



Early Years (2-3 Year Old) Unit Behaviour Policy

We believe that children and adults flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to work towards a situation in which children learn to consider the views and feelings of others and the impact that their behaviour has on people, places and objects. This is a development skill that requires support, encouragement and setting the correct example. These principles underpin how we achieve positive behaviour within personal, social and emotional development.

Our routine is structured in such a way to create a feeling of security, so that children can feel happy and ready to learn. They are allowed a large measure of freedom to choose within a wide range of learning activities and are encouraged to complete age appropriate tasks that contribute to the development of their own needs, understanding and skills.

In order to achieve this:

We acknowledge that children in their first few years will display hurtful behaviour or say hurtful things due to their levels of emotional development especially when their emotions are high, however it is not helpful to label these behaviours as “bullying”. We take hurtful behaviour seriously but accept that for children under five hurtful behaviour is momentary, spontaneous and often without the thought of others feelings.

We recognise that fantasy play or super hero play is normal for children and is pro-social but accept that this play needs to have boundaries and limits which we will help the children to regulate. We also acknowledge that this play will often involve gun’s or “goodies and badies”. We will use this opportunity to explore the concept of right and wrong with the children and encourage lateral thinking and empathy.

We have a designated Behaviour Management Lead (Mrs Louise Deane) who is required to keep up to date with legislation, ensure that all staff are trained and informed of current behaviour management procedure and give support and advice to staff and parents regarding unwanted behaviours.



Rules governing the conduct of the early year's unit and the behaviour of the children will be discussed and explained to all newcomers, both children and adults.

All adults in the Kindergarten will ensure that the rules are applied consistently, so that the children have the security of knowing what to expect.

All adults will try to provide a positive model for the children, with regard to friendliness, care and courtesy.

Adults in the Kindergarten will praise and endorse desirable behaviour such as kindness and willingness to share.

Children and adults are encouraged to treat others with courtesy at all times.

We acknowledge and recognise that the codes for interacting with others varies between cultures and ensure that staff are aware and considerate of this.

Work in partnership with parents to address recurring unwanted behaviour and plan how to respond to the children's need.

Acknowledge positive behaviours such as kindness and willingness to share to provide a positive model of behaviour for children to follow.

When children behave in unwanted ways:

Under no circumstances is physical punishment ever used.

Techniques intended to single out and humiliate individual children will not be used.

Children are treated equally and any unwanted behaviour is dealt with by staff in a developmentally appropriate way. All strategies used will be reasonable and proportionate.

In any case of unwanted behaviour, it will be tackled by the early years team, in partnership with the child's parents.



Adults will be aware that some kinds of behaviour may arise from a child's individual development needs.

Prepared plan of action for managing difficult behaviour

The staff aim to use sensitive strategies to diffuse difficult situations. The staff will intervene when necessary to address such behaviour e.g. hitting, biting, temper tantrums, throwing items.

Tact and diplomacy are vital to resolve the situation, as is a time of comforting and calming down. If developmentally appropriate the child can be helped to understand the need to make amends or say sorry, though apologies should never be forced, only encouraged if the child understands why they are saying sorry.

Practitioners and parents will try to identify the underlying cause for the behaviour and use this knowledge to help the child to regulate their behaviour in the future

Summary of action for managing unwanted behaviour

1. Staff intervention when needed.
2. Developmentally appropriate discussions with child about the behaviour.
3. Appropriate action taken e.g. time for the child to calm down.
4. Appropriate records to be kept in the form of observations and behaviour plans etc.
5. Work with parents and seek advice from other agencies if applicable.
6. Staff team meets regularly to discuss ongoing behaviour difficulties and to evaluate the effectiveness of our approach.

However, there may be occasional times when a child's behaviour presents particular challenges that may require physical handling.

In using restrictive physical intervention is to restore safety, both for the child and those around him or her. Restrictive physical intervention must never be used out of anger, as a punishment or as an alternative to measures which are less intrusive and which staff judge would be effective.



Signed: Gary Margerison

Date: **11/12/17**