



Get up and Go! (Gateshead) CIC
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Behaviour Management Policy

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Written by	Sharlene Parkin
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Introduction

As an Ofsted registered provider, we meet the statutory requirements of the Early Years Foundation Stage (EYFS 2023) as well as legislation Equality and Human Rights Commission and United Nations Convention on the Rights of the Child (1992). To this end, we have developed a policy that sets out how we will encourage wanted behaviour and respond to unwanted behaviour. This policy meets the EYFS specific requirements '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'. 'A person will not be taken to have used corporal punishment, where physical intervention was taken for the purposes of averting immediate danger of person injury to any person (including the child) or to manage a child's behaviour if absolutely necessary'. 'Providers must keep a record of any occasion where physical intervention is used, and parents or carers must be informed on the same day or as soon as reasonably practicable'. 'Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being'.

We review this policy regularly, at least once a year or more regularly if circumstances change. We endorse positive behaviour management as an effective way of setting boundaries for children. We keep a record of any serious behaviour concerns or any persistent issues. This record is confidential and is kept in the child's record file. We will discuss any concerns we have with parents and we will work together, and with the child to overcome them.

Policy

We recognise the need to set out reasonable and appropriate limits to manage the behaviour of children in our care. We use stickers and small treats as incentives for good behaviour. We expect an appropriate level of good behaviour from all children, and all children will be introduced to the rules at an appropriate level for their development. We will have a routine that encourages good practice and good behaviour. We will be understanding to children's needs and wishes, and have a good level of continuity.

We expect parents to inform us of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner, new school, medical appointments or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue. We will work together with parents to make sure there is consistency in the way the children are cared for. A consistent approach benefits the child's welfare and helps ensure that the child is not confused.

We will not use any form of physical punishment, cause pain, discomfort, humiliate or hurt any child in our care. We will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage.

If we have concerns about a child's behaviour which we cannot resolve in partnership with parents, we will ask for permission from the parents to talk it through with another childcare professional. We may contact the school teacher, the NSPCC, health visitor or the local Early Years team for confidential advice. (See Child Protection Policy for contact information and useful phone numbers)

Procedure

By providing a happy, safe environment, the children in our care will be encouraged to develop social skills to help them be accepted and welcome in society as they grow up. We encourage positive behaviour by: setting a good example, recognising and praising a child's efforts (such as sharing) both immediately to them and again to their parents/carers, offering rewards which may be a hug, group applause, choosing an activity or a sticker for example.

Our expectations are realistic and are adjusted to the age, level of understanding, maturity and stage of development of the child, we will always be mindful of SEN children and will work with children parents and school staff to ensure their needs are met and they are supported.

Young children may have difficulties learning to deal with their emotions and feelings and this is a normal part of child development. Children may display these common behaviours which tend to be stage/age related:

- Under 5 years – have not developed the skill to recognise risks and danger. They also “copy” adult behaviour. This can be confusing e.g. if they pull up weeds like you did except it was your flowers etc.

We will acknowledge these feelings and emotions and try to help the child understand and give reassurance in liaison with their parents. Distracting and re-directing children may be used as a way of discouraging unwanted behaviour. We encourage responsibility by talking to children about choices and possible consequences. We will respond positively to children who constantly seek attention or are disruptive.

If we encounter a problem where one child is persistently biting or hitting, we will inform the parents/carers and together we will develop a strategy that we can reinforce both at home and in our care. We will plan activities that include talking about kind hands and feet, and how to look after each other. We will read stories that show the consequences of being unkind, and being kind. We will observe to see if a particular thing triggers the unwanted behaviour and use this information to identify the appropriate response. We will help children maintain their self-esteem by showing we disapprove of the unwanted behaviour, not the child themselves.

In the out of school club environment where there may be many children at varying stages of their development it is essential that some basic ground rules are set and implemented. We will work with the children to compile a list of 'house rules' that apply to all the children in the setting.

We will talk about the need for hygiene by washing our hands, and safety by tidying up our toys. We also talk about treating each other with respect and treating other people the way we would like to be treated. When children follow the rules without being reminded they receive plenty of praise, when they don't they are reminded of the need for the house rules. When inappropriate behaviour is exhibited, we will use the strategies described earlier as appropriate to the child's age, stage of development and understanding.

All parents will have access to the behaviour policy at the initial meeting, they are given time to read and discuss the policy with a member of staff and they are given the opportunity to address any issues they have before they sign to say they agree with the policy. If necessary, we will make amendments to the policy to individualise it for that child. Wherever possible we try to meet parents' requests for the care of their children according to their values and practices. These records are revisited and updated during regular communication with parents. Parents may approach a member of staff at any time to discuss issues they may have.

We will only use physical intervention when necessary to prevent harm to any person in our care. If physical intervention is required we will clearly record what made the intervention necessary, what the risks would have been without the intervention, who was involved, the type of intervention used what happened after the event and whether any injuries were sustained as a result of our actions.

Conclusion

We have high expectations of all children whilst in our care, without infringing on the child's individual rights and needs. We aim to be fair and consistent, and address any concerns in an appropriate manner. We will only use physical intervention as a last resort, and record it appropriately.

Signed _____ (Director and registered person)
Date _____

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Date _____

