

**Policy statement**

At Denmead Day Care we believe that children learn best when they know how they are expected to behave.

- Children gain respect through interaction with caring adults who show them respect and value their individual personalities.
- Positive, caring and polite behaviours are encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- By positively promoting good behaviour and good manners, valuing co-operation and a caring attitude we hope to ensure that children in our care will develop into responsible adults.
- We recognise that children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the setting we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them.
- We fully encourage a child's natural desire to explore and develop their own ideas and concepts and limit restrictions to this.

**We aim to:**

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property and set high expectations of behaviour by setting a good example through own actions.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills and learn to share and take turns.
- Work in partnership with parents by communicating openly
- Praise children, acknowledge and reward their positive actions and attitudes, therefore ensuring that children see that we value and respect them with a balance of intrinsic and extrinsic reward systems. Positive experiences and achievements are shared on Family.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system which enables staff to build a strong and positive relationship with children and their families.

**Unacceptable Conduct**

There will be times when a child will behave in a way that is unacceptable, disruptive or harmful to others.

A list of what constitutes unacceptable behaviour at the setting includes:

- Tearing books or pictures
- Hitting, spitting, biting, pinching or scratching
- Taking toys from another child
- Throwing food, drink or toys
- Deliberately spoiling or breaking another child's work
- Swearing and absconding

**In dealing with unacceptable behaviour: Staff:**

- MUST NOT hit, slap, smack or shake a child or threaten to do so
- MUST NOT shout at a child, unless in an emergency, when not to shout would be dangerous
- MUST NOT use techniques designed to 'single out' and humiliate individual children
- MUST NOT use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property. If physical restraint is used it must be noted in restraints book and signed by staff and parent.

If negative behaviour persists, then an ABC plan will be put into place for the child. If no improvement is noted, then the parents will be contacted for a discussion regarding this behaviour.

If behaviour becomes a safeguarding issue to the point where children and/or staff are at risk, then the child will be asked to leave the setting and their contract with the setting will be terminated. This will be viewed as a last-care scenario and every step should have been put into place to avoid this outcome, and evidence of this available.

**Strategies**

A positive approach is recommended, and different approaches will work on different occasions with different children. How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions.

We recognise that early intervention can help significantly, by using distraction techniques such as distracting the child from the negative situation and supporting him/her in a different activity or environment, if necessary for their own well-being and that of others in the group.

Although the use of the word "no" is considered acceptable, this should always be reinforced with a positive reason, depending on the situation, such as "you will hurt so and so" or "the toy will get broken." Rather than dealing with the situation from a distance, go to the child, and encourage a positive response by offering an alternative to destructive behaviour. Offer a cuddle if the situation warrants it, and an opportunity to share.

It is important that a child realises that it is not wrong to have angry feelings: We all have these from time to time, but we need to learn how to manage them so we don't hurt others, ourselves, or the environment, and how to communicate any negative feelings so the child can be supported in self-regulation. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

**Feedback to Parents**

Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented.

Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in the setting at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. In some cases, we may request additional advice and support from other professionals.

If a child demonstrates unacceptable behaviour frequently, the setting manager will ask parents to come and see them. In addition, the key person of the child concerned will be instructed to stay physically close to the child at all times of greatest risk.

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