

Shadwell Childcare

Positive Behaviour Management Policy

Adopted in November 2025

Date to be reviewed: May 2027

Positive Behaviour Management Policy

Statement of Intent

Our nursery believes that children and adults flourish best in a positive and calm environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

Our Aim

Our aim is to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We will respect children as individuals, be fair and consistent to all and lead by example.

Methods to achieve positive behaviours

Our Room Leaders have initial responsibility for behaviour concerns. The Nursery Manager has overall responsibility for issues concerning behaviour

- A safe and secure environment where all children and adults are valued.
- A learning environment that stimulates, motivates and engages all children.
- We require all adults to be positive role models for the children; this includes their interactions with each other as well as their interactions with the children. Particular emphasis will be given to friendliness, care and courtesy.
- We ensure that adults within the nursery praise and endorse desirable behaviour such as kindness and willingness to share.
- We are keen to ensure that praise is made explicit, ensuring children who are behaving appropriately receive the attention they deserve. We will use the praise of others to motivate those less eager to respond.
- Rules governing the behaviour of the children will be discussed and agreed within the nursery
- We expect all adults in the nursery to ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up regular routines of positive behaviours.
- Adults to be confident to pre-empt behaviour concerns to limit their occurrence.
- Adults will ensure that they use appropriate language and not label a child (i.e. silly, naughty) but discuss the action the child was engaged in
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour

- Children will be given one-to-one adult support to talk through the situation that was the precursor to undesirable behaviour
- If it is deemed beneficial for the child and where appropriate, this might be accomplished by a period of "quiet time" with an adult
- We will never send children out of the room by themselves.
- We will never use or threaten physical punishment, such as smacking or shaking - *Reference EYFS Statutory Framework Managing Behaviour 3.52 below*
- We will never use techniques intended to single out and humiliate individual children such as the "naughty chair".
- In any case of unwanted behaviour, it will always be made clear to the child or children in question that it is the act and not the child that is unwelcome
- We will not shout, raise our voices in a threatening way or criticise a child.
- Adults in nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people
- We handle any behaviour concerns in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity
- Recurring unwanted behaviours will be responded to with a consistent approach. If they continue to occur; the same approach will be applied by a specific person in order to ensure there are no inconsistencies.
- We only use physical restraint, such as holding, to prevent personal injury to children or adults and/or serious damage to property and as a last resort to avoid injury or harm. This will be undertaken by the manager / DSL if necessary and as a last option. Any significant event of this sort will be recorded, and the parent informed the same day by the Manager / DSL
- Adults will be aware that some kinds of behaviour may arise from a child's individual needs. Staff must refer to the SENCo cloud plans where required
- The cause for the behaviour will be established and where possible staff and parents will be encouraged to work together to support the child.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or senior staff. We work with parents to address recurring challenging behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. Parent meetings will be used as needed and personalised to each family and child need.

Respecting Children

Children have the right to;

- be respected
- have their views heard
- have stable relationships with professionals built on trust
- have consistent support provided for their individual needs

Children need staff to have;

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an on-going stable relationship of trust with those helping them
- Respect: to treat children with the expectation that they are competent rather than not, be aware of humiliation and embarrassment.

A guide for adults working with a child following an incident of undesirable behaviour

- Observe and talk calmly with the child
- Listen to their opinions and how they are feeling
- Ensure the child knows you are taking their views seriously
- Discuss with them the impact of their actions.
- If the child is able to, discuss what might have been a better choice

A guide for adults working with more than one child following an incident of undesirable behaviour:

1. Take the children to a quiet area.
2. Let the children know that you are going to listen to them in turn and that each child must listen carefully to the other child. They are not going to interrupt as they will get their chance to speak about what happened.
3. Firstly, listen to the child who has been hurt. Ask what happened, try to get as much detail as possible then ask the child how it made them feel.
4. The child who was the perpetrator will then be encouraged to say what happened and how they felt.
5. The adult is to listen calmly to all children who are involved.
6. The adult will retell the incident as it has been told to her.
7. The adult will ask each child if something could have been done differently so that the incident did not occur at all. (i.e. what would have been a better choice?)
The adult may need to make some suggestions. (The younger children may not be developmentally ready to give a better choice)
8. The adult will emphasise that the undesirable behaviour leads to children being upset and that we all want nursery to be a happy place. That we do not want to see that kind of behaviour anymore.
9. The children can role play the preferred choice or they can discuss with the adult how this choice would have led to everyone being happy and not upset.
10. At the end of the discussion the children are encouraged to give each other a hug or shake hands or to play nicely together.

Biting:

Biting behaviours are sometimes the result of a child feeling frustrated or overly stressed. It may be that they are having difficulty expressing their needs or communicating with others.

Shadwell childcare has a guidance document that sets out how staff respond to a biting situation with the aim to prevent any further incidents.

Bullying:

Bullying is not defined in the EYFS statutory Framework. This is because bullying is usually seen as pre meditated, with the intention of causing emotional or physical harm. Bullying is about an abuse of the power differential. For the Breakfast club and OOSC where children are attending from Primary School, the school policy will be implemented for continuity.

The following is guidance and would be tailored to the child's age; it is dependent on whether the child is from Sunflower Room or Bluebell Room. Any course of action will be developmentally appropriate.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We explain to the child doing why her/his behaviour is inappropriate. Include how the actions / behaviours have made other children feel – this is only where the child has the emotional intelligence to understand actions and consequences.
- We give reassurance to the other child or children
- We help the child whose behaviour was inappropriate to say sorry for her/his actions (if age appropriate)
- We reinforce positive behaviour
- We do not label children
- We discuss what has happened with their parents and work out with them a plan for handling the child's behaviour

Recording behaviours

- A digital incident form will be completed to allow analysis to take place
- Where another child has been injured an accident form must be completed for them
- SENCo cloud plans are to be followed where one is in place for an individual child
- Cloud plans will be shared with staff for a consistent approach
- Staff should be mindful if the child is trying to tell them something through their behaviour
- Staff should be mindful if the child's behaviour is serving a purpose
- Staff should report any incidents to the Designated Safeguard Lead where a safeguarding concern is raised
- Where a child is displaying behaviour that needs recording regularly, these will be collated onto one form and discussed with parents each week to avoid daily conversations unless the incident is significant.

Breakfast Club and Out of School Club: Positive Behaviour Management Policy for school children

Expectations are in line with school where possible to allow consistent and understanding for children. This includes;

We are:

- kind to other children and adults
- polite and respect everyone
- helpful and honest
- responsible for our own belongings

We will:

- listen to what adults and other children have to say
- treat others as we wish to be treated
- share toys and games – we don't exclude anyone
- care and respect the toys and equipment in the setting
- wash our hands before eating and after using the toilet
- move calmly around the setting
- use appropriate language and tone

What happens if the rules are not followed:

1. A warning will be given alongside a reminder of the rules
2. If the rules are not followed a second time, thinking time will be given
3. If rules are not followed a third time this will be recorded digitally and parent/carers will be notified of the behaviour. This can include;
 - Disrespect to adults
 - Lying to an adult
 - Swearing / inappropriate language
 - Fighting
 - Racism
 - Bullying
 - Deliberately damaging property

Please note if staff deem the behaviour/action to be a severe breach of the expectation it will be escalated to the parent/carer. They will be notified via family and also in person

Shadwell Childcare will always endeavour to positively, quickly and calmly resolve any behaviours and support all children