



Behaviour Policy EYFS: 3.52-3.53

Refer to: Whistle Blowing, Child Protection, Health & Safety children, Sharing Information, Equal Opportunities & Inclusion and SEND policies.

Policy statement

All children attending All My Friends Childcare settings have a right to play and enjoy what is on offer without fear of intimidation, harassment, physical or verbal abuse. We strive to promote behaviour, which encourages respect for each individual, co-operation with each other, and opportunities for play and adventure within a safe and caring environment. With this in mind it is normal for young children to engage in rough and tumble play and fantasy aggression-such as superhero and gun play. Some children appear pre-occupied with such play, but their behaviour may not necessarily be hurtful or intimidating to their peers. Racism, sexism and all forms of discriminatory behaviour will be challenged and will not be allowed to continue.

Unacceptable behaviour

All My Friends Childcare considers unacceptable behaviour to include:

- a) Infringing the rules of the setting - i.e. challenging authority
- b) Swearing
- c) Physical abuse
- d) Emotional abuse
- e) Biting
- f) Destruction/misuse of toys, equipment and resources
- g) Bullying
- h) Aggression/temper tantrums
- i) Sexually unnatural behaviour
- j) Spitting

Behavioural expectations

1. The behaviour of the children within All My Friends Childcare settings reflects our ethos. Children are expected to respect their carers' requests and respect each other's needs, cultures, and beliefs.
2. All children are asked to comply with the setting rules and regulations for the safety of themselves and others.
3. Parental co-operation is paramount, and we appreciate your support while sharing the care of your child should any problems arise.
4. We recognise that some rough and tumble play is normal in young children and acceptable within limits.
5. We recognise that sometimes children may use words with violent imagery and 'act out' scenes that involve 'shooting' and 'killing', 'goodies' and 'baddies' because of their awareness of the outside world. We realise that this gives us opportunities to discuss right and wrong, real and pretend with children.

Setting rules

1. Each setting has its own rules and expectations of the type of behaviour expected of the children.
2. The children are encouraged to contribute to these rules, empowering them to take control of their actions and understand the consequences of their actions.

Destructive behaviour

1. Children are expected to respect their environment and the equipment provided for them.
2. Any deliberate destruction of toys, equipment or property will be charged to the parent.

Bullying

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation (lesbian, gay, bi-sexual and transgender).

It takes many forms and can include:

- physical assault e.g. biting, hitting, spitting
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

It is our policy to ensure that any form of bullying is dealt with immediately. It is important to acknowledge the child's age and stage of development, the children's feelings and to help them understand how others might be feeling. Children are encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable. Any form of bullying is unacceptable and will be dealt with immediately. Any instances of bullying will be discussed with all parents involved to come to a resolution.

Behaviour management

1. The staff would never punish your child by physically hitting, smacking, or shaking them. Neither would they frighten or humiliate them. However, it may be necessary to remove or restrain a child in an emergency to prevent personal injury. This will be recorded in our 'Physical Intervention Book.' This will be signed by the parent and a copy given. By restrain we mean when children are in an out-of-control rage, gently but firmly hold them to prevent them from harming themselves or others. Use just enough force to restrain them safely. Speak in a reassuring, calm voice. Release them as soon as the aggressive behaviour ceases.
2. Staff will not raise their voice in a threatening manner.

3. To promote positive behaviour staff set realistic boundaries and goals that are consistent.
 4. Diversion, praise and quiet discussion are techniques used to promote positive behaviour.
 5. We make the most of ‘teachable moments’ to encourage empathy, problem solving, negotiation and conflict resolution.
 6. Hurtful behaviour, whether physical or emotional, will be addressed using clear, consistent adult intervention.
 7. With adult consistency we avoid confrontation, empower the children, raise their self-esteem and maintain excellent communication.
 8. By creating a stimulating environment, we aim to keep each child occupied and happy.
 9. If a child’s behaviour is unacceptable, they are told what is wrong and what is expected of them.
 10. Children’s unacceptable behaviour is addressed in accordance with the age, stage of development, and level of understanding.
 11. After a constructive feedback session about managing behaviour with the children at After School, it was agreed to implement a ‘*cool down*’ area. The area is a place where a child can go to relax and reflect on their behaviour or ask to go for a time to have some personal space away from mainstream club activities. It is not a ‘time-out’ area but is used to enable children to calm down and relax before a situation escalates out of their control. A member of staff is present with children using the area at all times.
 12. ‘Cool down’ action is implemented only as a last resort, by removing the child from the situation and sitting them quietly with an adult present for a set period of time, allowing time for reflection.
 13. Incidents involving unacceptable behaviour are recorded in an incident book and shown to the parent or carer of the child concerned. A signature is requested as acknowledgement that they have been made aware of the incident and how it has been dealt with.
 14. After 3 entries into the incident book of the same behaviour, parents or guardians will be invited to meet with the setting Manager to discuss the child’s behaviour and actions to be taken if the unwanted behaviour continues. We will always co-operate with parents/carers and respect their wishes.
 15. These actions can include the use of an Individual Behaviour Plan (IBP) devised in conjunction with the parents. / Professionals.
 16. We would also carry out more in-depth observations to ascertain whether a trigger for the behaviour can be found. We will use a behaviour book to record behaviour including positive behaviours. These could be as simple as the time of day or an area in the setting. We will work with the child and their parents/carers to find an appropriate way forward to record and promote positive behaviour.
 17. Where unwanted behaviour continue despite the above interventions or in exceptional circumstances, such as the perpetration of violence by a child, we reserve the right to exclude the child from the setting for an agreed period. This will always be a last resort.

Training

1. Each All My Friends Childcare team member is trained to respond to unacceptable behaviour, and all are consistent in their approach.
 2. Supervision and staff meetings provide opportunity to discuss problems arising from both the organisation of the settings and the individual children's needs.

Representatives for SEN & Behaviour Management in our settings are as follows:

- Barnwood Nursery Emma Millar, Poppy Long
 - ASC/HOLS Beth McTaggart (SENCO), Claire Williams

Internal use only

This policy was adopted on	22.02.21
Signed on behalf of the setting	LH
Date disseminated to staff	
Checked and Updated	
Updated:	