Behaviour Management Policy

Pippa Pop-ins Nursery Schools

Pippa Pop-ins 165 New King's Road (Ofsted ID: EY449873)

Pippa Pop-ins 233 New King's Road (Ofsted ID: EY449869)

Pippa Pop-ins 430 Fulham Road (Ofsted ID: EY449872)

Pippa Pop-ins 5 Kensington Place (Ofsted ID: EY489562)

Pippa Pop-ins 91-93 Princedale Road (Ofsted ID: 2857426)

Primary person responsible for the implementation and monitoring of this policy:	Ben Murray, Nazish Usman, Joanne Allen
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1. Scope and Application

1.1 This policy applies to:
Pippa Pop-ins 165 New King's Road (Ofsted ID: EY449873) ("**Pippa Pop-ins**")
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1.2 Under this policy all employees, including directors, apprentices, casual workers, whether on permanent or temporary contracts are collectively referred to as '**staff**'.

1.3 This policy does not form part of any contract and Pippa Pop-ins may amend it at any time.

2. Policy Aims

2.1 This policy aims to set out a behaviour management procedure in order to provide children in our nurseries ('**children**') with the skills they need to recognise their own feelings and behaviours. We recognise that happy children are more successful in their learning and development.

2.2 We encourage positive behaviours so that children can develop self-discipline and self-esteem in an environment of mutual respect and encouragement. There are many reasons that children can display challenging behaviours—often it is simply a direct result of not being able to process what is happening around them or inside of them. As adults, we have a duty to guide them through these new feelings.

2.3 Pippa Pop-ins is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a child is adopted or looked after.

3. Responsibilities

3.1 Staff have a responsibility to speak to their Room Leader in the first instance if they have a concern about a child's behaviour or ability to self-regulate. If the Room Leader needs additional support, they will involve the Head of Nursery who will review the child's behaviours alongside the Room Leader and agree a strategy to support the child and involve their parents/carers ('**parents**').

3.2 We recognise that a common approach between parents and staff is essential for addressing challenging behaviour both at home and at nursery. Staff are responsible for facilitating communication with parents on techniques for addressing behaviour to come to an agreed approach.

4. Staff Responses to Behaviour

4.1 Pippa Pop-ins implements a wide variety of activities and resources to support the children in managing their feelings and behaviours. We support social skills through modelling behaviour, activities, drama and stories. Children naturally behave in keeping with their own age and stage of development and staff promote and role model positive behaviour.

4.2 If appropriate, we will consider making a referral in line with our SEND policy in response to persistent behavioural concerns to ensure we are adequately meeting the child's needs.

4.3 To manage children's behaviour, staff members will:

4.3.1 **Stop and think**: Why did they act this way? What did they experience beforehand?

4.3.2 **Connect and address**: Children do not develop the ability to regulate their feelings and behaviours until they are much older. In view of this, we connect to them before we address the behaviour. We connect, for example, by offering a hug, touch of the arm, empathetic facial expression, nurturing tone or non-judgmental listening. We then address the behaviour sympathetically, asking further questions such as "Where does it hurt when you are angry?" and "Was it difficult to wait for my attention?"

4.3.3 **Address the behaviour:** Respond with something short and easy to understand e.g. "Hitting hurts"

4.3.4 **Give alternatives:** These should be expressed positively. For example, "If you want my attention, you can call my name. Only gentle hands please."

4.3.5 **Move on:** Redirect the child e.g. "Let's go and play outside"

4.4 Hurtful Behaviour

4.4.1 Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as "bullying". For children under five, hurtful behaviour is often momentary, spontaneous and without awareness of the feelings of the person whom they have hurt.

4.4.2 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. We recognise that young children need help to understand the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them using the framework in paragraph 4.3.

4.4.3 We are aware that the same problem may happen repeatedly before skills such as sharing and turn-taking develop. In order for both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

4.4.4 When inappropriate behaviour occurs, we work with parents to identify the cause and find a solution together.

4.5 Rough Play and Use of Inappropriate Language

4.5.1 Young people often engage in play with aggressive themes e.g. superhero and weapon play. Some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to inappropriate behaviour or bullying.

4.5.2 We will ensure that acceptable behavioural boundaries are in place when language becomes inappropriate and play is deemed to be a little 'rough and tumble',

4.5.3 We do not allow children to play with toy or symbolic guns or weapons at our nurseries. This type of play can be upsetting for some children and promotes themes that cannot be understood by such young children. In addition, we remind children to avoid games where they may use language where it could be perceived as a cause for concern such as children playing bad guys/cops etc.

4.5.4 There may come a point in play when some children have had enough—the game gets out of control, or members of the group become tired and want the play to end. In these circumstances, we ask all children to stop and help them to learn to read expressions and understand what their friends are saying.

4.6 Tantrums

4.6.1 Tantrums are a completely normal part of child development and occur when children start to feel emotions that they do not have the ability to process. Tantrums usually happen when a child is around 1-3 years old but can occur at any age.

4.6.2 It is likely that staff will not be able to reason with a child who is having a tantrum. However, they are expected to:

- protect them from harm; and
- be calm and nurturing and follow the encouraged response procedure, giving them additional space to calm down if needed.

4.7 Language

4.7.1 We recognise that the words we say to the children have a profound effect on their behaviours and self-esteem. It is important that the language we use with children promotes self-regulation and self-esteem.

4.7.2 Pippa Pop-ins does not emphasise saying "sorry" as a form of conflict resolution. The word sorry does not carry much meaning without action. Instead, we might say, "Look they're crying and there is a scratch on their arm. That must hurt. What could we do to make it better?"

4.7.3 Staff will also try to be specific in rewarding praise so that children know what it is they have done well. For example, instead of 'good girl/boy', they might say, "You have been so kind giving back that toy".

4.8 Positive Behaviour

4.8.1 Pippa Pop-ins believes that acknowledging good behaviour encourages repetition and communicates good values to children. Positive reinforcements and rewards are applied clearly and fairly.

4.8.2 Pippa Pop-ins encourages good behaviour from children at our nurseries with verbal praise to the child and by communicating praise to parents via phone call or written correspondence.

4.9 Serious Incidents

4.9.1 In cases that involve a more serious incident or behaviour, such as extremist views, racial or homophobic comments, or other abuse, we make clear immediately that this is unacceptable, with an emphasis on explanation rather than personal blame. A log of these kinds of incidents will be kept by the Head of Nursery. Any radical comments or behaviours will be dealt with in line with our Prevent policy.

4.9.2 Racist and homophobic behaviours will be logged on a Safeguarding Disclosures Form on Famly and reported to the LEA on an annual basis.

4.9.3 Any serious/urgent concerns will be referred to the appropriate statutory agencies.

4.9.4 Pippa Pop-ins will use its discretion and professional judgement to ascertain whether a child's parents will need to be called in for a meeting and/or whether any further action will need to be taken.

4.10 Unacceptable Strategies

4.10.1 It is unacceptable for staff to attempt to manage behaviours by employing any of the following strategies:

- administering or threatening corporal punishment. This will result in disciplinary action and will be addressed with in line with our Safeguarding and Child Protection policy;
- verbally labelling children as "naughty", "disruptive" or other similar qualities;
- using light threats e.g. no trips or no toys;
- withholding food;
- using time out or naughty step; or
- shouting (however, staff are permitted to use a louder than usual tone to prevent a child from being in danger).

5. Use of Reasonable Force/intervention

5.1 There are circumstances when it is appropriate for staff to use reasonable force/intervention to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. ‘Reasonable’ means using no more force/intervention than is needed and will always depend on the circumstances of the case.

5.2 We reserve the right for our staff to use reasonable force/intervention to control or restrain a child from doing or continuing to do any of the following:

5.2.1 causing personal injury to any person (including the child themselves); and/or

5.2.2 causing damage to the property of any person (including the child themselves);

5.3 The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force/intervention used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour the age and stage of the child, and must take into account any disability, certain health conditions or SEN that the child may have.

5.4 We aim for all of our staff to be trained. However, at the very minimum one senior member of staff plus the SENDCo and the key teacher of any child with specific needs must be trained in physical restraint and positive behaviour. In the circumstances in which reasonable minimum force may be used all staff are aware that corporal punishment of children is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Any staff training in positive behaviour and physical restraint will be updated every 2 years.

5.5 The nursery will keep a record of any occasion where physical intervention is used, and parents will be informed on the same day, or as soon as reasonably practicable and LADO/Ofsted must be informed of any such incident.

6. Ongoing Behavioural Concerns

6.1 If a child displays ongoing behavioural concerns, we will complete an 'ABC Form' (see Annexure 1) in conjunction with parents and the outcomes will be shared with the parent each day. We will support the family and the child throughout this process.

6.2 If a child's behaviour poses any kind of risk (for example to the child, other children or adults), a Behaviour Risk Assessment is undertaken and strategies are proposed. These include the following:

6.2.1 distraction techniques;

6.2.2 direction towards safe but similar sensations;

6.2.3 visual props;

6.2.4 rewarding positive behaviour; and

6.2.5 social stories.

6.3 The Behaviour Risk Assessment is then reviewed after a predetermined short period of time (depending on the child's pattern of attendance), allowing time for the proposed strategies to be used. New strategies, such as enhanced provision, may be used at this time and further evaluation will take place.

6.4 Occasionally, children and their families need enhanced provision and specialist support that is over and above ordinary childcare and the nursery environment. This does not necessarily

mean that the nursery environment is unsuitable for them and every effort is made to ensure inclusivity and increased support for the child and their family. For example, a SEND Support Practitioner may be required to work with a child more closely, enabling them to access learning and development opportunities. Where additional costs are incurred, we apply for Local Authority funding.

6.5 If on the basis of the above risk assessment, the identified risks cannot be reduced to an acceptable level, it may be agreed that the child may benefit from a more specialist setting. This would be agreed between Pippa Pop-ins, parents and the Local Authority.

7. Bullying

7.1 Pippa Pop-ins will not permit any form of bullying in our nurseries and this includes child-on-child bullying and intimidation.

7.2 Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another.

7.3 If a child bullies another child or children:

7.3.1 we will show the child(ren) who have been bullied, that we are able to listen to their concerns and act upon them;

7.3.2 we will intervene to stop the child who is bullying from harming the other child/children;

7.3.3 we will help the child who has carried out the bullying to recognise the impact of their actions;

7.3.4 we will make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;

7.3.5 we will not label children who bully as 'bullies'. We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;

7.3.6 we will discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour. These plans will be logged on Famly; and

7.3.7 we will share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

8. Staff Behaviour

8.1 Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Staff are expected to abide by the Staff Code of Conduct and the Golden Rules (see Annexure 2).

8.2 We expect staff to treat each other, children, parents and the wider community with dignity and respect always.

8.3 Staff should show fairness in their treatment of children and avoid behaviours such as embarrassing or humiliating children, making jokes, discriminating against, or favouring individuals. Staff must have regard for the ethos and values of the nursery and must not do or say anything which may bring the nursery into disrepute. Staff should act in accordance with the nursery's policies and procedures at all times

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Annexure 1
ABC Form

ABC Chart

Date and Time	**Antecedent** What was happening before the behaviour? Who was around? Where was it? What was their mood like? Had an activity just ended? Did they want something? Were they asked to do something? Were they told no?	**Behaviour** Describe what happened step-by-step Include intensity and duration	**Consequence** What happened afterwards? How did you/others respond? What did they do? Did the behaviour result in them **gaining** anything they didn't have before the behaviour (e.g. positive or negative attention, object, food) or **escape/avoid** something?

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Annexure 2

Golden Rules

1. Always put the child first, they are more important than any colleague, any visitor, or any urgent task.

2. Always put respect at the forefront of everything you do: Respect your children, respect your colleagues, respect your working environment. Never talk about a child and their needs or concerns in front of them, a colleague or a parent unless it's in a private meeting.

3. Always ask the child's permission before providing intimate care - "Can I wipe your nose? Can I check your nappy?". Never grab a child's nappy to check.

4. Always use a gentle voice and manner when speaking or acting in the nursery: never shout across the classroom, never shout at a child, never push or pull a child to get them to do something.

5. Always get down to a child's height when you talk to a child. Make eye contact at their level, give them your attention and listen.

6. Always use language appropriate for the child's age, don't talk down to them, don't confuse them with overly complicated words or explanations but do stretch their vocabulary and inspire them to learn.

7. Always use positive language around children, motivate them to try and try again. Never use negative labels for a child e.g., shy, cheeky, naughty.

8. Always give children time to think and answer when you ask them questions – count to 10 – and try to ask open-ended questions where possible. Never interrupt.

9. Always allow children to try to be as independent as possible, helping children to help themselves rather than doing everything for them – even if it takes longer!

10. Always ask for help when you need it, we are a team!