



Behaviour Management Policy and Procedure

Supporting and understanding children's behaviour

3.58 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

3.59 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided.

Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

3.60 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. (EYFS Statutory framework January 2024)

The Behaviour Co-ordinator of the setting is usually the Manager or the Assistant Manager. However, please ask for the correct name and title of staff at your child's setting.

We feel our setting offers a welcoming and nurturing environment, whereby we treat both children and adults with equal concern and respect. We aim to offer a high quality childcare service and we recognise the need to set out reasonable and appropriate measures to help manage the behaviour of the children in our care. Our priority and mandatory obligation, in line with the Childcare Register, is to keep children safe from harm. Our Behaviour Management Procedures reflect this. We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

To achieve this:

- All adults in the Nursery will ensure that the nursery rules with regards to behaviour are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. We aim to be firm and consistent so that children know and feel secure in the boundaries and rules that we set.



- All adults will try to provide a positive model for the children about friendliness, care and courtesy. We encourage responsibility by talking to children about choices and possible consequences.
- By acting positively, we aim to ensure that a child's self-esteem is maintained by letting them know that they are capable of 'good' behaviour. We do our utmost to refrain from using the word 'naughty' in a negative manner.
- Adults in the Nursery will praise and endorse desirable behaviour such as kindness and willingness to share. We believe that our positive, warm and structured approach to life, encourages children in our care to be happy and balanced, and to develop necessary social skills, which will help them to be accepted and welcomed in society as they grow up.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. We also use distraction and re-direction to new activities when we feel a child may demonstrate 'unwelcomed' behaviour. We offer children positive choices and tailor our communication accordingly. For example, we have kind hands or how would you like to help your friends to tidy away? We encourage our staff to use positive remarks instead of negatives. For example, instead of 'stop running', we might say 'walk nicely'.
- Children who misbehave will be given one-to-one adult support in seeing what is wrong and work towards a better pattern.
- Where appropriate this might be achieved by a period of "reflection time" with an adult. On occasion (when 'unwelcomed' behaviour has been persistent) we use a 'time out' strategy. This involves sitting a child down away from where the situation occurred in order to allow the child and the team member time apart. The child will be sat down safely on a chair or on the floor within eyesight. The child will sit for a few minutes. In such an instance, we explain to the child why he/she is having time out and try to raise awareness of positive behaviour. For example, we will say 'we are nice to our friends and do not hurt them'. After the minutes have passed, we then explain to the child why he or she is having time out and if possible ask if they understand. The child is then able to re-engage with the group or activity from which they were removed from. When using this strategy, we remain calm, firm and consistent. We do not feel there is a need to shout. We tailor the wording we use in order for the strategy to be age appropriate.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.



- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Adults in the setting will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. We believe that there will be occasions when children have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. We feel that through our joint childcare qualifications and experience, we are prepared to acknowledge these feelings and to try and help children to find constructive solutions in liaison with their parents.
- Adults will be aware that some kinds of behaviour may arise from a child's additional support needs.
- In keeping up to date on behaviour management and relevant legislation, we embark on training that may be available and read relevant publications.
- In managing children's behaviour, we do not agree with physical punishment, humiliation or any other hurtful reprimand. We will not use corporal punishment. What we do strongly believe in, is administering rewards for positive behaviour. This may be in the form of praise, stickers or wearing the star of the day medal.
- All significant incidents are recorded on an incident form and will be shared and discussed with the parents/carers. This helps us to work together in resolving any behavioural issues. A significant incident might include 'biting' or hurting another child. An incident is not an accident. Good judgement is used to differentiate the two.

Parental Involvement

Recurring problems will be tackled by the Nursery, in partnership with the child's parents / carers, using objective observation records to establish an understanding of the cause.

We discuss any behavioural issues and appropriate behavioural management strategies with parents before a child starts their placement with us. This is to ensure that we meet the parent's needs, consider their values and keep in line as much as we can with what the parents do at home. Records of these requirements are kept with the child record forms and are revisited and updated every 6 months with parents.



We encourage parents to discuss any changes at home which may affect their child's behaviour, so that we can have a greater insight as to why a child might be behaving in a certain way. All information shared is strictly kept confidential unless there appears to be a child protection issue.

We offer the opportunity to have review meetings with parents to discuss their child's care and any issues or concerns. We feel that the child should not be present in case it causes worry or upset for them. We also regularly discuss the child's achievements with parents and in this instance; we like the child to be present so they can share their success with their family.

We work together with parents to ensure consistency in the way the children are cared for. We believe a consistent approach benefits the child's welfare and avoids confusion.

If we have concerns about a child's behaviour, which are not being resolved, we will ask for permission from the parents to talk it through with another childcare professional. We may contact the Early Years Team in Cheshire East or health visitor for confidential advice. Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

Intervention and Physical Restraint

In the unlikely event that the above behaviour management policy failed, and a child's behaviour requires physical intervention, the procedure outlined below would be implemented.

Physical restraint is about keeping everyone and everything safe. Some physical restraints are used everyday in the home and settings to keep children safe, e.g. high chairs, stair gates, lockable cupboards.

Sometimes physical intervention is required to keep a child safe for example, if a child was going to throw something an adult may stop them, or if they were putting themselves in danger an adult may reach out to grab them. This would require the staff to use no more than minimal force for a minimal amount of time.

Physical restraint may be needed if a child leaves, or tries to leave the setting, attacks another child or staff member, is at risk of injuring themselves, or others. Physical restraint should only be used when absolutely necessary and in the unlikely event that the above behaviour management policy failed.

- Whatever the incident, physical punishments, or the threat of them, are not used.
- When possible, adults will aim to distract and re-direct the child's attention.



- Adults will not use any form of physical intervention, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.
- Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time.
- In the event of physical restraint being used, staff will do the following:
 - Keep their back straight to avoid injury
 - Ensure they are not in a position to be headbutted
 - Never restrict a child's breathing
 - Keep the child to the side of them
 - Keep close to the child without a gap, if possible
 - Do not lift the child
 - Do not hold the child at a body joint, to avoid injury
- It can be emotional for all involved. staff will talk to the child about this afterwards to help them understand. Staff will be supported.
- If physical restraint has to be used then a risk assessment will be made and a behaviour plan for the child put in place. Where a plan is needed a meeting will be held for parents and professionals to discuss. Parents must sign that they understand.
- Any such incident is recorded, and the parents/carers informed of the incident on the day of the incident occurring. (form attached)