



Behaviour Management Policy

Setting Name: Golden Acorns

Date: April 2026

1. Statement of Intent

We are committed to promoting positive behaviour and supporting children's social and emotional development. We recognise that children's behaviour is a form of communication and that they require consistent guidance, secure relationships and clear boundaries to develop self-regulation and positive interactions.

Our approach focuses on teaching and modelling appropriate behaviour, supporting children to understand feelings and develop empathy, and creating an environment that promotes cooperation, respect and inclusion. We aim to manage behaviour in a way that protects children's dignity and supports their wellbeing.

2. Legal Framework

This policy is based on statutory guidance including:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Equality Act 2010
- Children Act 1989
- Special Educational Needs and Disability (SEND) Code of Practice

The setting follows EYFS requirements regarding behaviour management and the use of appropriate strategies.

3. Roles and Responsibilities

Management ensures a consistent behaviour approach is implemented across the setting and that staff receive guidance and training to support children effectively.



Staff are responsible for modelling agreed strategies and responding consistent and developmentally appropriate way. Staff must promote inclusive practice and consider individual needs when supporting behaviour.

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A named practitioner may take lead responsibility for behaviour management where required.

4. Promoting Positive Behaviour

Positive behaviour is promoted through warm, responsive relationships and an enabling environment. Staff provide clear expectations, routines and consistent boundaries so children feel secure and understand what is expected.

Children are supported to:

- develop self-confidence and independence
- understand feelings and emotions
- share, take turns and cooperate
- respect others and their environment

Positive behaviour is recognised and reinforced through praise, encouragement and modelling.

5. Supporting Children's Behaviour

Staff respond to behaviour calmly and consistently, helping children understand boundaries and learn appropriate responses. Strategies may include distraction, redirection, modelling, explanation and reassurance.

Behaviour is always addressed in a way that supports learning and emotional development rather than punishment. Staff consider the child's age, stage of development and individual needs when responding.

6. Challenging Behaviour



Where children display persistent
seek to understand underlying
stage, communication needs, emotional wellbeing or environmental factors.

or challenging behaviour, staff
causes, including developmental

Support strategies are agreed with parents and, where appropriate, external professionals. Individual plans may be implemented to support behaviour consistently across the setting.

Children are never labelled or shamed and are supported to develop positive self-esteem and regulation skills.

7. Physical Intervention

Physical intervention is used only to prevent children from harming themselves, others or property, or to ensure safety. Any physical intervention is proportionate, minimal and used as a last resort.

All incidents involving physical intervention are recorded and shared with parents. Staff receive guidance on safe and appropriate intervention.

8. Partnership with Parents

We work in partnership with parents to support children's behaviour consistently. Expectations and strategies are shared and discussed so children receive consistent guidance between home and the setting.

Parents are informed of any significant behaviour concerns and involved in planning supportive strategies.

9. Equality and Inclusion

Behaviour is managed in ways that respect children's rights, dignity and individual needs. Staff consider cultural, developmental and additional needs factors when supporting behaviour.

Children with SEND or additional needs are supported through inclusive strategies and reasonable adjustments.

13. Monitoring and Review



Behaviour practice is monitored
reflection and review of behaviour
Management ensures strategies remain

through observation, staff
incidents or support plans.

consistent, inclusive and developmentally appropriate. This policy is reviewed annually
or sooner if practice, guidance or children's needs change.