**Behaviour** A picture containing text

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Written by: Alice Mcpherson Date:16.07.2021

I 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. I believe that children need clear, developmentally appropriate expectations to support their behaviour and I encourage children to develop acceptable behaviour by providing a happy, safe environment. I set a good example and aim to be a positive role model and ask older children to do the same. I work closely with the children and their parents to encourage good behaviour and my behaviour goals have been written with input from the children.

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

* **Distraction –** Igently remove the child from the situation and offer alternative games.
* **Discussion –** I talk to the child, in a developmentally appropriate way, about their behaviour. I make sure the child knows it is the behaviour I do not like, not them. I do not tell a child they are ‘naughty’ as this can become a self-fulfilling prophesy.
* **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. I do not feel it is appropriate to ignore, humiliate or otherwise punish early years children.
* **Returning to play -** children are invited to return to play 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 work together with me 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 by the Early Years Inspection handbook.

**Teaching children** – I spend time explaining to a child why they have been removed from play or why their behaviour has not been appropriate. I talk about the behaviour, how it impacts others and how it might be changed to stop this from happening again. As part of my continued personal, social and emotional development (PSED) interventions, I 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.

**Behaviour escalation strategy** - if a child’s behaviour causes ongoing concern, I will –

* Talk to the child in the first instance, allowing time for calm and contemplation;
* Aim to attend behaviour training to make sure I am supporting the child in the best possible ways;
* Complete an **Incident Record** to record the ‘poor behaviour’ as required by the Early Years Inspection handbook for the child’s parent to sign to keep them updated;
* Invite parents to a meeting (preferably without the child) to discuss the ongoing situation and decide a combined strategy. I 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 I can support the child through consistent behaviour management in all settings;
* Monitor the child’s behaviour alongside parents and other settings / agencies.

The meeting will be recorded and parents will be asked to sign.

**Note** - if a child’s behaviour does not improve and it is affecting their learning or the learning of other children in the setting, I will call a further meeting with parents to consider next steps to better meet their child’s needs. I ask parents to recognise the importance of resolving behaviour concerns so their child can return to playful learning 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.*

I am 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.

Record keeping – it is a requirement of the Ofsted Early Years Inspection handbook (09.2019) that records of ‘poor’ behaviour are shared with Ofsted during inspection. These records will be shared with parents. Records must be retained for ‘a reasonable period of time’ to comply with the EYFS and will then be destroyed.

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

Signed: Review date:

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