



BEHAVIOUR MANAGEMENT POLICY

Policy Date: March 2025

Policy Review date: March 2026

Aim of policy

We agree to have a consistent approach to behavior management within the setting. We hope that by producing this policy parents, staff and students will be clear about the ways that we can all have a consistent approach which helps to promote acceptable behavior for the children, as well as developing self-esteem and respect for others.

We acknowledge that from time to time all children will demonstrate challenging behavior; this policy will clearly set out how staff will respond to such behavior.

Bullying

Immediate action is taken in the event of any bullying behavior.

Children are taught and encouraged to be assertive and to say in a loud voice "I don't like it." This alerts staff to support both children and to explain that bullying children's behavior is unacceptable and why. The child is reminded that when someone says "I don't like it" they MUST STOP. Staff are to use the opportunity to talk about associated feelings for both parties involved.



To manage the situation further, when necessary, staff refer to our behavior policy. In the event of an on-going problem, a meeting would be arranged with the child's parents to establish whether there are any current problems at home; to discuss appropriate strategies to remedy bullying and to offer appropriate support for the parents.

Training and support staff

Staff receive regular supervision from the management team. Support will be offered in these sessions to help staff to meet the needs of the children, dealing with stressful situations as well as working within the guidelines of this policy. The Early Years Development and Childcare Partnership provide free training about a range of subjects including behavior management.



How parents are informed and consulted

Most children at some point will display challenging behavior, whether it is not complying with the general routine of the day, or by falling out with a friend, this is a totally natural part of a child's social and emotional development. It is how they begin to learn to negotiate, share and understand the feelings of others, as well as understanding expectations for their behavior. To support this learning process staff will offer the child an opportunity to put right any wrong doings, for example, comfort an upset friend. Minor incidents need not be shared with parents, and only if there is continued cause for concern about a child's behavior will parents be informed.

We will not exclude any child who presents with continuous challenging behavior. Instead, we will work with parents and seek advice from other professionals so that an action plan can be drawn up which will help to support the child. We will not use parents as a threat when responding to children's behavior.



How we encourage good behavior

Health and safety, circumstances and the child's understanding should be taken into consideration. We praise and encourage good behavior; and try to instill a sense of right and wrong, at a level the child can understand.

Through the daily routine we discuss and explore our expectations for behavior and the effects that certain behavior may have on another. We offer activities that help children to practice sharing and negotiation as well as understanding the need for 'rules'.

As much as possible we encourage the children to be independent in selecting activities and resources as well as being responsible for caring for them and putting them away. We also aim to offer activities that build individual children's self-esteem and celebrating individuality.

Whilst we encourage the children to apologize we recognize that often children do not always see the true meaning of any apology but instead will say it so they can continue with their activities; therefore, it is important that staff explore other opportunities for the children to make amends.

It must also be remembered that quite often there is a reason for children presenting challenging behavior, for example if parents separate or there is a new baby in the family. In these circumstances we will show sensitivity, and extra attention and reassurance will be given.

We also recognize that sometimes outbursts can be born out of frustration especially for children who have difficulties in expressing themselves. What the child needs is compassion not chastisement. Once the situation has calmed down, we will talk to the child about the situation, and how they could find a solution to the problem in the future.

Whilst we recognize that the use of star charts can have positive effects on an



We are also aware that there can be drawbacks when using them for a group. Therefore, we will offer rewards in the form of praise, additional responsibilities, and being allowed to choose specific activities or stories and songs etc.

The adult's role

We aim to be positive role models to children in the way that we communicate both verbally and non-verbally. We will use a tone of voice and body language that is calm and respectful to each other and to the children. We recognize that when staff raise their voices, not only can it frighten children but the volume in the room also rises, which does not contribute to a calm environment.

Through our knowledge of child development, we understand that children are learning to deal with a range of emotions and we strive to support the children to gain independence and confidence.

We offer a variety of activities to keep the children purposefully occupied. This is best done by feeding into the children's interests and by giving them responsibilities for aspects of the daily routine (e.g. laying the table, giving out the drinks). We will support the children and extend their activities by interacting and engaging with them as they play.

Where possible we will try to and distract a child / child and involve them in an alternative activity, to diffuse an incident before it occurs. If an incident has already occurred then it is necessary to withdraw the child from the situation, not as a punishment but to allow them time to work through their emotions and calm down. Once calm we will talk to the child about the situation and give them an opportunity to put right any wrong doings. We will deal with incidents as and when they occur. Once dealt with the matter will be forgotten the child should not be repeatedly reminded of what he / she has done.



Sometimes it is necessary to remove a child, or other children from an activity or the environment to avoid them causing injury to themselves or others. If a child is removed from a situation he/she must never be left alone, and never for be withdrawn longer than a few minutes.

We will avoid using language that could damage a child's self-esteem and create a label for the child. For example, words such as naughty or stupid should not be used. Children should never be told to 'shut up' or told they are not liked because of their behavior. We will not discuss any aspect of the child's behavior in front of the child, its peers or other parents. We acknowledge that there may be times when a child's behavior is so challenging that staff may need additional team support or need to take a few moments out from the situation. As a team we will support each other in handling difficult situations.

Named person who has responsibility for behavior management

Joy Abbe and all Little Acorns Staff are to be implementing and monitoring this policy, as well as sharing information with staff and parents.

Physical Punishments and interventions

Staff will not discipline children by smacking, shouting, withholding food, bribing, threatening, humiliating or intimidating them, using a 'naughty' chair or taking them to the office, nor will we accept parents disciplining their children in this way.

Staff giving comfort by holding a child when they are distressed or upset is not a physical restraint.



Recording incidents

We have a form for recording details of incidents which cause concern and once completed it should be placed in the children's file.

Record of incidents

(Please refer to behavior management policy) Child's Name:

Date and time of incident:

What triggered the incident? The

nature of the incident:

Who else was involved? Names of

witnesses:

How was the situation dealt with? Was any

form of restraint used?

Any further information:

How and when were the parents informed?

Form completed by:

Date:



Signed by Manger:

Date:

Parent signature (if informed):

Date: