Positive Behaviour Policy

Prepared	September 2026	**Review due**	September 2027 or sooner
Policy lead	Emma Johnson	Manager	Manager and Behaviour Lead
Safeguarding lead	Sarah Simmonds	Deputy Manager	Deputy Manager and DSL
Approved by	Heydays Preschool Committee	**Applies to**	Children, staff, families and visitors
Version	2.0	**Setting**	Heydays Preschool

Our commitment

At Heydays, behaviour is understood as communication. Young children are learning how to feel safe, express needs, manage strong emotions, share space and repair relationships. They need calm, connected adults who notice what is happening, protect everyone and teach the next step.

We use warmth, consistent boundaries, co-regulation and developmentally appropriate expectations. We do not shame, frighten, humiliate or punish children for skills they have not yet developed. Safety and dignity apply equally to the child who is distressed and to anyone affected by their behaviour.

The Heydays response

- Move close, stay calm and make the situation safe.
- Acknowledge feelings and state the boundary in clear, simple language.
- Help the child regulate before expecting discussion or problem-solving.
- Teach and model what the child can do next.
- Support repair without forced apologies or public shame.
- Notice patterns, adapt provision and involve families, the SENCO or DSL when needed.

1 Purpose and scope

This policy explains how Heydays promotes emotional wellbeing, positive relationships and safe behaviour, and how staff respond when a child's behaviour causes concern. It applies during all sessions, routines, meals, rest, outdoor learning, Forest School, outings, transitions, extended provision and setting events.

It applies to employees, apprentices, students, volunteers, committee members, visitors, children and families. Adult conduct is addressed through the Staff Code of Conduct, safeguarding, whistleblowing, grievance and disciplinary procedures where appropriate.

The policy should be read with the Safeguarding and Child Protection, SEND, Equality Diversity and Inclusion, Parent Partnership, Health and Safety, Accident and First Aid, Complaints and Compliments, Intimate Care, Staff Conduct and Physical Intervention recording arrangements.

2 Legal and statutory framework

This policy reflects the Early Years Foundation Stage statutory framework for group and school-based providers effective from 1 September 2026. The EYFS makes providers responsible for supporting, understanding and managing children's behaviour appropriately.

The EYFS prohibits corporal punishment and any punishment that could negatively affect a child's wellbeing. Physical intervention may be used only where it is absolutely necessary to avert immediate danger of personal injury, or to prevent serious damage to property. Every use must be recorded and parents or carers informed on the same day or as soon as reasonably practicable.

The policy also reflects the Childcare Act 2006, Children Act 1989 and 2004, Equality Act 2010, SEND Code of Practice 0 to 25 years, Human Rights Act 1998 and safeguarding duties, together with later amendments or replacement guidance.

3 Principles

- Behaviour communicates a need, feeling, skill gap or response to the environment; it is not a fixed label for a child.
- Connection and co-regulation come before correction, reflection or repair.
- Boundaries are clear, calm, predictable and focused on safety, care and respect.
- Expectations reflect the child's age, development, communication, SEND, health and lived experience.
- Adults change the environment and their response as well as teaching the child new skills.
- Children are not defined by incidents, compared publicly or discussed within hearing of others.
- Support begins when a need is noticed; a diagnosis is not required.

4 Roles and responsibilities

Who	Responsibility
Committee	Approves the policy, provides oversight and checks that inclusion, safeguarding, staff training and resources support safe practice.
Manager and Behaviour Lead - Emma Johnson	Leads consistent practice, reviews significant concerns and physical interventions, supports staff and families and ensures agreed actions are completed.
DSL - Sarah Simmonds	Leads where behaviour or family information may indicate abuse, neglect, exploitation, adult conduct concerns or other safeguarding risk.
Deputy DSL - Lynne Funnell	Supports safeguarding action and acts when the DSL is unavailable.
SENCO - Kerri Lancaster Oliver	Coordinates assess-plan-do-review support, reasonable adjustments, individual plans, professional liaison and requests for additional support or funding.

Who	Responsibility
Key person	Builds a secure relationship, knows the child's cues, works with the family, implements support consistently and shares observations with relevant leads.
All staff	Model respectful behaviour, co-regulate, use agreed language, record and report concerns, protect confidentiality and reflect on their own practice.

5 Promoting positive behaviour every day

Positive behaviour is built through secure relationships, an enabling environment and a curriculum that gives children time, agency and meaningful participation. Staff greet children warmly, learn their communication, support belonging and make routines predictable without unnecessarily interrupting deep play.

Adults model the behaviour they want to see. They use respectful voices, move close rather than calling across the room, give clear choices, allow processing time and explain boundaries briefly. Specific encouragement describes helpful actions, effort, empathy, independence and repair rather than relying on labels such as good or naughty.

Staff notice when noise, crowding, waiting, hunger, tiredness, transitions, sensory demands, communication difficulty or an activity beyond the child's development may be contributing. They adapt the environment, deployment or routine before expecting the child to manage demands they cannot yet meet.

6 Co-regulation and self-regulation

Young children borrow calm from trusted adults before they can regulate independently. Co-regulation may include a calm voice, warm presence, reduced language, familiar objects, movement, sensory support, a quieter space, visual cues or simply time with a trusted adult. Staff remain available without forcing touch, eye contact or conversation.

When the child is calm, the adult may name the feeling, connect it to what happened and model a safe alternative. Reflection is brief and suited to the child's communication and development. A distressed child is not expected to explain, apologise or learn a lesson while overwhelmed.

Self-regulation is developed gradually through repeated experiences of being understood, supported and successfully using new strategies. Regulation spaces are supportive and voluntary; they are never used as isolation, punishment or exclusion from ordinary provision.

7 Responding to an incident

The first adult present takes immediate, proportionate action to protect children and summon support where required. They position themselves safely, reduce stimulation, remove hazards and use the least intrusive response that is likely to work.

Staff use short, factual language such as: 'I won't let you hit. Hitting hurts. I am helping you keep safe.' They avoid shouting, threats, bargaining, lengthy questions, sarcasm, public correction or demanding an immediate apology. Children affected are comforted and given first aid where needed; their experience is not minimised while attention is given to the distressed child.

Once calm, staff help the child practise an alternative such as asking for help, using a word, sign or visual, moving away, waiting with support, exchanging an object or seeking an adult. Repair may include checking on someone, helping rebuild, returning an item or joining an adult to make the space safe.

8 Biting hitting and other unsafe behaviour

Biting, hitting, kicking, pushing, throwing, running from supervision or damaging property are responded to as safety concerns and communication. Staff intervene promptly, protect everyone and avoid labels such as aggressive, violent, bully or biter in relation to a young child.

The affected child receives comfort, first aid and appropriate communication with their family. The name or personal information of another child is not disclosed. Staff record significant incidents factually and look for patterns in communication, proximity, sensory need, possession, transitions, tiredness, hunger, pain or demands.

Where behaviour recurs or presents significant risk, the key person, Manager and SENCO agree a consistent plan with the family. Strategies may include visual communication, more predictable transitions, reduced waiting, sensory or movement support, close adult presence at identified times, environmental changes and professional advice.

9 Behaviour linked to SEND communication or development

Staff consider whether behaviour may relate to communication, sensory processing, developmental differences, disability, health, attachment, trauma or unmet need. The purpose is to understand and support the child, not to excuse harm or lower expectations for safety.

The SENCO coordinates the graduated approach of assess, plan, do and review. Support may include observation, ABC or other proportionate pattern records, a child-centred support plan, reasonable adjustments, risk assessment, parent partnership and advice from Portage, speech and language therapy, health, the local authority or other professionals.

A diagnosis is not required before reasonable adjustments are made. Staff remain ambitious for the child, teach skills in accessible ways and ensure additional support does not unnecessarily separate them from peers or ordinary experiences.

10 Discriminatory or prejudicial behaviour

Biased, discriminatory or exclusionary words and actions are addressed promptly and calmly. The adult protects the person affected, explains why the behaviour is unfair or hurtful, gives accurate age-appropriate language and supports repair and further learning.

The child is not labelled or shamed. Staff consider where the language or idea may have come from, review resources and adult modelling, involve families sensitively and record significant or repeated incidents. Concerns involving harm, harassment or adult conduct are escalated under equality, safeguarding or staff procedures.

11 Physical intervention

Physical intervention means reasonable force used to prevent a child injuring themselves or another person, or causing serious damage to property. It is exceptional, used only where absolutely necessary and for the shortest time required. It is never used to secure compliance, punish, frighten, humiliate or respond to inconvenience.

Where possible, staff first use calm communication, environmental change, distraction, additional adult support and removal of hazards or other children. Any intervention must be proportionate to the immediate risk, mindful of the child's size, development, disability, health, sensory needs and known history, and stop as soon as the danger has passed.

Staff do not use pain, pressure on joints, holds affecting breathing, prone restraint, punitive handling or seclusion. After an intervention, the child's welfare and any injury are checked, first aid is given if needed, the Manager and DSL are informed, the child is supported to recover, and staff receive an appropriate debrief.

Every physical intervention is recorded before the staff member leaves duty wherever practicable. The record includes the events and risks, de-escalation attempted, who was present, the intervention and duration, the child's response, injuries or first aid, parent notification, safeguarding consideration, debrief and follow-up. Parents or carers are told the same day or as soon as reasonably practicable.

12 Safeguarding and allegations about adults

A sudden or marked change in behaviour, sexualised behaviour, fear of a person or place, unexplained injury, extreme distress, regression, persistent hunger or tiredness, a disclosure, or behaviour suggesting abuse or neglect is passed immediately to Sarah Simmonds, DSL, or Lynne Funnell, Deputy DSL, if Sarah is unavailable.

Staff record the child's words accurately, do not investigate or ask leading questions, and follow the Safeguarding and Child Protection Policy. Behaviour records never replace a safeguarding concern form or referral.

Any concern that an adult has used inappropriate force, punishment, intimidation, humiliation, rough handling or unsafe conduct is reported immediately under the allegations and low-level concerns procedures. A staff member must not investigate a concern about a colleague themselves.

13 Working with families

Families are approached early, privately and without blame. Staff share factual observations, listen to what the family sees at home, agree language and strategies and recognise that behaviour may differ across environments. Significant incidents are communicated promptly while the privacy of other children and families is protected.

Parents and carers are involved in support plans, reasonable adjustments, risk assessments and reviews. Staff explain what is working as well as what is difficult. Where views differ, the Manager records the discussion, explains the setting's safeguarding and welfare responsibilities and identifies next steps or the complaints route.

14 Recording and information sharing

Routine development is understood through close observation and professional discussion rather than excessive incident paperwork. A written record is made for significant injury or risk, physical intervention, repeated patterns, discriminatory incidents, safeguarding information, agreed individual strategies or action involving another agency.

Records are objective and describe what happened before, during and after the incident, the child's communication and regulation, adult responses, impact, actions and parent communication. Staff avoid judgemental labels and record relevant context rather than only the final behaviour.

Information is stored securely and shared only with people who have a right or professional need to know. Records are reviewed for patterns and effectiveness and retained under the setting's retention schedule, safeguarding requirements and data-protection arrangements.

15 Individual support and safety plans

Where behaviour is frequent, escalating or presents foreseeable risk, the Manager and SENCO coordinate a child-centred plan. It identifies strengths, communication, known triggers, early signs, proactive adjustments, successful regulation strategies, adult deployment, safe responses, family contributions, professional advice and clear review dates.

A risk assessment supports rather than replaces inclusion. It considers supervision, exits, climbing, collision, throwing, biting or injury risks and the impact on the child and others. All relevant staff, including bank staff, students and apprentices, receive the information and support needed for consistent implementation.

Plans are reviewed after significant incidents and at agreed intervals. If strategies are not working, the setting changes the plan, seeks further advice and considers funding or additional support rather than repeating ineffective responses.

16 Attendance reduced hours suspension and ending a place

Reduced hours are not used as a punishment or an informal exclusion. A temporary adjustment may be agreed with the family only where it is proportionate, in the child's interests, linked to an identified support or safety plan, time-limited and regularly reviewed. The setting records the reasons, alternatives considered and steps towards full participation.

Suspending or ending a child's place because of behaviour is an exceptional last resort. Before any decision, Heydays reviews safeguarding, SEND and disability duties, reasonable adjustments, risk assessments, professional advice, additional support or funding, the impact on all children and whether the setting has implemented its own plan consistently.

Any decision is made by the Manager with Committee oversight, explained in writing and planned with the family and relevant professionals. Where continued attendance cannot be made safe despite reasonable steps, Heydays supports an orderly transition and does not abruptly withdraw provision unless immediate action is required to prevent serious harm.

17 Staff support training and consistency

Staff receive induction and ongoing development in child development, co-regulation, communication, SEND, trauma-aware practice, safeguarding, de-escalation and physical intervention expectations appropriate to their role. Leaders use observation, supervision, case discussion and reflective practice to check that policy is visible in daily interactions.

Adults are expected to notice their own stress and seek support before it affects practice. After a difficult incident, leaders provide a calm debrief focused on safety, learning and the child rather than blame. Repeated shouting, shaming, rough handling or failure to follow agreed plans is addressed through safeguarding, supervision, capability or disciplinary procedures as appropriate.

18 Monitoring complaints and review

The Manager and SENCO review significant incidents, injuries, physical interventions, individual plans, attendance adjustments and family feedback for patterns, disproportionality and the effectiveness of support. The Committee receives proportionate oversight information without unnecessary personal detail.

Concerns about practice may be raised with the Manager or through the Complaints and Compliments Policy. Concerns about the Manager may be raised with the Committee Chair. Safeguarding or whistleblowing concerns follow those procedures and are not delayed while a complaint is considered.

This policy is reviewed at least annually and sooner after a significant incident, change in law or guidance, safeguarding learning, Ofsted feedback or evidence that practice is inconsistent or ineffective.

19 Setting and external contacts

Contact	Details
Setting	Heydays Preschool, c/o Four Marks Primary School, Kitwood Road, Four Marks, Alton, GU34 5AS
Email	admin@heydayspreschool.com
Manager and Behaviour Lead	Emma Johnson - contact through the setting
Designated Safeguarding Lead	Sarah Simmonds - contact through the setting
Deputy DSL	Lynne Funnell - contact through the setting
SENCO	Kerri Lancaster Oliver - contact through the setting
Ofsted	https://www.gov.uk/complain-about-childcare | 0300 123 4666
Immediate danger	Police - 999
Non-emergency police	101

20 Document approval

Approved by	Valerie Lucas	**Date**	September 2026
Signature		**Next review**	September 2027
Amendment	Version 2.0 - rewritten and updated for the September 2026 EYFS	**Date**	September 2026