

Statutory Requirement
Early Years Foundation Stage Statutory Framework

3.52 Providers are responsible for managing children's behaviour in an appropriate way. 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 years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

The relevant legislation underpinning this policy includes:

- The Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage 2017

1.0 Policy Statement

Childbase Partnership believes that children flourish best when their personal, social and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour.

We will encourage children to learn to consider the views and feelings, needs and rights of others and themselves and the impact their behaviour has on other people. We have a positive approach to supporting behaviour through encouragement, praise and setting good examples.

1.1 Our Aims

- To create an environment where everyone has a clear understanding of the expectations.
- To adopt a consistent and positive approach to the management of behaviour.
- To ensure that all employees are trained to create a positive environment that is calm and consistent where children feel secure.
- To create an environment in which no child is hindered in any way from achieving his/her full potential.
- To establish clear boundaries according to the child's level of understanding, encouraging children to be aware of the nursery routine and procedures and ensure they know what is expected of them.
- To create an environment where everyone has a sense of responsibility that fosters mutual respect.
- To promote this policy with staff, parents and children to ensure everyone know the expectations.

2.0 Procedure

We have a named person who has overall responsibility for achieving positive behaviour. They are the nursery Quality Leader.

2.1 Our Approach, our employees must:-

- Treat others, the environment and all living things appropriately and with care.
- Help children to understand that discriminatory, challenging, rough and bullying behaviours and remarks are hurtful and unacceptable.
- Create a mutually respectful culture.
- Establish clear, consistent boundaries, routines and expectations according to the child's level of understanding, encouraging children to be aware of what is expected of them and helping children to use the Golden Values and strategies for managing their own behaviour. This falls under the wider remit of promoting British Values.
- Ensure the child knows what is expected of them and work with them, challenging the action not the child e.g. we do not describe a child as 'naughty'.
- Establish an environment that promotes positive behaviour, being positive by offering reward and attention for behaving well.
- Not discuss the child's behaviour in front of them, their peers or parents.
- Seek to work in partnership with parents on promoting their children's positive behaviour.
- Ensure that all parents are informed at all stages of any assessment, planning, provision and review of their children's education and behaviour.
- Not restrain or punish children physically e.g. smacking or pulling.
- Not administer any form of corporal punishment.
- Not shout at, intimidate, or make a child feel foolish, bad or devalued.
- Not deprive children of food or drink.
- Not isolate a child or designate a naughty chair/area away from the group.
- Not use threatening language as a means of punishment

2.2 Our Expectations of Our Children Include

- Consideration and respect for all children and staff.
- Listening and responding when spoken to, using appropriate language to children and staff.
- Treating others, the environment and all living things appropriately and with care.
- Following the Golden Values.
- Not displaying any behaviour which would be in direct conflict with the British Values.

2.3 Bullying

We take bullying very seriously. We firmly believe that all children who attend the nursery have the right to play and enjoy their time without fear of intimidation or harassment albeit physical, verbal, racist or sexual bullying. Therefore bullying is unacceptable behaviour in our nurseries and will not be tolerated. Bullying behaviour will be challenged and not allowed to continue.

2.4 Rough and Tumble Play and Fantasy Aggression

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Young children often engage in play that has aggressive themes such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful or bullying behaviour, although it may be inconsiderate at times and may need addressing using behaviour management strategies.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits.
- We will develop boundaries that are agreed with and understood by the children to ensure that children are not hurt.
- Rather than banning any form of play we will tune in to the content of play, perhaps to suggest alternative strategies for heroes and heroines, and make the most of “teachable moments” to encourage empathy, lateral thinking and to explore alternative scenarios and strategies for conflict resolution.

2.5 Strategies

We ensure that employees are trained to deal with challenging behaviours, remaining calm and patient, offering comfort to intense emotions and helping children to manage their feelings.

Strategies that we deploy are:-

Clear and Consistent Routines

- All staff must know, understand and follow a consistent routine. This will be child specific for babies and younger children.
- We use “clues” such as tidy up music/instrument, egg timers or puppets to forewarn children of transitions and changes to routine.
- We engage children in small group times.
- We aim to keep children excited and interested.

Having a positive environment

- All nursery environments should allow for children’s free movement, decision making and choice.

The Golden Values

A set of moral values promoted throughout Childbase, for all members of staff, children and parents that help children feel safe and secure. They are fundamental in building children’s self-esteem through praise for their efforts and achievements. They fully support the British Values.

- For the under 3’s the values must be modelled by the staff and shared with parents to model.
- The over 3’s must be encouraged to follow the Golden Values which must be displayed in all rooms.

The Golden Values are:

- We are gentle (we don’t hurt others).
- We are kind and helpful (we don’t hurt others feelings).
- We listen (we don’t interrupt).
- We are honest (we don’t cover up the truth).
- We look after property (we don’t damage or waste things).
- In Pre-School/ with older children additional values may be added by the children.

The “Golden Values” demonstrate the fundamental “British Values” of:-

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect and tolerance of those with different faiths and beliefs.

Positive adult:child interactions

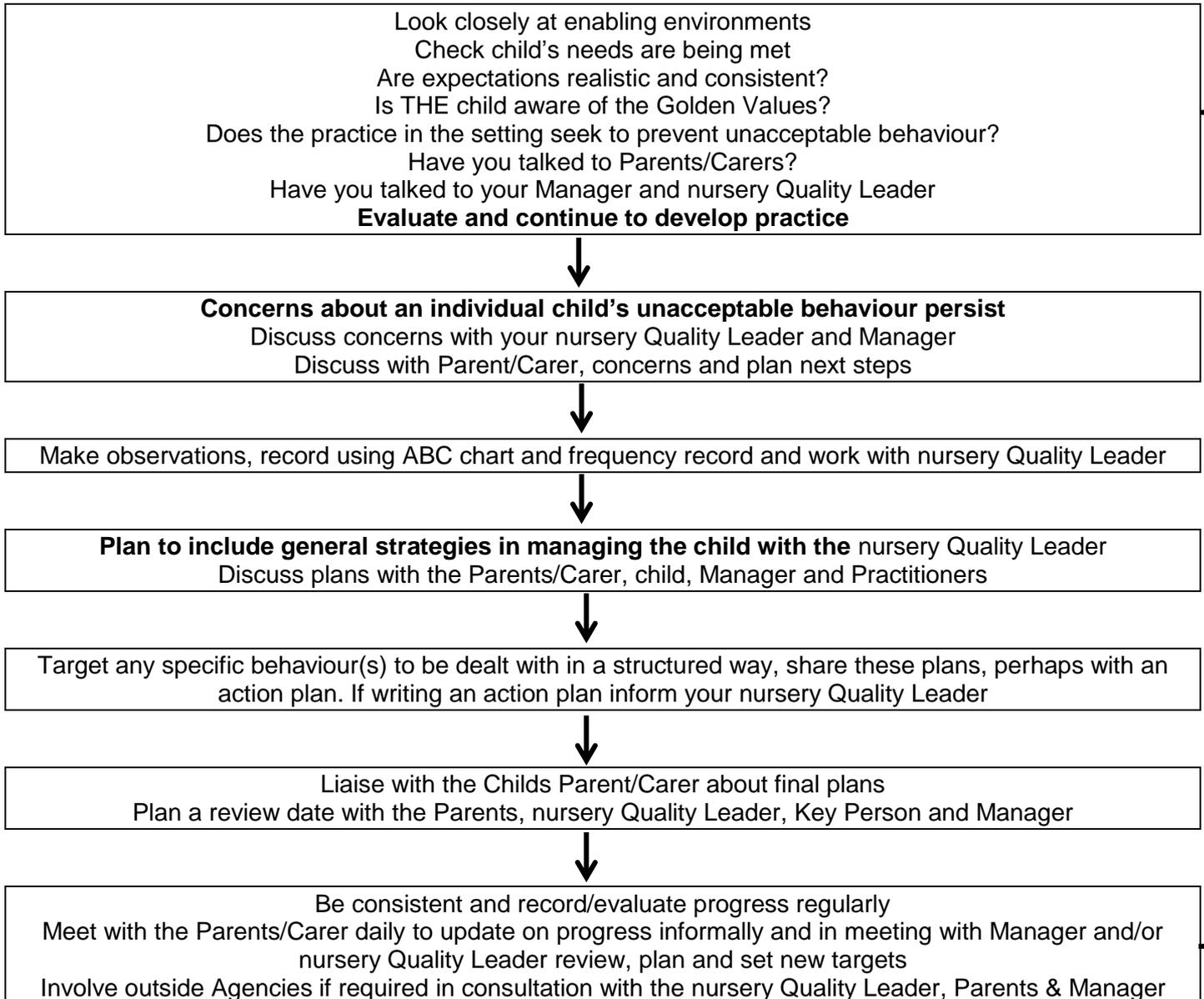
Staff must aim to interact in the following manner to promote positive behaviour:-

- Use of clear language to allow children to process instructions.
- Use of appropriate voice/ facial expression/posture/eye contact.
- Supporting the child to understand feelings and emotions.
- Ensure the child's voice is enabled.
- Being realistic regarding expectations of children according to their age and stage of development.
- Use of positive and specific praise.
- Use of positive reinforcements such as communal reward jars.
- Use of a consistent approach both as a staff team and with the family.
- Use of distraction techniques.
- Focusing on positives rather than negatives.

Dealing with an incident of unwanted behaviour

- Sometimes despite all of our preventative behaviour strategies an incident of unwanted behaviour may occur. In this instance the following 6 step procedure will be followed:-
 - C - Calmly approach, stopping any hurtful actions or language.
 - H - Help children to acknowledge their feelings.
 - A - Ask open-ended questions, gathering information, not making any assumptions or taking sides.
 - N - Name the Golden Value the problem relates to.
 - G - Gather ideas for solutions, choose one together.
 - E - End the conversation to allow play to continue but be prepared to give follow-up support as needed.
- If a child is continually being disruptive in the group this will be brought to the attention of the parent/carer, nursery Quality Leader and manager. Observations will be recorded using the ABC sheet and frequency record. A plan of action will be agreed whereby the nursery staff will work in partnership with the parents/carers and other involved professionals to encourage positive behaviour.

3.0 Model of Managing Behaviour



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Version 4.1 Issued July 2018

Document Control

Procedure Owner	Quality and Training
Author	Mark Bird and Karen Turner
Reviewers	Sarah Rotundo
Creation Date	25.03.15
Re Issue No. Date Issued: Policy Effective Date	2.0 10.11.15 01.12.15 Sarah Mackenzie
Re Issue No. Date Issued: Policy Effective Date	2.1 revised by Sarah Mackenzie & Operations Team June 2016 01/07/16
Re Issue No. Date Issued: Policy Effective Date	3.0 reviewed by Carol Taylor March 2017 3 rd April, 2017
Re Issue No. Date Issued: Policy Effective Date	4.0 reviewed by Sarah Mackenzie May 2018 28 th May 2018
Re Issue No. Date Issued: Policy Effective Date	4.1 reviewed by Sarah Mackenzie July 2018 25 th July 2018