



Behaviour Management Policy

The aim of the Venture Outdoor Kindergarten Behaviour Management Policy is for every member of our community to feel valued and respected, and for all persons to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The Behaviour Management Policy is therefore designed to support the way in which everyone involved with Venture Outdoor Kindergarten can work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the Behaviour Management Policy is not a system to enforce rules, but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Expectations for positive behaviour at Venture Outdoor Kindergarten

The following expectations for positive behaviour apply to everyone at the kindergarten. This includes children, staff, visitors and parents.

We treat other people with kindness, gentleness and respect.

We do everything we can to ensure ourselves and other people are safe.

We look after the environment and the resources.

We listen to each other and work together to solve problems.

Early Observation and Behavioural Support

During the initial settling-in phase, staff pay particular attention to observing each child's social, emotional, and behavioural presentation. These observations inform our understanding of how best to support the child within the group environment and allow us to identify any early indicators of emotional distress, developmental needs, or behavioural challenges. Where appropriate, tailored strategies are put in place early to support regulation, well-being, and full participation in daily life at Venture.

How Venture Outdoor Kindergarten supports children with positive behaviour

We work in partnership with parents to facilitate positive behaviour.

Our expectations are informed by what is appropriate for the developmental level of the individual child.

Expectations are based on an understanding of how the brain develops. For example, we understand that young children usually cannot manage their emotions and control their impulses without our support.

We facilitate emotional expression, even when that emotion is hard for us to hear or see.

All staff are trained in and have awareness of Self Regulation and Executive function.

We set predictable, clear limits so that children feel safe and know what is expected of them, and know what to expect from us as adults.

We provide discipline that supports the development of self-discipline and self-esteem.

We support children to problem solve constructively and learn from experience.

We consistently model kindness, gentleness and respect in our relationships with children and adults.

We look for opportunities to praise success and positive behaviour.

We do not use a system of extrinsic rewards or punishments.

We do not use coercion, shame or fear.

We do not use labels when speaking to or about children.

We do not use corporal punishment.

Violent / aggressive behaviour

If a child is aggressive or violent towards another child or adult or is damaging kindergarten property, staff will take all reasonable steps to stop the act of violence or aggression. It is possible that a clear verbal instruction may be sufficient (ie "STOP"), however physical intervention involving reasonable force may also be used to prevent children injuring themselves or others, or damaging property. Children may need to be restrained if necessary to prevent further injury or damage.

Significant intervention or restraint should be reported to the manager. A Physical Intervention Form is completed and a record made on an incident form. These records must be shared with the parent and a signature obtained.

Steps to be taken when a child's behaviour does not meet expectations

If a child's behaviour does not meet expectations we consider what might be the cause. For example, is the child hungry / thirsty / tired? Is the child finding it difficult to share a certain resource? Does the child require some time one to one with a member of staff, perhaps quietly reading a story or some other favourite activity?

Actions that may be taken by a member of staff may then include:

calling an earlier snack time,

helping the child to get themselves a drink,

encouraging a restful period or nap,

supporting the child to work out a way to share or take turns with a resource,

spending some one to one time with the child on an activity that they enjoy.

The following steps will be followed if the above strategy does not resolve the situation.

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1. The child is given a clear indication of which behaviour is unacceptable and, if appropriate, why. The child is clearly informed of the expectation that the behaviour will stop immediately. If a child is not doing as an adult asks when on the rope bus or in a situation where they may be in imminent danger, an adult will take the child's hand until it is safe.

2. If the behaviour continues and is affecting the learning or wellbeing of others, the child is removed from the group to continue their activity on their own or given time for reflection with the support of a member of staff if appropriate. The child is given a clear reason for the decision to remove them from the group and, if appropriate, when they can return to the group.

Behaviour or incidents of a serious nature are recorded in the incident book when considered appropriate. The leader will inform the parent/carer at the end of the session of any serious incidents or behaviours.

Cases of a very serious nature are reported to the manager immediately who may decide that a telephone call to the parent is necessary. If a problem with a child does not resolve during a session or if there are recurring problems, a meeting will be arranged with the parent to discuss what might be causing the behaviour and agree on a common strategy for dealing with the problem and methods for recording. This may include setting up a regular 'reporting' meeting between the parent and a member of staff, and also involving the child if appropriate. The final measure is for a formal meeting to be arranged with the parent and the manager to discuss appropriate 'next step' strategies. This may involve the need for outside agency involvement such as assessment or therapeutic support.

Termination of Place

Persistent Non-Engagement or Safety Concerns

While our approach is always child-centred and supportive, we reserve the right to review or terminate a placement if:

A family does not engage with key elements of our behavioural or safeguarding policies

There is a sustained lack of communication or cooperation

A child's behaviour repeatedly compromises group safety and we cannot implement strategies effectively without collaborative support

In such rare instances, decisions will be made carefully with the best interests of the child and wider group in mind. We will support transitions to alternative provisions where needed.

Collaboration and Required Partnership

At Venture Outdoor Kindergarten, we believe that every child thrives when their caregivers and early years practitioners work in close partnership. We expect families to:

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Engage in regular two-way communication

Respond in a timely and respectful way to queries or concerns

Attend scheduled meetings and developmental reviews

Cooperate with agreed behavioural and developmental guidance

Our ability to meet a child's needs depends on this shared commitment. Where consistent collaboration is not possible, and this begins to affect a child's experience or the wellbeing of the wider group, we may need to review the suitability of the placement.

Monitoring and review

This policy is monitored by the staff and management of Venture Outdoor Kindergarten and will be reviewed annually or before if necessary.

This policy was written by Venture Outdoor Kindergarten September 2018.

Reviewed August 2019.

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