environment and routines.
- Speak with parents/carers.
- Agree strategies that can be used consistently.
- Develop an individual behaviour support plan where appropriate.
- Work with relevant professionals or agencies, with appropriate consent and in accordance with safeguarding requirements.
- Behaviour will not be considered in isolation from a child's individual needs or circumstances.

9. Additional Needs and Inclusion

We recognise that behaviour may be affected by developmental differences, communication difficulties, sensory needs, additional needs, changes at home or other circumstances.

Staff will make reasonable adjustments where appropriate and will work with parents/carers and relevant professionals to ensure that children are supported fairly and inclusively.



The setting will not discriminate against a child because of their additional needs or disability.

10. What Staff Must Not Do

Staff must never:

- Use physical punishment.
- Shout at or threaten children.
- Humiliate, shame or ridicule a child.
- Use insulting or inappropriate language.
- Withhold food, drink, sleep or essential care as a punishment.
- Prevent a child from accessing the provision as a form of punishment.
- Use inappropriate isolation or seclusion.
- Label children negatively.
- Use behaviour management techniques that are inappropriate for the child's age or development.
- Any concerns about inappropriate treatment of a child must be reported in accordance with the setting's safeguarding procedures.

11. Working with Parents and Carers

We value parents and carers as partners in supporting children's development and behaviour.

Staff will communicate with parents/carers about significant or persistent behavioural concerns in a sensitive and respectful manner.

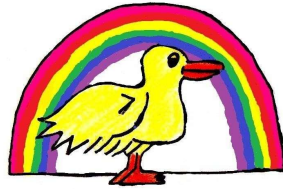
Where appropriate, we will:

- Share positive achievements as well as concerns.
- Discuss possible triggers and strategies.
- Listen to parents' knowledge of their child.
- Agree consistent approaches between home and preschool where possible.
- Review progress together.
- Information about another child will never be shared with parents/carers.

12. Recording and Monitoring

Significant incidents will be recorded in accordance with the setting's procedures. Records will be factual, objective and respectful.

Where behaviour is persistent or presents a significant risk, the setting will monitor patterns and review strategies to ensure that appropriate support is being provided. This may include a period of



Little Ducklings Pre-School

Behaviour Policy

Issue H – OCTOBER 2026

suspension from Preschool.

Records will be stored securely and handled in accordance with the setting's confidentiality and data protection procedures.

13. Safeguarding

Behaviour that raises concerns about a child's safety or wellbeing will be considered within the setting's safeguarding procedures.

Staff will report safeguarding concerns to the Designated Safeguarding Lead in accordance with the setting's safeguarding policy.

Behaviour management will never replace appropriate safeguarding action.

14. Staff Training and Consistency

All staff are expected to understand and follow this policy.

The setting will provide appropriate guidance and training so that staff can support children's behaviour consistently and confidently.

Managers will monitor practice and address any concerns regarding the implementation of this policy.

15. Policy Review

This policy will be reviewed regularly and whenever there are significant changes to legislation, guidance or the needs of the setting.