



<b>Statutory Document Information:</b> Preschool Behaviour Management Policy			
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<b>Documents Linked to this Policy:</b>
School Behaviour Policy
Safeguarding Policy
Anti-Bullying Policy
Equality and Diversity Policy
Pupil Discipline, Suspension and Exclusion Policy

## Preschool Behaviour Management Policy

### **Intent**

At Houghton Conquest Lower School Preschool, we believe that children will flourish when they know what is expected of them and should be free to learn and explore without any doubts. We are committed to creating a positive and motivational learning atmosphere within a happy and nurturing environment. We believe all adults working at Houghton Conquest Lower School Preschool have a responsibility to set this expectation by being positive role models who help maintain the ethos of our school. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences. We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

### **Aim**

- We aim to provide an environment, which the children can freely explore and learn to respect themselves, others around them and the environment.

- We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.
- Have high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.
- Work in partnership with parents.
- Satisfactory behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

**Democracy**, our children are encouraged to make decisions together as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development (EYFS). We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and talk about their feelings.

We will meet this aim through the following procedures:

- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- Key persons will have responsibility for supporting personal, social and emotional development, including issues concerning behaviour.
- We recognise that codes for interacting with other people vary between cultures/religions and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with our behaviour management policy and its guidelines for behaviour.
- We work in partnership with children's parents. The key worker assigned to the child will regularly inform parents about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

**We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:**

- Supporting each child in developing self esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcomed.
- Acknowledging considerate behaviour such as kindness and willingness to share
- Acknowledging children's considerate behaviour towards another who is hurt or upset
- Helping older children set the group's guidelines for considerate behaviour
- Providing activities and games that encourage co-operation and working together
- Support children in finding a solution to a problem
- Ensure a child has a turn, after it has been said that they are next
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour
- Parents informed if intervention was used to manage behaviour as soon as possible.

**We do not:**

- Send children out of the room by themselves.
- Use or threaten to use physical punishment.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'. Unless it is the last resort.
- Use physical restraint, such as holding, unless to prevent physical injury to themselves, other children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

**Children under three years**

- When children under three behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

**Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

**Hurtful behaviour**

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.

- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
  - the child has a developmental condition that affects how they behave
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support team where necessary.
- In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- Details (what happened, what action was taken and by whom, and the names of witnesses) of hurtful behaviour incidents that give cause for concern are brought to the attention of the room leader and headteacher, these are then recorded. The child's parent is informed on the same day.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- All types of games related to or imitating weaponry and violence will be monitored; they tend to coincide with a new interactive game or TV programme seen by the children. We engage the children in other activities and deal with each incident on a 1:1 basis.
- We have a duty of care to our pupils to follow the Counter Terrorism and Security Act 2015. This act is to help prevent our pupils being drawn into terrorism.

### **Golden Rules**

In our setting, we have golden rules. These rules are designed to help children understand the need for rules and are designed to be age appropriate for the setting.

#### **They are:**

- We use our kind hands.
- We use our walking feet.
- We use our listening ears.
- Choose it, use it, and put it away.

We also use language of the school rules to ensure our children are aware of these to support and prepare them for school.

### **The 'Stay on Green' System**

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the preschool's golden rules are recognised and celebrated.
- We integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

#### **How it works:**

- In the preschool, we have the faces clearly laid out so it is visible for the children.
- On this display, all children have a picture of themselves on there.
- Each day, every child starts on the green.
- If children make the right choice, they are celebrated by placing them onto the gold (star) and are rewarded marbles.
- Children earn marbles for good behaviour (e.g. helpfulness or politeness) and these are put into their team colour pot. At the end of the week the marbles are added up and counted together with the rest of the school.
- If children make a wrong choice, they are politely reminded that their behaviour is breaking a Golden Rule. They are then warned, if the behaviour continues.
- Then, if the behaviour is repeated the child's name is placed on the amber face, which means the child must come away from the situation with an adult dealing with the behaviour and take time to think/reflect about how they are feeling and try to understand why they have made those choices.
- Depending on the behaviour and if it continues, the child's name will be placed on the purple face, which means they are removed from their play to discuss how they feel with an adult and the parents are notified at the end of their session.

- The system allows children to reflect on their actions, attitudes, emotions, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).

<b><u>Behaviour Colour</u></b> Including examples although not an exhaustive list	<b><u>Action</u></b>	<b><u>Who involved?</u></b>
<b><u>Gold</u></b> <i>Leading by example and encouraging others</i> <i>Being a role model to others in work</i> <i>Attitude and behaviour</i> <i>Embracing all areas of preschool life and learning,</i> <i>Consistently displaying excellent behaviour</i> <i>Always showing initiative.</i>	Marbles received Contribute towards team points where the team with the most team points are rewarded at the end of each term.	All practitioners.
<b><u>Green</u></b> <i>Cooperating with others</i> <i>Respecting others</i> <i>Respecting belongings</i> <i>Always doing your best</i> <i>Being polite</i> <i>Showing good manners</i> <i>Good listening</i> <i>Being considerate</i>	Marbles received Contribute towards team points where the team with the most team points are rewarded at the end of each term.	All practitioners.
<b>Warning - polite reminder</b>	Child are politely reminded of the golden rules. Appropriate time given for children to address behaviour, if not corrected the child is warned. If behaviour is repeated, then child is moved to amber.	All practitioners
<b><u>Amber</u></b> <i>Not ignoring inappropriate behaviour</i> <i>Running in the preschool</i> <i>Not listening</i> <i>Name calling and answering back</i> <i>Inappropriate comments, incl. disrespect to adults.</i> <i>Shouting out</i> <i>Ignoring staff instructions</i> <i>Throwing objects but not at people,</i> <i>Invading other children's personal space</i> <i>Inappropriate noises</i> <i>Telling lies</i> <i>Refusing to take consequence</i> <i>Damaging property</i>	Child is removed from the situation and taken aside to take some time to calm down and talk about how they feel. An adult will support the child to try to gain an understanding for their actions.  After this time, adults welcome back positively and reminds child of golden rules. Child is given opportunity to join preschool and address behaviour.	All practitioners
<b>Warning</b>	Child are politely reminded of the golden rules. Appropriate time given for children to address behaviour, if not corrected the child is warned.	
<b><u>Purple</u></b> <i>Damaging/ destroying preschool property</i> <i>Throwing object at people</i> <i>Threatening other children</i> <i>Hurting other children</i> <i>Making ourselves and others unsafe</i>	Child is removed from the situation again and taken aside to take time to calm down and talk about their feelings. When this has happened, the parents are notified at the end of the	All practitioners  Parents/ carers Headteacher

<i>Fighting, Swearing or Racist behaviour*</i> <i>Physical assault on another child, including fighting*</i> <i>Physical aggression towards an adult*</i> <i>Threatening an adult*</i>	sessions.  *Behaviour will be reported to the headteacher in which a meeting will be raised with the parents to discuss next steps.	
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### **Temporary Suspension**

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.

Only in the event of an extremely serious or dangerous incident will a child be suspended from Preschool by the headteacher with immediate effect. In such circumstances, the child's parent/carer will be contacted immediately and asked to collect their child. Children will not be allowed to leave the premises until a parent/carer arrives to collect them. 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 invited to a meeting where all other options are discussed, and the aim is always to find a solution that avoids exclusion.

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.

### **Transition to school**

During the transition activities from preschool to school during the summer term, it would be beneficial for parents to read the **School Behaviour Policy**, as this develops with the children to the school. The children will be made more aware of the development of the golden rules and how they work in day-to-day school life and will become part of a school team with their siblings if they have already entered the school. The children will already be familiar with the 'Staying on Green' framework.

The Values-led ethos is more explicit and positive behaviour is rewarded in weekly assemblies. Pupils are increasingly expected to be more mature and develop the vocabulary and an insight into making good choices, thoughts and actions, and this policy helps us all become good citizens.

**ANNEX 1: Staying on Green but Going for Gold' – Visual Guide**



Children's names are displayed on the green face at the start of every day. Their names will be moved up or down, in line with the Behaviour Policies guidance.

Between each stage, children are given time for reflection and opportunity to change behaviour. Polite reminders and warnings are given before a consequence. Children are given opportunity to move from the consequence stage back to green face and towards the gold face again, after time has been spent reflecting.