



Home-Grown in Malvern Promoting Positive Behaviour Policy (Detailed)

(Aligned with Worcestershire Early Years Inclusion Guidance)

Our setting is committed to creating a safe, nurturing, and inclusive environment where all children can learn, play, and develop positive relationships. We recognise that *behaviour is a form of communication*, and we respond to children with empathy, consistency, and developmentally appropriate strategies.

We aim to:

- Promote positive behaviour through supportive relationships and predictable routines.
- Understand the reasons behind behaviour and respond appropriately.
- Work in partnership with parents and external professionals.
- Ensure all staff use consistent, positive approaches.

Principles of Positive Behaviour Support

- Behaviour has meaning; children communicate through actions when they cannot express themselves verbally.
- Children's behaviour is influenced by emotions, environment, developmental stage, and language ability.
- Adults model calm, respectful behaviour and provide co-regulation.
- Positive reinforcement is more effective than punishment.
- Inclusion is central: strategies are adapted for SEND and individual needs.

Understanding Behaviour

Staff will:

- Observe behaviour to identify triggers, patterns, and needs.
- Consider biological drives and impulses such as thirst, hunger and fatigue.
- Consider emotions such as frustration, fear, anxiety, confusion, or loneliness.
- Reflect on whether adult responses or environmental factors need adjusting.
- Use observation tools (e.g., ABC charts, frequency records) to inform planning and referrals.
- Recognise that some children may have sensory challenges or neurodevelopmental differences.

Creating a Supportive Environment

We provide:

- Predictable routines and clear visual cues.
- Calm, organised spaces with reduced distractions.
- Clear expectations and simple, positive rules.
- Consistent responses from all staff.

Coping With Change

To support transitions, staff will:

- Give warnings and countdowns.
- Use visual timetables and “finished” signals.
- Prepare children individually when needed.
- Ensure all adults follow the same approach.

Managing Aggressive Behaviour

Aggressive behaviour (biting, hitting, kicking) is addressed through:

- Early intervention and distraction.
- Close supervision and respect for personal space.
- Meaningful, engaging activities to reduce frustration.
- Teaching “gentle hands”, emotional literacy, and alternative behaviours.
- Acknowledging feelings and offering a safe adult for support.

When an incident occurs:

- Use calm, brief instructions (“Stop. Hands down.”).
- Prioritise the hurt child.
- Avoid forced apologies.
- Maintain positive relationships with parents and avoid blame.

Rewards and Positive Reinforcement

We use rewards to encourage and celebrate positive behaviour. These are related to the age/developmental stage of the child. **For younger children** they might include:

- Smiles and *specific, explicit* verbal praise to the child
- Openly praising and drawing parents’ attention to the positive behaviour at pick up time

Older children might also receive individual rewards

- Stickers, certificates, badges
- Special helper roles
- Extra activity time
- Specific praise

...or group rewards

- Stars, petals, bricks, or themed charts
- Shared goals (e.g., filling a jar)

Rewards must be:

- Meaningful
- Linked to specific behaviours
- Inclusive of children who consistently behave well

Strategies to Avoid Conflict

Staff will:

- Use distraction and redirection.
- Give space when needed.
- Offer choices and alternatives.
- Use clear, simple language.
- Apply “when...then...” sequences (e.g., “When we tidy, then we can play outside”).

Consequences

Consequences will:

- Be fair, proportionate, and relevant.
- Sit within a wider reward system.
- Be followed by positive reconnection.
- Be paired with immediate praise when desired behaviour reappears.

Tidy Up Time

We support tidy-up routines by:

- Giving warnings and visual cues.
- Using structured signals.
- Teaching children how to tidy.
- Keeping the process short and manageable.
- Praising effort and teamwork.

Lining Up (Young Children)

We ensure lining up is developmentally appropriate by:

- Minimising waiting time.
- Using games, movement, and role models.
- Explaining the purpose clearly.

Time Out

Time Out is **not used** in our setting. It is not recommended by the Worcestershire Early Years Inclusion Team because it:

- Punishes rather than teaches.
- Does not support emotional regulation.
- Can damage relationships.

We use positive reinforcement, co-regulation, and restorative approaches instead.

Supporting Language & Communication Needs

Children may struggle with behaviour because they:

- Are not listening.
- Do not know they should be listening.
- Do not understand instructions.

- Are not developmentally ready for the task.

Staff will:

- Gain attention before speaking.
- Use simple language, gestures, and visuals.
- Teach behaviours such as “good sitting” and “hands down”.
- Praise specific positive actions.
- Provide alternative activities in a different space for babies and children who need them.

Sharing, Turn-Taking & Group Time

We support social skills by:

- Providing sufficient resources.
- Praising sharing and cooperation.
- Using small groups when needed.
- Keeping group times short and engaging.
- Adjusting seating and reducing distractions.

Destructive & Attention-Seeking Behaviour

Destructive behaviour

- Reinforce clear rules.
- Offer choices and consequences.
- Communicate with parents on the day of the behaviour

Attention-seeking behaviour

- Ignore safely *when appropriate*.
- Avoid confrontation.
- Offer choices and alternatives.
- Praise positive behaviour immediately.
- Maintain consistent strategies.

Attachment Difficulties

Children with attachment needs require:

- Consistent, emotionally attuned adults.
- Predictable routines and secure relationships.
- Adapted strategies that prioritise emotional safety.

Staff may use recommended resources such as *Observing Children with Attachment Difficulties in Preschool Settings*.

Outdoor Play

We ensure outdoor play is positive by:

- Supporting children who feel insecure outdoors.
- Providing clear expectations and designated areas.
- Using timers for sharing equipment.

Staff Roles & Responsibilities

All staff will:

- Share responsibility for behaviour support.
- Model positive behaviour.
- Use consistent strategies.
- Give 'take-up time' to children to allow them to process a direction or request.
- Follow up directions and requests and offer choices if they have not been met.
- Attend relevant training.
- Work collaboratively with SENCOs, Early Help, SALT, HV, and the Inclusion Team.

Partnership with Parents

We value strong relationships with families and will:

- Communicate openly and respectfully.
- Share strategies and support plans.
- Involve parents in meetings with professionals.
- Work together to ensure consistency between home and setting.

Monitoring & Review

The policy will be reviewed annually or sooner if required. Behaviour incidents will be monitored to identify patterns, inform planning, and support early intervention.

External Support

Worcestershire Early Years Inclusion Team Email: EYInclusion@worcechildrenfirst.org.uk Phone: 01905 843099

Signed:

Dated: