

# Huntington Kinder Class

## Behaviour Management Policy

### Purpose

To promote positive behaviour and support children's emotional well-being by providing clear, consistent boundaries and strategies in line with the EYFS Statutory Framework, Ofsted expectations, the Equality Act 2010, and the SEND Code of Practice.

### Policy Statement

At Huntington Kinder Class, we believe that children flourish in a safe, nurturing environment where positive behaviour is promoted and modelled. We aim to help children develop respect for themselves, others, and their environment by supporting self-regulation, encouraging empathy, and celebrating positive choices.

The **named Behaviour Management Lead** is **Miss Stanford**. She oversees practice, supports staff, and monitors the effectiveness of strategies.

### Our Approach

- Staff use **positive strategies** to encourage good behaviour, such as praise, encouragement, and role modelling.
- Children are guided to resolve conflicts, negotiate, and understand the impact of their actions.
- Clear expectations are shared with children and parents.
- Bullying, discrimination, racism, or aggression are never tolerated.

### Green Team / Red Team System

Huntington Kinder Class uses a **visual behaviour management system**:

- **Green Team (Thumbs Up – Right Choice)**: All children start here each day. Positive behaviour helps them remain on the Green Team.
- **Red Team (Thumbs Down – Wrong Choice)**: If a child makes repeated poor choices, after reminders and support, their name may move to the Red Team.
- Staff then work with the child to reflect, repair, and move back to Green.

This system supports teamwork, reflection, and consistent boundaries.

### Responding to Behaviour

- No physical threats, punishment, or humiliation are ever used.
- Staff respond calmly and consistently, using strategies appropriate to the child's age and stage.
- **Physical intervention** (such as gentle holding) is only used as a last resort to prevent harm or serious damage. It is:
  - Reasonable, proportionate, and time limited.
  - Recorded in the Incident Log.
  - Shared with parents.
- Concerns about persistent or extreme behaviours may be linked to safeguarding and will be escalated to the **Designated Safeguarding Lead (DSL)**.

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### Children Under Three

- Staff recognise behaviours such as biting, tantrums, or hitting are developmental.
- Responses include comfort, distraction, modelling positive behaviour, and supporting emotional regulation.
- Staff work closely with parents if behaviours persist.

### Hurtful Behaviour & Rough Play

- Children are supported to understand hurtful behaviour and develop empathy.
- Staff supervise **rough and tumble play / superhero play** and help children distinguish safe play from unsafe actions.

### SEND and Behaviour

- Some behaviours may be linked to **SEND, trauma, or additional needs**.
- Staff work with parents, the SENCO (Miss Stanford), and external agencies to provide personalised support.

### Staff Training

- All staff receive **regular behaviour management training** and are expected to apply strategies consistently.
- The Behaviour Management Lead provides coaching and oversight.

### Partnership with Parents

- Behaviour concerns are discussed openly and respectfully with parents.
- Behaviour support plans are developed where needed and reviewed regularly.
- Parents are encouraged to share strategies used at home to ensure consistency.

### Monitoring and Review

- The Behaviour Management Lead monitors practice across the setting.
- This policy is reviewed annually or sooner if required by changes in statutory guidance.

**Reviewed:** August 2025

**Next Review Due:** August 2026

**Approved by:** Mrs Atkinson