



# Behaviour Policy

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At Lymestone Preschool, we are committed to creating a safe, respectful, and nurturing environment where all children are supported to develop positive relationships, emotional understanding, and social skills. Our approach to behaviour is rooted in the understanding that young children are still developing the ability to self-regulate and that all behaviour is a form of communication.

This policy is fully aligned with the Early Years Foundation Stage (EYFS) statutory framework and promotes behaviour management strategies that respect each child's individual needs, developmental stage, and rights. We aim to guide children positively, with a strong focus on prevention, reflection, and emotional support.

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

Every child is assigned a key person who plays a vital role in forming secure attachments and providing consistency in care. The key person develops a deep understanding of the child's background, needs, temperament, and communication style. This trusted relationship enables the key person to respond sensitively to the child's emotions, support their developing self-regulation skills through coregulation, and help them learn how to manage social situations.

The key person works closely with families to share observations, strategies, and progress, ensuring that the child's emotional and behavioural needs are supported both at home and in the setting. Where concerning behaviour emerges, the key person is best placed to identify potential triggers, offer reassurance, and implement tailored strategies.

## **Promoting Positive Behaviour**

Children benefit from consistent boundaries and clear, calm expectations. Educators in the setting model respectful interactions and guide children towards positive behaviours through supportive language, warm relationships, and predictable routines. We use visual timetables to help children understand our daily routine and golden rules.

Rather than relying on external rewards such as stickers or excessive praise, which may promote compliance without understanding, staff encourage children to reflect on the impact of their actions and develop intrinsic motivation. Children are praised specifically for effort, kindness, cooperation, and problem-solving, helping them internalise positive behaviour patterns.

Where a child becomes overwhelmed, distressed, or unsafe, they may be gently removed from the immediate situation with a trusted adult and taken to a quiet, comforting space. This is not used as a punishment but as a regulatory tool to support calming and reflection. Physical punishment, shouting, criticism, or isolation techniques such as "time out" or "naughty chairs" are never used under any circumstances, as they are contrary to the EYFS and our ethos of respectful care.

## **Stepped Approach to Addressing Behaviour that Causes Concern**

When behaviour persists or causes significant distress or harm, we adopt a three-step, graduated approach.

In the first step, the child's key person and SENDCo will contact parents / carers to discuss any issues raised and contributing factors that may be contributing to the child's behaviour. These may include

family changes, developmental delay, health issues, or communication difficulties. From this meeting appropriate strategies will be implemented to support the child within setting.

If the behaviour continues or causes further concern, we move to the second step. A meeting is held with the child's parents or carers to discuss what has been observed and to gather further insights from home. The child's voice is considered where appropriate. If no clear cause is identified or the behaviour occurs only in the setting, targeted observation tools such as the ABC method (Antecedent, Behaviour, Consequence) may be used to identify triggers. Where necessary, a focused intervention plan is created as part of the SEN Support process. This plan is made in collaboration with parents and reviewed regularly. For more information, please see our SEND policy.

Where the behaviour includes aggression towards others, staff intervene immediately to ensure safety. The parents of all children involved are informed sensitively and appropriately. An incident form is completed, and a meeting with parents/carers is arranged to discuss appropriate intervention and actions that can be taken at home are agreed with the family to ensure consistency, and all relevant staff are made aware of the strategies being used.

If behaviour continues to escalate or becomes significantly concerning, the third step is implemented. The Manager and/or SENDCo meet with parents to discuss external referral options. This may include support from Early Help, or other specialist professionals. If the behaviour forms part of wider safeguarding concerns, the designated safeguarding lead follows our safeguarding procedures immediately.

External advice and guidance are incorporated into the child's SEN Support Plan. If multi-agency meetings determine that statutory assessment is needed, documentation is gathered for an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan if criteria are met.

### **Use of Physical Intervention**

Physical intervention is only used in situations where a child is at immediate risk of harm to themselves or others and all other methods of de-escalation have been unsuccessful. The EYFS states that reasonable force may be used to prevent personal injury or manage behaviour when absolutely necessary.

Physical contact is always proportionate, minimal, and for the shortest time possible. It may include gently blocking a child's movement away from danger, guiding them to a safer space, or removing an object if it poses a risk. Staff are trained to intervene in a calm, non-threatening way that maintains the child's dignity.

Any use of physical intervention is recorded immediately and reported to the Preschool manager. An incident form is completed and shared with the child's parent or carer, who is asked to sign the form. A risk assessment is then updated to reflect the incident, and additional planning is carried out as needed.

### **Temporary Suspension (Fixed Term)**

In rare cases, where a child's behaviour presents a significant risk to themselves, others, or the environment, a temporary suspension may be considered. Suspension is only applied when all previous steps have been exhausted and there is a need to protect health and safety.

Parents are invited to a meeting where all other options are discussed, and the aim is always to find a solution that avoids exclusion. If no safe alternative is found, the child may be temporarily suspended for

a defined period (up to five days), during which further planning and support are put in place for a safe return.

Parents are given written confirmation of the suspension, its reason, and duration. They may appeal the decision by writing to the committee chair within 14 days.

### **Suspension of a Child with SEND**

Children with special educational needs or disabilities must not be suspended without first ensuring that reasonable adjustments have been made. The Equality Act 2010 requires that we do not discriminate against a child based on disability.

If a child's behaviour places themselves or others at serious risk, and if adjustments and support have been unsuccessful in resolving the situation, a time-limited suspension may be used to safeguard all involved while a long-term solution is sought.

All interventions and planning are documented clearly. A review meeting is held with the family and external professionals to ensure progress continues, and a reintegration plan is agreed.

### **Permanent Exclusion**

Permanent exclusion is an absolute last resort and is only considered when:

- The child's behaviour, despite significant support, continues to pose a high risk to others, the environment, or staff.
- The child's needs cannot be safely or reasonably met by the setting, and no further adjustments or support strategies are viable.
- The child or their family has persistently engaged in behaviour that seriously undermines the safety or well-being of others in the setting.

Exclusion is managed through formal meetings with parents and relevant professionals, and written documentation is provided.

### **Anti-Bullying and Harassment**

We are committed to providing a preschool environment free from bullying, harassment, and victimisation. We do not tolerate any behaviour that causes harm, humiliation, or exclusion, whether by children, adults, or staff.

Examples of bullying or harassment may include name-calling, gossip, exclusion, undermining behaviour, or spreading false information. All concerns of this nature are investigated.

### **Expectations of Adult Behaviour on the Premises**

All adults in the preschool community, including staff, parents, carers, and visitors, are expected to model respectful and inclusive behaviour. Aggressive, threatening, or discriminatory behaviour towards staff, children, or others is not tolerated under any circumstances. Staff/volunteers will be expected to follow our code of conduct agreement.

Our expectation of parents/carers:

- That adults always set a good example to children, showing them how to get along with all members of the Preschool and the wider community
- Staff are treated and spoke to with respect and consideration

- Any issues that families/carers experience with an individual within the Preschool are dealt with following the correct reporting an issue procedure.

Listed below are types of behaviour that are unacceptable and will not be tolerated towards any member of the preschool community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Verbal abuse including derogatory language, either in person or over the telephone
- Inappropriate posting on Social Networking sites which could bring the preschool into disrepute or be deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating, e.g. standing very close, aggressive/rude hand gestures/exaggerated movements
- Slandering a member of staff or Preschool amongst the local community
- Physical violence

Depending on the severity of the nature of behaviour the Preschool will operate a 3-stage procedure.

If an adult behaviour is deemed as inappropriate the manager will seek to resolve the situation through dialogue and mediation.

Serious or repeated incidents may result in instant the adult's suspension from the Preschool while investigation and appropriate steps are taken to ensure the safety of all at the Preschool.

Any behaviour the Preschool deem as too severe, and a future threat will be reported to the police and the Parent in question will be banned from attending the Preschool with immediate effect until a full investigation has concluded.

Failure to comply with the procedures or continuation of unacceptable behaviour may result in your child place being withdrawn from the Preschool.

All meetings held with adult/s will be supervised by Preschool chair of Committee. Meetings will be documented and held on record for the duration of their child's attendance.

Parents who are banned from the premises have the right to appeal in writing to the committee chair.

### **How to report an issue with staff or management of the Preschool**

In the unlikely event you would need to report an incident with a member of the Preschool community, we ask that parents/carers follow the following guidelines and maintain a level of confidentiality while the preschool investigate claims.

1. Make a formal complaint in writing and address to the Preschool manager or should the issue be with management please address it to the Preschool Chairman Malcom Lyon.
2. A meeting will be conducted with the parent/carer and a senior member of management to collect information on the issue raised.
3. The individual in question will be invited to a meeting to discuss the issue raised.
4. Depending on the outcome of the nature of complaint the Preschool will inform both parties of the outcome of their investigation and any further agencies will be contacted if necessary.

The safety and well-being of staff and children always remain the setting's priority.

This policy was agreed by Lympstone Preschool Committee

Date: 25/08/2025

Last Reviewed:

Date: 11/03/2026