



Behaviour Management Policy

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. Staff in the preschool 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, perseverance, 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 emotional regulation and reflection.

Physical punishment, shouting, humiliation, 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.

Behaviour Lead

The Preschool Manager is the designated Behaviour Lead and is responsible for supporting staff in implementing this policy, monitoring behaviour management practices, and ensuring that approaches remain consistent with the EYFS statutory framework. The Behaviour Lead works closely with the

SENDCo and key persons to ensure that children receive appropriate support to meet their individual emotional, behavioural, and developmental needs.

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 permits the use of reasonable force to prevent injury or serious damage 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 that poses a risk.

Staff are trained to intervene in a calm, non-threatening manner that maintains the child's dignity and wellbeing.

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 record. Parents/carers will be informed on the same day wherever reasonably practicable. A risk assessment will be reviewed and updated as required, and additional planning will be implemented where necessary.

Temporary Suspension (Fixed Term)

In rare circumstances, where a child's behaviour presents a significant and immediate risk to their own safety, the safety of other children, or the wellbeing of staff, a temporary suspension may be considered. Suspension will only be considered after all reasonable strategies, support measures, interventions, and reasonable adjustments have been explored and documented, unless an immediate health and safety risk exists.

Parents/carers will be invited to a meeting to discuss concerns and consider all possible alternatives. The Preschool will work collaboratively with families and relevant professionals to identify solutions that support the child's continued inclusion wherever possible. If no safe alternative can be identified, a temporary suspension may be implemented for a defined period of up to five days while additional planning and support arrangements are put in place.

Parents/carers will receive written confirmation of the suspension, including the reasons for the decision, the duration of the suspension, and the arrangements for review. Parents/carers have the right to appeal in writing to the Chair of the Committee within 14 days.

Suspension of a Child with SEND

Children with special educational needs and/or disabilities will not be suspended without first ensuring that reasonable adjustments, targeted support, and appropriate interventions have been considered and implemented wherever possible.

The Preschool is committed to fulfilling its duties under the Equality Act 2010 and will not discriminate against a child because of a disability or additional need.

Where a child's behaviour creates a serious and ongoing risk to themselves or others, and all reasonable adjustments and support measures have been unsuccessful, a time-limited suspension may be considered while further professional advice and support are sought.

All actions, interventions, and decisions will be fully documented. Review meetings will be held with parents/carers and relevant professionals, and a reintegration plan will be developed to support the child's return.

Permanent Exclusion

Permanent exclusion is an absolute last resort and will only be considered where:

- The child's behaviour continues to present a serious and ongoing risk to the safety and wellbeing of themselves, other children, or staff despite significant support and intervention.
- The child's needs cannot be safely or reasonably met within the resources available to the Preschool, despite reasonable adjustments, external professional involvement, and sustained support.
- All appropriate interventions, assessments, and support strategies have been explored and documented.

Permanent exclusion decisions will only be made following consultation with parents/carers and, where appropriate, relevant professionals. Full written documentation will be provided.

Anti-Bullying and Harassment

We are committed to providing a Preschool environment that is safe, inclusive, and free from bullying, harassment, discrimination, and victimisation.

Whilst very young children are still developing social understanding and may not fully understand the impact of their actions, we take all repeated behaviours that cause distress, exclusion, intimidation, or harm seriously. Examples may include repeated name-calling, exclusion from play, intimidation, unkind comments, spreading rumours, or other behaviour intended to upset or isolate another person.

All concerns of this nature will be addressed promptly and sensitively with children, families, and staff as appropriate.

Parent, Carer and Visitor Conduct

All adults within the Preschool community, including staff, parents, carers, volunteers, and visitors, are expected to model respectful, inclusive, and appropriate behaviour at all times.

Staff and volunteers are expected to follow the Preschool's Code of Conduct.

We expect parents and carers:

- To set a positive example for children through respectful behaviour and communication.
- To treat staff, children, and other families with respect and consideration.
- To raise concerns through the appropriate Preschool procedures.

The following behaviours are unacceptable and will not be tolerated:

- Verbal abuse, including derogatory or offensive language, whether in person, by telephone, email, or social media.
- Inappropriate use of social networking sites that may bring the Preschool into disrepute or constitute bullying, harassment, or intimidation.
- Aggressive, threatening, or intimidating behaviour.
- Physically intimidating actions, including standing excessively close to others, aggressive gestures, or threatening body language.
- Defamatory or malicious statements about staff, children, families, or the Preschool.
- Physical violence, threats of violence, or damage to property.

Where inappropriate behaviour occurs, the Preschool will seek to resolve concerns through discussion and mediation wherever possible. Serious or repeated incidents may result in the immediate suspension of an adult's access to the Preschool premises while an investigation is undertaken.

Behaviour that is considered criminal, threatening, or poses a significant risk to the safety and wellbeing of children, families, or staff may be reported to the police and may result in an immediate ban from the premises pending investigation.

Failure to comply with reasonable requests or continued unacceptable behaviour may ultimately result in the withdrawal of a child's place at the Preschool where no alternative resolution can be achieved and the safety and wellbeing of the Preschool community is compromised.

All meetings relating to concerns about adult behaviour will be attended by the Preschool Manager and/or Chair of the Committee and will be appropriately documented.

Parents/carers who are banned from the premises have the right to appeal in writing to the Chair of the Committee.

Reporting Concerns

Concerns regarding the conduct of staff, management, parents, carers, volunteers, or visitors should be raised in accordance with the Preschool's Complaints Policy and Procedure. The Preschool is committed to investigating concerns fairly, confidentially, and in accordance with safeguarding and employment procedures where applicable.

Confidentiality

The Preschool recognises the importance of confidentiality when managing behavioural incidents. Parents and carers will be informed about incidents involving their own child; however, information regarding other children will remain confidential. Staff are unable to discuss another child's behaviour, needs, family circumstances, or any actions taken to support them.

All behaviour records and associated documentation will be stored securely in accordance with data protection requirements.

This policy was approved by Lympstone Preschool Committee, and will be reviewed annually, or sooner if legislation, guidance or operational requirements change.

Reviewed: 11/03/2026