



OPERATIONAL PLAN STANDARD 11 - BEHAVIOUR MANAGEMENT

Supporting Documentation S11.1 Behaviour Management Policy and Procedure

Policy Statement:

At Kaleidoscope nursery, we are committed to fostering a positive, safe, and supportive environment where children can develop socially, emotionally, and behaviourally. We believe that all children should feel valued and respected and have the opportunity to develop self-regulation skills. Our behaviour management approach focuses on positive reinforcement, clear expectations, and providing children with the tools they need to manage their emotions. This policy is rooted in the Incredible Years Framework, a proven programme that supports the development of social-emotional skills and reduces challenging behaviours through positive, nurturing interactions.

This policy complies with the *Early Years Foundation Stage (EYFS)* statutory framework and is underpinned by best practices in early childhood behaviour management.

1. Aims of the Policy

- To promote positive behaviour and emotional well-being in all children.
- To ensure a consistent, supportive approach to behaviour management that is built on respect, empathy, and positive reinforcement.
- To help children develop the skills needed to self-regulate, resolve conflicts, and form positive relationships.
- To utilise the Incredible Years Framework as a guide for evidence-based strategies in supporting children's behavioural and emotional development.
- To work collaboratively with parents/carers to maintain a consistent approach to behaviour management between the setting and home.

2. The Incredible Years Framework

Overview of the Incredible Years Framework

The Incredible Years Framework is a research-based programme that promotes positive social and emotional development in young children. The framework focuses on strengthening relationships between children and caregivers, promoting positive behaviour through praise and rewards, and teaching self-regulation and problem-solving skills.

Key Components of the Incredible Years Framework:

- **Building Positive Relationships:** Strong, nurturing relationships between adults and children are the foundation for positive behaviour.
- **Praise and Incentives:** Positive reinforcement is used to encourage desired behaviours, with emphasis on praising effort and cooperation, such as 'walking feet' rather than 'don't run'.
- **Emotion Coaching:** Children are taught to recognise and manage their emotions through naming feelings and developing coping strategies.
- **Problem-Solving Skills:** Conflict resolution and problem-solving strategies are taught to children, helping them develop independence and self-control.



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3. Promoting Positive Behaviour

Positive Reinforcement

- **Praise and Encouragement:** Positive behaviour is reinforced through specific and timely praise. Rather than general praise, staff provide specific feedback (e.g., "I really liked the way you helped your friend tidy up!").
- **Reward Systems:** Children's efforts are recognised through incentives such as sticker charts, certificates, praise verbal and non verbal, tailored to the individual child's needs.
- **Modelling Positive Behaviour:** Staff model appropriate behaviour and social interactions, setting an example of kindness, patience, and empathy for children to observe and imitate.

Establishing Clear Expectations

- **Routine and Structure:** Children will be provided with clear routines that help them to understand expectations and feel secure. Transitions between activities are structured to reduce frustration and uncertainty. Staff will be clear on what is expected of children, nurturing them and explaining to them what happens next when they are unsure.
- **Tiny Turtle Technique:** The Tiny Turtle and Calm Down thermometers are used to enable children to understand their own feelings so that they can use the self-regulation tools to help calm themselves down. Children are taught to use these techniques in the calm down spaces found in each of the rooms.

4. Managing Challenging Behaviour

Understanding the Root Cause

- Challenging behaviour is seen as a form of communication. Staff will seek to understand the underlying causes of the behaviour, such as frustration, tiredness, or difficulties in communication, and address these issues with empathy and understanding.

Using the Graduated Approach

- Staff follow a graduated approach when addressing challenging behaviour, beginning with:
 - **Gentle Reminders:** Quietly reminding children of the rules and encouraging them to make positive choices.
 - **Distraction and Redirection:** Gently redirecting the child's attention to another activity to help diffuse frustration.
 - **Emotion Coaching:** Helping children name their emotions and providing strategies for calming down, such as taking deep breaths, blowing out the candles, or counting to five.
 - **Problem-Solving Discussions:** Encouraging the child to think about alternative ways to solve conflicts or express their feelings, empowering them to make positive decisions.



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Time for Reflection

- If a child continues to display challenging behaviour, staff may use a calm space to support emotional coaching. This is not used as a punishment, but as a way for the child to regain control of their emotions before rejoining the group. Staff will explain this process to the child in a supportive and positive manner.

Supporting Children

Individual behaviour plans will be developed in partnership with parents/carers and external professionals, using the Incredible Years approach as part of the broader support strategy.

5. Conflict Resolution and Problem-Solving

Teaching Problem-Solving Skills

- Staff support children in resolving conflicts and disagreements by guiding them through problem-solving steps:
 1. **Identifying the Problem:** Helping children understand the issue they are facing.
 2. **Exploring Solutions:** Encouraging children to think of different ways they could resolve the situation.
 3. **Choosing a Solution:** Supporting children in selecting a solution that works for everyone involved.
 4. **Reflecting:** After the situation has been resolved, staff help children reflect on how they handled the conflict and what they learned from the experience.

Encouraging Cooperation

- Group activities are designed to encourage teamwork and cooperation. Children are praised for working together, sharing, and supporting their peers. Staff promote a collaborative atmosphere where children feel proud of their group efforts.

6. Supporting Emotional Development

Emotion Coaching

- Staff use Emotion Coaching, a key component of the Incredible Years Framework, to help children recognise, label, and manage their emotions. This involves:
 - Talking to children about their feelings and naming emotions (e.g., "It looks like you're feeling frustrated. How can we help you feel better?").
 - Offering strategies to cope with strong emotions, such as smelling the roses, counting to five, or finding a quiet space to relax.



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Building Resilience

- We encourage children to develop resilience by helping them understand that mistakes are part of learning. Staff support children in reflecting on challenging situations and thinking about how to approach similar situations differently in the future.

7. Partnership with Parents and Carers

Consistency Between Home and Setting

- We recognise the importance of working closely with parents/carers to ensure consistency in behaviour management strategies between the setting and home. Staff will regularly share information about the child's behaviour, progress, and any concerns with parents/carers.
- Parents/carers are encouraged to discuss their own approaches to behaviour management, and we are happy to provide support or resources related to the Incredible Years Framework for use at home.

Regular Communication

- Staff will communicate with parents/carers about their child's behaviour, both positive and challenging. Parents/carers will be informed promptly if a child displays consistent challenging behaviour and will be invited to collaborate on a plan of support.

8. Staff Training and Development

- Key staff will receive IY training on and will then in turn lead the nursery in this practice and cascade the training to other staff
- The IY trained staff are: Chantelle Matts, Amanda Dyer, Kathleen Extance, Stephanie Atkins, Leanne Raison and Ellie Messenger.

<p>Cross-Reference with:</p> <p>S1.2 Code of Conduct</p> <p>S3.1 Curriculum</p> <p>S11.1 Behaviour Management Policy and Procedure</p> <p>S12.2 Partnership with Parents Policy and Procedure</p> <p>S13.1 Safeguarding Policy and Procedure</p>	<p>Date of Review: 01.11.25</p> <p>Next Review Due: 01.11.26</p> <p>Approved by: KMT</p>
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