



Behaviour Management Policy

We are dedicated to establishing a clear code of conduct for all children, fostering an understanding of right and wrong by encouraging positive behaviour and addressing unacceptable actions. We believe that every child deserves to feel valued, respected, and safe, and we aim to provide an environment where they can learn and explore without fear. Our objective is to help all children build confidence, self-esteem, and a positive attitude toward their own learning and social interactions.

This policy outlines our approach to behaviour management, emphasizing that learning self-regulation and socially appropriate behaviour is a developmental process. We recognize the importance of working closely with parents and caregivers to ensure a consistent approach to managing behaviour. The policy provides guidelines to support this vision, emphasizing the value of modelling positive behaviour, appropriately addressing challenging behaviour, and meeting the individual needs of each child while maintaining the safety and well-being of everyone at Teddy Bears.

We strive to introduce a code of conduct to all children, encouraging them to develop a sense of right and wrong through guidance on appropriate behaviour and discouraging unacceptable actions.

It is sometimes necessary to help children understand their boundaries by explaining why certain behaviours are not acceptable in specific situations.

We aim to promote positive behaviour in our setting, and we do this by:

- Giving praise and awarding good behaviour.
- Making children feel valued by giving them individual attention.
- Being a role model and setting a good example
- Listening to the children and responding as appropriate

We are aware of the different reasons why children misbehave and will endeavour to keep to routines so that your child feels safe and is not over tired or hungry.

Children may exhibit challenging behaviour because they have not yet learned how to respond appropriately to feelings such as boredom, anxiety, fear, curiosity, tiredness, independence, or anger/frustration. To address this, we aim to foster kindness and consideration by encouraging positive behaviour, offering activities that support personal, social, and emotional development—one of the three core areas in the Early Years Foundation Stage—and through play-based learning. Examples include role-playing different scenarios, using stories that teach values, promoting healthy and happy friendships.

Children will however try to test boundaries, and it is normal for all children to misbehave sometimes. We will use the following strategies to deal with a child who is misbehaving. We use different ones depending on the age/stage of ability of the child and the situation:

- Distraction. We will remove the child from the situation and give them an alternative activity or toy.
- Ignore. Depending on the situation we may ignore the bad behaviour if we feel it is being done to get a reaction.

- Talk with the child. If the child can understand we will discuss their behaviour and try and get them to appreciate the consequences of their actions. We will explain to them that it is their behaviour that we do not like, not them.
- Thinking time. We may remove the child from the activity / play area and ask them to sit next to us for a few minutes to reflect on their behaviour, this is followed by a conversation explaining how we could have done things differently.

Promoting Positive Behaviour

To help children follow routines and meet behaviour expectations, we promote positive behaviour through:

- **Being a Role Model:** Demonstrating good behaviour by setting an example.
- **Consistency:** Applying rules in a uniform and predictable manner.
- **Positive Reinforcement:** Rewarding desirable behaviour to encourage repetition.
- **Opportunities for Improvement:** Allowing children to change and improve their behaviour.
- **Positive Body Language:** Engaging with children at their eye level to foster connection.

Young children often struggle with behaviour because they haven't yet learned how to handle their feelings and needs in appropriate ways. Common triggers for challenging behaviour include seeking attention, boredom, anxiety, fear, anger, curiosity, a desire for independence, and anticipation.

We believe children flourish when their personal, social, and emotional needs are met alongside clear and developmentally appropriate expectations for behaviour. Our approach emphasizes:

- **Respect and Recognition:** Valuing each child's unique contributions and being considerate of their feelings.
- **Freedom and Responsibility:** Allowing self-expression within a supportive environment that encourages decision-making and reflection on consequences.
- **Inclusion:** Ensuring equitable access to learning while considering diverse needs and backgrounds.
- **Honesty:** Promoting open and honest communication.
- **Safety and Trust:** Creating an environment where everyone feels comfortable expressing concerns and fears, thus supporting both emotional and physical well-being.

Preventive Strategies

Engaging with young children who exhibit challenging behaviour requires patience, understanding, and effective strategies. Our approach includes:

- **Positive Reinforcement:** Acknowledge and praise good behaviour to encourage its recurrence.
- **Consistent Routines:** Establish predictable daily routines to help children feel secure and understand what is expected of them, reducing anxiety and challenging behaviours.
- **Clear Expectations:** Clearly communicate rules and expectations using simple language and visual aids to help children understand acceptable behaviour.
- **Emotional Regulation:** Teach children to recognize and manage their emotions effectively.
- **Engaging Activities and Environment:** Provide age-appropriate and stimulating activities that capture children's interest, as boredom can lead to unwanted behaviours.
- **Calming or Reflective Time:** If a child becomes overwhelmed, offer a short break to help them regain emotional control, using calming activities to soothe them.
- **Open Communication:** Encourage children to express themselves and listen to their concerns, helping them feel valued and reducing frustration.
- **Collaborative Problem-Solving:** Involve children in finding solutions to their behaviour. Ask for their input on how they could handle similar situations differently in the future.

Intervention and Behaviour Management

We do not support physical punishment (e.g., smacking, shaking, or slapping) or intimidating shouting. Negative language like "no" and "naughty" is avoided as it does not promote improvement. When a child displays unacceptable behaviour, staff will:

1. **Intervene Quickly:** Identify the cause of the conflict immediately.
2. **Engage with the Children:** Understand the feelings and reactions of the children involved in the situation.
3. **Communicate Calmly:** Use a gentle tone and child-friendly language to discuss the behaviour. Encourage each child to express their feelings and consider how others might be feeling, fostering empathy.
4. **Use Diversionary Tactics for Younger Children:** For children who are not yet able to reason, distraction techniques will be used.
5. **Avoid Forced Apologies:** If a child does not wish to say "sorry," alternatives such as offering a comforting gesture, drawing a picture, using Makaton signing for "sorry," or asking "What can I do to cheer you up?" will be suggested.
6. **Manage Disputes Over Toys:** Encourage the use of a sand timer to take turns or redirect children to other activities while waiting.
7. **Avoid Withholding Treats:** Snacks or desserts will not be withheld as a consequence for unwanted behaviour.
8. **Anticipate and Diffuse:** Staff will try to anticipate potential conflicts and de-escalate situations before they escalate.
9. **Reassure the Child:** Emphasize that it is the behaviour that is unacceptable, not the child.

Achieving Positive Behaviour

Our setting believes children thrive when their personal, social, and emotional needs are met alongside clear and developmentally appropriate behaviour expectations. Children need support in learning to consider others' views, feelings, needs, and rights, and to understand the impact of their behaviour on people, places, and objects. This developmental task requires guidance, encouragement, and modelling. Our principles for achieving positive behaviour are embedded in our program for promoting personal, social, and emotional development.

Additional Support for Behaviour Modification

If the above strategies are consistently applied and further behaviour modification is needed, the following steps will be taken:

- **Frequent Praise:** Offer praise at the slightest sign of positive behaviour change.
- **Parental Involvement:** The Manager will discuss the situation with parents or caregivers to see if similar behaviours are occurring at home.
- **External Support:** If necessary, advice will be provided regarding external support from agencies such as SENDco, health visitors, or GPs.
- **Incident Records:** Document incidents and make daily observations to identify triggers.

This policy was adopted by	Teddy Bears Childcare
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Name and role of signatory	Leahna Welch (Deputy Manager)