



Managing Behaviour Policy and Procedure

Last Review: 21/08/2025

Next Review: 21/08/2026

1.0 Policy Statement

At Shooting Stars, we promote positive behavior, emotional regulation and respectful relationships. We teach children what to do, through routines, modelling, coaching and play, so they can thrive socially and feel safe. When behavior is challenging, we respond calmly, consistently and proportionately, focusing on the behavior, not the child. We partner with parents to keep approaches consistent between home and nursery.

2.0 Our Legal Obligations

EYFS Statutory Framework (2025): promote positive behaviour; no corporal punishment; any necessary physical intervention must be recorded, and parents informed the same day or as soon as reasonably practicable; maintain required records.

Working Together to Safeguard Children (2023): act where behavior raises safeguarding concerns; share information appropriately.

Equality Act 2010: non-discriminatory practice; reasonable adjustments (including for SEND/medical needs).

UK GDPR & Data Protection Act 2018: secure, proportionate recording of incidents and plans.

3.0 Procedures

3.1 Our approach

We create predictable routines, clear expectations and engaging provision. Staff model kindness, sharing and problem-solving; they use co-regulation (calm voice, proximity, choices) and positive behaviour support (teach the replacement behaviour). Visuals are used for routines and cues; where helpful, we provide dual-language prompts for children with EAL.

3.2 Teaching and praising positive behaviour

We notice and name what's going well ("you waited for a turn"), offer specific praise, and use simple acknowledgements (stickers/notes home) where appropriate. We teach key social skills like asking for help, turn-taking, using words to solve problems, through play and small-group times.

3.3 When behaviour is challenging

- **De-escalate first:** reduce demands, offer choices, use calm space with an adult.
- **Restore and repair:** once regulated, help the child reflect at their level (what happened/what we can do next time). Forced or automatic "sorry" is not required; sincere repair is encouraged (checking the other child is OK, helping tidy, drawing a note).
- **Proportionate consequences:** immediate, brief and logical (e.g., move seats, adult-supported play nearby). We do **not** use punitive "time out" or shaming.
- **Record if needed:** injuries, significant incidents, or patterns are recorded the same day and shared with parents.

3.4 Physical intervention

Physical intervention is a last resort, used only to prevent immediate harm (e.g., to stop a child running into the road or to prevent serious injury). It is proportionate and brief. We record it on the incident/physical intervention form and inform parents the same day. Any pattern triggers a review by the Manager/DSL/SENCO.

3.5 Bullying, discriminatory or hurtful behaviour

We intervene immediately, support all children involved, and use restorative steps. Incidents that involve prejudice (e.g., racist or derogatory language) are recorded and monitored. Where concerns indicate wider risk, the DSL follows safeguarding procedures.

3.6 Individual support and SENCO involvement

If a child experiences persistent difficulty, the SENCO coordinates a short, targeted plan with the key person and parents (triggers, strategies, visuals, sensory supports). We may seek advice from external professionals with parental consent. Plans are reviewed regularly and adjusted.

3.7 Communication with parents

We share successes and concerns promptly and respectfully, agree shared strategies, and keep parents informed of any significant incidents the same day. Meetings are arranged where patterns arise, aiming for consistency between home and nursery.

3.8 Recording and monitoring

We keep concise records of significant behaviour incidents, injuries and any physical intervention. Management reviews patterns termly (or sooner if needed) to identify environmental or practice changes that could help.

4.0 Roles and Responsibilities

Nursery Manager: ensures staff follow this policy; monitors records and patterns; arranges training; approves and reviews targeted plans with the SENCO; informs parents about significant issues the same day.

Designated Safeguarding Lead (DSL): reviews incidents that raise safeguarding concerns; oversees information sharing and referrals where appropriate.

All staff: model positive behaviour; use co-regulation and restorative responses; keep interactions respectful; record significant incidents the same day; inform parents as required; implement any agreed plan.

SENCO: leads targeted behaviour support and reviews; provides strategies/resources; liaises with outside professionals (with consent).