



Batford Day Care

BATFORD DAY CARE LIMITED BEHAVIOUR MANAGEMENT POLICY

Version	2.0
Based on Model Policy	N/A
Review body:	Manager – Directors to approve Statement of Behaviour Principles
Date issued:	December 2024
Review frequency:	Two years
Target audience:	All Stakeholders

Version	Date	Notes
V2.0	December 2024	New Format

Batford Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole Batford Day Care community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any staff member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Day Care, Holcroft Road, Harpenden AL5 5BQ

Contents

- 1. Scope3
- 2. Aims and Expectations3
- 3. Roles and responsibilities4
- 4. Training4
- 5. Behaviour Management Policy.....4
 - 5.1. Positive behaviour strategies4
 - 5.2. Behaviour management strategies5
 - 5.3. Physical contact with children6
 - 5.4. Working with parents6
 - 5.5. Serious misbehaviour6
- 6. Anti-Bullying procedure.....6
- 7. Exclusion7
- 8. Record keeping7
- 9. Complaints.....8

The Board of Directors for Batford Day Care Limited adopt the personal, social and emotional development principles stated in the Early Years Foundation Stage Statutory Framework to ensure that there is a consistent approach to behaviour management for all children attending the setting.

The Directors believe:

- All members of Batford Day Care are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated.
- Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.
- When children demonstrate unacceptable behaviour, it is the behaviour that is unacceptable not the child.

The Board of Directors expect:

- There will be consistent high expectations of behaviour, which will be modelled by all adults in the setting: children will learn to be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.
- Children from all backgrounds will be included, respected and valued; they will never be humiliated, labelled, made fun of, or spoken about negatively.
- Children will be free from judgements – whether based on their previous behaviour or the behaviour of other family members.
- Behaviour will be managed positively and consistently and strategies to achieve this will be appropriate to each child's age and stage of development. Good behaviour will be praised and there will be opportunities to celebrate success.
- Batford Day Care staff will build positive relationships with parents and work in partnership to support children's personal, social and emotional development.
- The Day Care Manager will include guidance on the use of physical restraint / reasonable force within the Behaviour Management Policy.

1. Scope

This policy applies to all children attending 0-3's unit of Batford Day Care. Staff working with children aged 3-5 accessing wraparound care will refer to the Batford Nursery School Behaviour Management Policy.

2. Aims and Expectations

- To promote positive relationships by working with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected
- To teach children to behave in socially acceptable ways and to understand the rights and needs of others
- To promote an inclusive environment which supports the diverse needs of all adults and children
- To work in partnership with parents/carers, to support children's personal, social and emotional development

- To work with other agencies where appropriate, to ensure that a child or family receives the best and most relevant support for their needs

3. Roles and responsibilities

The **Day Care Management Team** must:

- keep up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support
- access relevant sources of expertise on promoting positive behaviour
- ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training

All **staff and volunteers** have a responsibility for supporting personal social and emotional development including issues concerning behaviour.

- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour
- We expect all adults in the setting to respect this policy and apply the guidelines consistently
- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy

Parents/Carers are expected to:

- support their child's learning and development
- support staff in the application of the behaviour management policy

Based on the elements of Personal, Social and Emotional Development in the EYFS for ages 0 – 26 months, Staff support **children** to begin to understand 'yes', 'no' and respond to a few boundaries.

4. Training

All staff receive relevant and child age appropriate training in behaviour support.

Batford Day Care staff working with children accessing wrap around care in the nursery will refer to the Behaviour Management policy for Batford Nursery School.

5. Behaviour Management Policy

5.1. Positive behaviour strategies

- We expect adults to listen to the children
- We expect adults to speak to the children with a positive tone, using positive phrasing
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome
- We support each child in developing self-esteem, confidence and feelings of competence
- We support social skills through modelling behaviour, activities, drama and stories

- We support children’s transition both within the setting and to other settings and prepare them for the move to their next stage of learning
- We praise and acknowledge considerate behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours
- We ensure that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and learn to say no
- We are aware the sharing and turn taking takes time to develop

5.2. Behaviour management strategies

We recognise that some children engage in fantasy play such as superhero themed play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.

Some young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress difficult to regulate. They may have tantrums, fight or bite and require a sensitive response from adults to help them deal with these emotions and resolve issues.

We expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

These strategies should use language that focuses on considerate behaviour and positive phrasing rather than the negative.

- We use Makaton/symbols to support our communication and explanations to children when talking to them about their behaviour.
- Explanation as to what was not considerate and to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings, for example “I can see that you would like a turn but pushing is not kind and it hurts” would be appropriate for children aged over 2 years.
- Solutions to help resolve conflict and to gain control of feelings such as comforting the child and saying, “let’s see if we can find another train for you to play with”.
- We help children to understand the effect that their hurtful behaviour has had on another child; we do not force them to say sorry but encourage this where it is clear they are genuinely sorry and wish to show this to the person they have hurt.
- A distraction method is preferable for children and babies under 2 years old. If a child continues to climb on a particular piece of furniture or continues to grab toys from another child and where necessary staff working with very young children should be mindful of using short phrases “Gently”, “No”, “Stop”. These phrases should always be relayed in a calm but firm tone and not with a raised voice.

5.3. Physical contact with children

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.

In all situations where physical contact takes place staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location.

Staff will only pick up children in circumstances where deemed necessary, *e.g.* to remove a child from danger. (This does not include children aged 0-2 years).

If a child is likely to be at risk from harm staff will take action, the action that will be taken will be dependent on the risk assessment that is made at the time. Staff will record the use of physical interventions and ensure the Day Care Manager is informed. Details of such an event are recorded on CPOMS (Online record keeping tool). Parents/carers will be informed.

Children may be distracted or encouraged to play elsewhere if their behaviour is disrupting other children or threatening their safety. Where necessary, staff will support children to understand why their behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Day Care Manager.

Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice.

5.4. Working with parents/carers

We will make every effort to discuss with parents any significant issues that occur on the same day. We will work together with parents/carers to address any issues to try and prevent incidents reoccurring. When hurtful behaviour becomes problematic, we work with parents/carers to identify the cause and find a solution together.

We work in partnership with children's parents/carers to address reoccurring challenging behaviour such as biting or hair pulling. Parents/carers are regularly informed by day care staff about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We are consistent in our approach and with the appropriate response. If necessary, this may include involving other professionals from other agencies such as our Local Inclusion Officer or a Health Visitor and implementing individual targets or risk assessment management plans.

5.5. Serious misbehaviour

We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Incidents of racial abuse will be logged on the Child Protection Online Management System (CPOMS) and reported to the Board of Directors.

6. Anti-Bullying procedure

Bullying behaviour has four key aspects:

- It's hurtful
- It's intentional
- It's repetitive

- It involves a power imbalance

The definition of bullying, which requires all these elements to be present, is very important to understand when assessing the difference between relational conflicts – where there is a ‘falling out’ between individuals – and when it tips the balance to bullying.

Bullying behaviour can be displayed by children as young as three years old. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This could be in the form of physical abuse, name calling or making threats.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child who is bullying from harming the other child or children
- We explain to the child doing the bullying why her/his behaviour is not acceptable
- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
- We discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We share what has happened with the parents/carers of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving
- Any incidents of bullying will be recorded on CPOMS and will be reported to the Board of Directors within the Day Care Manager's termly report

7. Exclusion

Exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the day care's Behaviour Management Policy; and if allowing the child to remain in the day care would seriously harm the education or welfare of that child or others.

The decision to exclude a child must be lawful, reasonable and fair.

8. Record keeping

- When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour on a more regular basis it will be recorded on CPOMS.
- Where a child continues to display negative behaviour, the key person and SENCO will work in partnership with the parents/carers using records to establish an understanding of the cause.

- Parents/carers will be invited to a meeting and an Individual Behaviour Plan will be decided together where the emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour.
- Regular monitoring of the incidents logged on CPOMS enables the day care staff to address repeated actions before they develop into regular patterns of inappropriate behaviour.
- Serious behaviour management issues, and how these have been dealt with, will be reported to the Board of Directors within the Day Care Managers termly report.

9. Complaints

Should parents or carers be unhappy with any aspect of the day care's behaviour management procedure they should discuss the problem with their child's Key Person in the first instance.

Anyone who feels unable to talk to their child's Key Person or who is not satisfied with the outcome of that dialogue should ask to speak to the Day Care Manager.

In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.