



Behaviour Management Policy & Procedure

We believe that children always have a reason for the way in which they behave, and it is up to the staff as professionals to find out the reason why through observations and understanding of children's development. As children are learning and developing their own thinking, they are also developing their independency and the understanding of their feelings. Inappropriate behaviour is often the result of children's emotions taking over as they develop self-control and regulation. Therefore, we use a restorative approach and allow children time to talk when they are feeling calmer and supported. Children learn how to behave appropriately from the behaviour that is modelled for them.

Understanding the reason behind behaviours

- Young children are egotistical and are learning to develop empathy for others.
- Children often are unable to communicate how they are feeling and become frustrated, which can lead to crying uncontrollably and lashing out at others.
- Children are still developing their self-control.
- Children may have an underlying condition where they lack impulse control, are reactive to their surroundings and/or sensory stimulations.
- Children may just need extra attention as that is what they are craving.

Aims

Our aim is to help children develop and grow in a happy, relaxed and enjoyable environment. Children will be treated as individuals and are encouraged in their play to always respect each other. We aim to focus on positive behaviour and use praise and encouragement to support children in making good choices and behave appropriately. Staff will be good role models for our children by demonstrating respect, drawing attention to friendliness, care and courtesy, and using supportive language.

What do our aims mean?

Positive behavior, we believe children are developing their skills to be able to:

- Treat other children and adults with respect
- Speak politely to other people and use their manners
- Have self-confidence and high self esteem
- Have an understanding of their feelings and express how they feel.
- Safely learn the difference between making good choices instead of poor choices and knowing right from wrong.
- Make good choices by following instructions when asked
- Use the resources provided appropriately.

To encourage this, the staff will:

- Treat all children and adults with respect and as they would like to be treated.
- Speak politely to all other people
- Praise children's efforts and achievements as often as they can using supportive language.
- Encourage children to label their feelings and offer support and comfort when needed.
- Discourage inappropriate behaviour by focusing on rewarding positive behaviour (for example, if children aren't listening or following an instruction focus on those children that are by giving them praise and high fives, the other children, wanting praise will follow what the children making good choices are doing).
- Give children time to make the right choice if a poor choice has been made.
- Model how to use resources and participate in activities.
- Tell parents and carers about their child's efforts and achievements.
- Avoid using negative, critical, or sarcastic language (for example instead of saying 'don't run' say 'walking feet thank you')

We will NOT accept the following behaviour from adults or children:

- The use of rude or unkind words
- Hitting, kicking, biting or other such physical actions
- All forms of bullying
- Any form of corporal punishment

We will always try to explain why such behavior is unacceptable.

Children need to feel safe and supported to enable them to make good choices. They are developing their independency and need to feel they have some control and able to make their own choices.

Giving children plenty of opportunity to be independent and make some of their own choices will be catered for within each room of Phoenix Nursery. Routines and consistency are key in helping children feel secure and know what's going to happen when or next.

Behaviour Procedure Path and language to use

For most children under the age of two, they are going through a developmental stage and distraction or moving away to a different area or activity is all that is required. Staff will promote more positive behaviour through play, stories and songs.

Above the age of two, when children are exhibiting inappropriate behaviour use the child's name to gain their focus.

- Get down to the child's level.
- In a calm voice, explain they are making a poor choice and why.
- Tell them what it is you want them to do using clear, short and direct instructions one at a time (for example, 'I need you to...').

- If they don't respond appropriately, tell them they are making a poor choice and you will count to three, if they haven't made the right choice, they will be inviting you to make the choice for them.
- If the child makes the right choice, praise them for making that choice.
- If a child continues to use inappropriate behaviour explain that because they have made a poor choice, they have now invited you to make the choice for them.
- Explain that you are going to move them away for some '**time to think**' - 1 minute per year of a child's age. Place the child in a safe, calm space.
- Once the child is calm enough to talk use a restorative approach to talk through what happened, why and what could be done next time instead.
- Remind the child to make good choices and always praise them when they do.
- Always recognise a child's feelings. It is ok to be upset, angry, frustrated etc however, it's not ok to lash out or behave inappropriately, especially towards others or the resources.
- Give children the opportunity to cry with comfort if needed. Give them a pillow to squeeze or hit if they need to relieve some anger or frustration.
- Help children recognise their feelings.
- Notify parents of behaviour, why you think it happened and how it was dealt with. Be careful not to unduly concern them but let them know that you will be monitoring their behaviour. Be honest but most importantly be sensitive.

If there are any concerns surrounding a child's behaviour, the following steps should be followed:

- Make notes and observations at each point that the child's behaviour becomes inappropriate. You must record the time, date, which adults were present, which significant children were present and most importantly what the incident was. Note exactly what behaviour was displayed by the child and how it was dealt with, also note down how the child reacted to having his/her behaviour addressed.
- If the behaviour continues, staff must talk to the designated member of staff for Behaviour Management. After reading the observations and notes, they will discuss and agree an appropriate action plan for all staff concerned to follow. This must also be discussed with the parent/career for their input; it may also be decided to continue this action plan at home if needed. It is the responsibility of the key person to ensure the room supervisor is made fully aware of the situation and the action plan, as well as sharing this information with any other room staff members who come into contact with the child. Communication and consistency is key.
- When an action plan or strategies are put in place staff and parents/careers must agree a review date. All staff must be made fully aware of the actions, and they will be required to make notes/observations should they be involved in/witness any negative behavior from the child, this is to ensure consistency.
- If the inappropriate behaviour continues, staff and parents may seek advice from the designated person for behaviour at any time during the action plan. The action plan will continue to be updated and reviewed until such time as the inappropriate behaviour is amended.

- Always remember to keep parents continuously in the picture regarding their child's behaviour
- Should the above steps still not meet the child's needs, Phoenix Childcare may seek support from **Worcestershire County Council Early Years team..** Consent will be sought from the child's parents/careers before this step is taken, a letter of consent will also be issued and signed by an appropriate parent/career. This action may be taken at an earlier opportunity depending on the individual child's needs.

Designated member of staff: -

The designated member of staff for behavioral issues is **Fiona Andrews**. We expect this designated person to attend required training and report back to all staff employed at Phoenix Childcare.

The responsibilities of the designated person for behaviour management are:

- Keep up to date with legislation, research and thinking on handling Children's behaviour
- Make available relevant sources of expertise on handling children's behaviour
- Make sure there is stability and consistency amongst all staff on behavioural issues
- Ensure and record staff have relevant in-service training on Handling children's behaviour

Useful contacts:

[The Worcestershire Virtual Family Hub | Worcestershire County Council](#)

If in the case of a child's behaviour becoming consistently aggressive causing harm or affecting another child's or member of staff's wellbeing, the Nursery Manager may make the decision to exclude the child from the nursery for the rest of the day, or longer if necessary.

If you are not happy with the way in which your child has been treated by a member of staff, you should refer to our '*Complaints Policy & Procedure*'.

This policy is in accordance to the Statutory Framework for the Early Years Foundation Stage, issued by the Department for Education November 2024, due to be updated September 2025.

Policy updated May 2025
Due to be reviewed May 2026