



MELISSA'S CHILDCARE

Behaviour Management Policy and Procedures

Promoting Positive Behaviour

Promoting positive behaviour is central to creating a nurturing and effective learning environment. I am committed to following the **Statutory Framework for the Early Years Foundation Stage (EYFS 2026)**, Sections **3.52 and 3.53**, which outline responsibilities for managing behaviour in early years settings.

My goal is to support every child's behavioural development consistently and in partnership with their parents or carers. By doing so, I aim to help each child enjoy their learning, feel secure and valued, and reach their full potential.

Encouraging Positive Behaviour

I encourage good behaviour by:

- Setting a clear and positive example as a role model.
 - Giving regular praise and recognition for good behaviour.
 - Providing individual attention so that each child feels valued.
 - Actively listening to children's voices and views.
 - Offering choices and rewarding good behaviour (e.g., allowing them to choose the next activity).
 - Encouraging positive behaviours like sharing and cooperation.
 - Supporting and building children's self-esteem and confidence.
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House Rules and Consistency

I establish realistic house rules that are developmentally appropriate and consistently enforced. Clear boundaries help children understand what is expected of them. I avoid mixed messages **"No" means "No."**

Understanding Behaviour

Behaviour is everything a child says or does that may affect others. Children thrive when provided with clear expectations and positive guidance. I provide a **safe, happy, and supportive environment** that fosters positive behaviour and emotional well-being. Behaviour expectations and goals are developed with children's involvement where possible, helping them take ownership and responsibility.

Behaviour Management Strategies



Behaviour is managed according to each child's age and stage of development using the following approaches:

- **Distraction:** Redirecting the child's attention to another activity when necessary.
- **Discussion:** Talking calmly and respectfully with the child about their behaviour, helping them understand the impact of their actions. I always separate the behaviour from the child and avoid labels like "naughty."
- **Thinking Time:** Providing calm space for reflection, with adult support to process emotions.
- **Ignoring (Selective Attention):** In certain cases, low-level attention-seeking behaviour may be ignored to avoid reinforcement.
- **Reintegration:** Children are invited to rejoin activities when ready, with clear expectations for future behaviour.

Working in Partnership with Parents

A strong partnership with parents is essential. I expect parents to:

- Collaborate with me to address and support behavioural needs.
- Inform me of any changes at home that may impact their child's behaviour (e.g., family changes, bereavement).
- Discuss and agree on behaviour expectations **before placement begins**. These are recorded during the initial visit and regularly reviewed.

All information shared is treated with **confidentiality**, except where child protection concerns arise.

Teaching and Supporting Behaviour

As part of children's personal, social, and emotional development (PSED), I:

- Teach children how their behaviour affects others.
- Encourage empathy and cooperation.
- Help children develop conflict resolution and communication skills.
- Offer positive strategies and ideas for peer interaction.

I take into account any life changes or external factors that may influence a child's behaviour and adjust my approach with understanding and flexibility.

Behaviour Escalation Procedures

If a child's behaviour becomes an ongoing concern:

1. **Initial conversation** with the child to help them understand and reflect.
2. **Record the incident** using an Incident Record, signed by parents in line with EYFS Inspection requirements.



3. **Attend behaviour support training** if necessary to improve my practice.
4. **Arrange a meeting with parents** (without the child present) to discuss consistent strategies.
5. **Liaise with other settings** the child attends to ensure a joined-up approach.
6. **Seek professional advice** with parental consent, when appropriate.
7. **Monitor and review progress** with parents and, if relevant, other professionals.

All meetings and agreed strategies will be documented and signed by all parties involved.

If the behaviour significantly impacts the child's or others' learning and well-being, a follow-up meeting will be held to review next steps. Working together is vital to restore a positive learning experience as soon as possible.

Safeguarding and Legal Considerations

- **Corporal punishment is strictly prohibited.** I do not use or threaten physical punishment, nor do I use any discipline that causes pain, discomfort, humiliation or fear.
- I am aware of my legal duty to whistleblow if I suspect a child is at risk from corporal punishment (see **Safeguarding and Child Protection Policy** for more detail).
- If behaviour continues to be unacceptable despite all efforts, and it impacts the child's well-being or the group, I may terminate the contract following a full review with parents.

Policy Review and Feedback

If you have any questions, concerns, or suggestions regarding this policy, please feel free to discuss them with me at any time.

