



BEHAVIOUR MANAGEMENT POLICY

Tommies Childcare Limited



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1. LEGISLATIVE FRAMEWORK

- Equality Act (2010)
- Childcare Act (2006)
- SEN/D Code of Practice (2014)

2. POLICY STATEMENT

At Tommies Childcare Ltd, our staff will promote, encourage, reinforce and reward positive behaviour, enabling children to develop a sense of appropriate behaviour and a positive self-image.

Staff are aware of the need for a consistent approach to behaviour management and develop effective strategies using positive methods appropriate to the individual child. It is imperative that all parents are aware of the strategies that may be employed within a Tommie's setting to manage a wide range of children's behaviour and whose purpose is to promote their wellbeing and development.

Children have a natural curiosity to explore their surroundings and their emotions. Restrictions on this development are kept to a minimum to allow for individual expression within accepted boundaries. Sanctions applied in the case of unacceptable behaviour will consider the age and developmental stage of the individual child.

It is important that team members and parents work together to establish common strategies for addressing unacceptable behaviour both at home and within the setting.

3. SEND CO-ORDINATOR

The setting has a SEND Co-ordinator who will have the necessary skills and training to, support and advise staff to manage children's behaviour, to develop agreed responses with parents/carers to ensure a consistent approach, liaise with Area SENCO or link with outside agencies and to support the writing of IEPs, where necessary. They are also responsible for supporting staff in identifying the factors behind the behaviour and for raising these concerns with parents through meetings.

4. INAPPROPRIATE BEHAVIOUR

Staff should always consider what the child's needs are and how they can best be met in the setting, and what potential environmental factors may be influencing a child's behaviour. The setting has its own expectations of the behaviour of the children within its care, based on the safety of others, the development of a sense of right and wrong and care and consideration for other people and possessions.



5. OPPORTUNITIES FOR LEARNING

Busy, involved and happy children engaged in appropriate activities that motivate and stimulate them, are much less likely to be disruptive. Ensuring that activities are stimulating, enjoyable and motivating is a crucial aspect of managing children's behavioural expectations.

Any child presenting difficult behaviour on a regular basis should become the subject of close observation.

Staff should identify:

- The nature of the behaviour or response to the trigger;
- Factors or circumstances which trigger the behaviour;
- Understand the need of the child, is there any unmet need that can be recognised;
- What support is needed in that moment to support the child's regulation
People involved; and
- How it ends, take time to reflect on how you can remove the triggers and support the child moving forwards

These observations should be written and examined for identifiable patterns and then decisions made for future intervention. Such written observations provide objective evidence in discussions with parents and other professionals, e.g. SENCO, Speech and Language. To ensure a clear log of observations, there is the **TRUST form (Appendix 1)** available for you to record this information on in a clear and specific format.

6. BEHAVIOUR MANAGEMENT

The degree of success of any behaviour management programme is dependent on the way in which the programme is carried out and consistency in staff attitude and response to inappropriate behaviour. Staff will act as appropriate role models and should encourage the development of a positive self-image to all children. To function acceptably, children need to feel valued and accepted in a group, to feel secure with the adults caring for them and with the routines of the setting.

At all times, staff will consider a child's age and stage of development when considering the appropriate steps to take regarding unwanted behaviour.

7. GOLDEN RULES

Young children follow the examples of those around them including staff. We need children to know what is expected of them within the setting, therefore staff members need to act as positive role models, showing children how and why things are done. Any directives issued should be clear and concise. Children need to observe good behavioural models and then copy such activities such as sharing, taking turns, listening etc.



Children will be encouraged to recognise that bullying, fighting and hurting each other whether physically or verbally is not acceptable behaviour. They will be encouraged to respect others, demonstrate a caring attitude and recognise the difference between right and wrong.

As much as possible, children should be able to contribute to the Golden Rules of the setting, therefore widening their awareness and understanding of them.

8. MANAGING SIGNIFICANT BEHAVIOUR

It is important to record instances of significant behaviour in an observation format or on an Accident/Incident record (if the child has injured another child through displaying negative behaviour). These incidents of significant behaviour must be shared with the parents/carers on the day. Partnership with parents is key, and the key person or behaviour management coordinator should discuss any issues regarding factors that may be affecting the child's behaviour with the parents/carers. Support and guidance should be offered, and staff should ensure that there is a consistent approach between the child's home and the setting.

All significant incidents of inappropriate behaviour i.e. behaviour which causes injury to another child, will be recorded on an Accident/Incident form which parents/carers will be required to sign and date when they collect their child.

9. INDIVIDUAL ATTENTION

If all other behaviour management techniques have been exhausted, then removing the child from the situation can stop undesirable behaviour by giving the child time to stop and reflect away from the problem, object or situation. This should not be referred to or labelled as 'Time Out'.

Time away from group activities may be an appropriate sanction for a child who has bitten another child, this should be recorded on an Accident/Incident form and parents should be asked to sign to evidence they are aware of the biting but not the child who was bitten.

Staff should remember that there is a need to 'build a warm bridge' again as soon as possible – conflicts should never linger.

10. PHYSICAL RESTRAINT

Physical Restraint is where practitioners use reasonable force to prevent children from injuring themselves, others or damaging property. Physical restraint should only be used in rare circumstances, after all other methods have been exhausted and only if it avoids harm of the child, others or equipment. A child should be held carefully by a member of staff until they begin to regain control. Parents or carers should be informed on collection, or where reasonably practical, that physical restraint has been used and an incident form completed for the parent/carer to sign.



11. GENERAL RULES

Staff should share their anxieties with others and remember that they are only human and may need time out too. It is not a sign of personal failure to ask for help and advice; it is a sign of maturity, intelligence and understanding. Staff should always take time to stand back from situations and observe.

- Corporal punishment such as smacking, shaking, slapping or manhandling e.g. aggressive lifting, dragging or plonking a child down is strictly forbidden and such action by a colleague will result in immediate disciplinary action. Our Safeguarding Children Policy may also be applied.
- A louder than usual tone can be used with a child if the situation warrants this (e.g. if a colleague urgently needs to stop a behaviour, like climbing, to keep them safe from injury and dangerous hazards) but a colleague should never shout at a child.
- Encouragement of self-discipline with consideration for others and their environment is actively promoted.
- A consistent approach to behaviour guidelines and the sanctions applied is followed by all colleagues.
- It is important to acknowledge that it is the behaviour that is unacceptable and not the child.
- Distraction methods will be used to manage potentially unacceptable behaviour.
- Verbal labelling of children with such terms as naughty or disruptive will not be used and children's behaviour will not be a topic of discussion within the room.
- Threats, even "light" threats such as "no trip" or "no comforter" etc. are not acceptable.
- Withholding food as a form of behaviour sanction will not be used in any circumstance.
- If developmentally appropriate, a child demonstrating unacceptable behaviour will be asked to apologise to the child/adult who has been hurt (usually older Toddlers and above).
- Children need their own time, space and opportunity to release their feelings in a non-destructive manner.
- A child, who behaves inappropriately, by physically or verbally bullying another child or adult, may be temporarily removed from the group. This is usually done by engaging the child in another activity.
- Ongoing incidents of unacceptable behaviour cannot be allowed to continue and a meeting between the colleague and parent will be held to discuss further action. In some cases, this may include the involvement and support of other professionals and external agencies. In extreme circumstances the decision to remove a child on a temporary or a permanent basis may be taken. A decision to remove a child is only reached following consultations with team members and parents on the individual circumstances and prior approval must be sought from the Operations Manager.



12. SUSPICIONS OF ABUSE

If a member of staff suspects that behaviour could be aligned to emotional, physical or sexual abuse because of direct disclosure from the child or physical evidence, then the member of staff should consult the procedures set out in the Safeguarding Children Policy.

Never interrogate the child and report your findings immediately to your Manager or Safeguarding DSL.

13. PARENTAL INVOLVEMENT

Staff should always handle parental communication with tact and diplomacy. They should not become defensive because of a feeling of self-failure if a child experiences difficulties. Staff should establish good and honest rapport, involving parents closely and keeping them informed both verbally and by the sharing and signing of incident forms.

Please note, parents may request to us to “mirror” behaviour management strategies from home. These can sometimes conflict with our own policy, for example, we would never do a ‘naughty step’ at Tommies Childcare.

There is a balance to be struck between ‘parents as partners’ and meeting our own standards and where these conflict please discuss them first with your Nursery Manager before agreeing to mirror home based behaviour management strategies.

14. RECORD OF POLICY CHANGES

Last	Date	Initials	Comments
Updated	Apr 2013	CF/AM	
Reviewed	Jul 2014	CF/HM	
Updated	May 2016	DB	
Updated	Feb 2017	LW	Updated format
Reviewed	Jun 2018	DB	
Updated	Apr 2019	DB	Re-Clarification that behavioural concerns should be logged onto an Accident/Incident form and not the Observation form used for Safeguarding
Updated	Jan 2020	MF	Updated format
Reviewed	June 2020	DB	No changes made
Reviewed	April 2021	DB	No changes made
Reviewed	July 2022	DB	No changes made
Reviewed	May 2023	DB	No changes made
Reviewed	May 2024	DB	No changes made
Reviewed	July 2025	DB	No changes made
Updated	Sept 2025	AC	Update to S.5 Trust Form

