

Behaviour Policy & Procedures



- The Early Years Foundation Stage (EYFS, 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf.

Behavior Policy and Procedures

Written by Sarah Magon

Date:10/08/2020

We aim to support all children's behaviour consistently, working closely with parents to ensure children are supported to enjoy and achieve in their learning journey and reach their full potential.

Managing behaviour - EYFS requirement 3.52 - *Providers are responsible for managing children's behaviour in an appropriate way.*

Behaviour includes everything a child says and does that can impact or influence someone else. We believe that children need clear, developmentally appropriate expectations to support their behaviour and we encourage children to develop acceptable behaviour by providing a happy, safe environment. We set a good example and aim to be a positive role model and ask older children to do the same. We work closely with the children and their parents/carers to encourage good behaviour and our behaviour goals have been written with input from the children.

Behaviour procedures -We aim to support behaviour in ways appropriate to the age and stage of the child as follows –

- **Distraction** – We gently remove the child from the situation and offer alternative activities.
- **Discussion** – We talk to the child, in a developmentally appropriate way, about their behaviour. We make sure the child knows it is the behaviour we do not like, not them. We do not tell a child they are 'naughty' as this can become a self-fulfilling prophecy.
- **Thinking time** - children are given the opportunity to think about their behaviour, supported by a practitioner who sits with them / talks to them and helps them to deal with their emotions. We do not feel it is appropriate to ignore, humiliate or otherwise punish children.
- **Returning to play** - children are invited to return to play or group activities when they are ready to join in and they are asked to think again if they continue to behave inappropriately.

Working with parents – there is an expectation that parents/carers work together with us to support their child and, if there is a concern which needs addressing, to improve any unwanted or what Ofsted refer to as 'poor' behaviour quickly. Records will be maintained as required.

Teaching children – We spend time explaining to a child why they have been removed from play or why their behaviour has not been appropriate. We talk about the behaviour, how it impacts others and how it might be changed to stop this from happening again. As part of our continued personal, social and emotional development (PSED) interventions, we work closely with all the children and teach them how to play together cooperatively and offer them ideas for solutions / suggest positive ways to approach others.

We have a strict policy on real style weapon toys - knives, guns, swords, sling shots, catapults and bows and arrows are not allowed - but they can recreate or make their own for role play and using them

imagination. Preferred use is in historical context. (Pirate swords, army guns, cowboys, police role play etc) and part of my behaviour policy includes teaching the children to not "rough house" or "play fight" to a point that will cause harm or hurt each other - no hand made/role play weapons are allowed to hit, smack or poke or touch their skin to pretend cut, in a malicious way another person - child or adult

Behaviour escalation strategy - if a child's behaviour causes ongoing concern we will –

- Talk to the child in the first instance, allowing time for calm and contemplation;
- Aim to attend behaviour training to make sure we are supporting the child in the best possible ways;
- Complete an **Incident Record** to record the 'poor behaviour' as required and update the child's parent/carer.
- If required, we will invite parents to a meeting (preferably without the child) to discuss the ongoing situation and decide a combined strategy. We reserve the right, with permission from parents as appropriate, to ask advice from other professionals, ensuring confidentiality where possible – see **Permission Form** for more information;
- Speak to other settings the child attends (if appropriate) to liaise about behaviour strategies. This will help ensure we can support the child through consistent behaviour management in all settings;

Note - if a child's behaviour does not improve and it is affecting their learning or the learning of other children in the setting, we will call a further meeting with parents/carers to consider next steps to better meet their child's needs. We ask parents or carers to recognise the importance of resolving behaviour concerns so their child can return to full participation as quickly as possible.

Corporal punishment - EYFS requirement 3.51 - *Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early year's provider who fails to meet these requirements commits an offence.*

We are aware that corporal punishment and the threat of using corporal punishment is illegal and will not be used in the provision. I will never administer physical punishment or any form of punishment with the intention of causing pain or discomfort, humiliation or hurt. I am aware of the requirement to 'whistleblow' if I believe a child has been harmed by corporal punishment (see **Safeguarding and Child Protection Policy and Procedures**) for more information.

If you have any questions about my Policy / Procedures or would like to make any comments, please ask.

Signed: Sarah Magon

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