Little Disciples Childcare

Behaviour Management Policy/Procedure

"Caring for children, supporting parents, and sparking imaginations – where quality, affordability, and excitement meet!"

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Responsible Individual Signature:	
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Version	Date	Changes Made	Author	Approved By	Next Review Date
1.0	September 2023	Initial Release for Provider changes	S. Gocher	A. Stephens	Annually – September 2024
2.0	July 2024	Policy Review	S. Gocher	A. Stephens	Annually – July 2025
2.1	January 2025	Minor amendments – Pg numbers and Document Control	S. Gocher	A. Stephens	Annually – July 2025
2.2	July 2025	Added clarity, compliance, staff support, equality, and stronger safeguarding procedures.	S. Gocher	A. Stephens	Annually – July 2026
2.3	August 2026	No changes	S. Gocher	A. Stephens	Annually – July 2027

Policy Statement

At Little Disciples Childcare, we are committed to providing a seamless and cohesive approach to childcare across all our services. This policy and procedure apply equally to both our Nursery Plus provision and our Breakfast, Afterschool, and Holiday Club services. This integrated framework ensures consistent standards of care, safety, and quality across all aspects of our provision, fostering a supportive and nurturing environment for every child in our care.

Behaviour Management Policy

Little Disciples Childcare is committed to creating a play environment where exemplary behaviour is at the heart of our setting. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is the belief that every child should be given unconditional positive regard.

We believe that children have a right to feel safe and secure in our care, and we promote behaviour which encourages individuals to respect and be kind to one another.

As members of our community and in line with St. John the Baptist school, we promote and adhere to the following Chrisitan values: perseverance, courage, community, respect, love, friendship, creativity and generosity.

At Little Disciples Childcare we aim to:

- Provide a safe, comfortable and caring play environment.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and attitudes.
- Use restorative approaches instead of punishments.
- Ensure children are encouraged to be independent and enthusiastic with a willingness to take risks.
- Ensure children are encouraged to build tolerance, make good choices, and take responsibility to take their place within our society.
- Promote fairness and restorative principles within our setting. Our approach should be built around positive relationships between staff and our children.

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- To build positive relationships.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the play session.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to our Christian Values, class and/or club rules.
- Log and record incidents using our incident form & CPOMs
- Use positive praise to reinforce the importance of our values or behaviours.
- Have an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

The Manager and The Senior Leadership Team must:

- Be a visible presence around the setting.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, texts to parents, and notes home (praise pads).
- Ensure staff training needs are identified and met.
- Support playworkers in managing children with more complex or challenging behaviours through the application of Behaviour Support Plans.
- Provide debriefing and emotional support to staff involved in incidents of challenging behaviour to promote staff wellbeing and reflective practice.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Children want staff to (voice of child through club council):

- Give them a 'fresh start' during every session.
- Help them play and feel confident.
- Be just and fair.
- Have a sense of humour.
- Be spoken to in a calm consistent manner.
- Rewarded for consistently good behaviour and good attitudes.

Approaches to Developing Positive Behaviours:

- Encourage children to manage their feelings and separate feelings and actions.
- Enable children to take responsibility for themselves and their actions in age-appropriate ways.
- Reflect on incidents as an opportunity for learning for pupils involved and for adults to develop next steps.
- Any plan of action is shared and agreed with parents.
- Children need to know explicitly what behaviour is expected in different circumstances.
- We reward positive behaviour, challenge inappropriate behaviour, and set achievable targets for development.

"When little people are overwhelmed by big emotions, it is our job to share our calm and not join their chaos" L. R Knost

The setting has simple rules (These have been developed by our club council and older children)

- Use inside voice inside and outdoor voices outside.
- Be Sensible
- Tell a club council member or a play worker if upset.
- Be Kind
- Respect Others
- Always share with our friends.

They can be applied to a variety of situations and are taught and modelled explicitly.

Our Rules	Visible Consistencies	Over and Above Recognition

1. Use inside voice inside and outdoor voices outside. 2. Be Sensible 3. Tell a club council member or a play worker if upset. 4. Be Kind 5. Respect Others 6. Always share with our friends.	1. Daily meet and greet at the beginning of each play session. 2. **Persistently** catching children doing the right thing. 3. Picking up on children who are failing to meet expectations. 4. Praising in public (**PIP**), Reminding in private (**RIP**). 5. Consistent language used. 6. Calm and respectful approach with no raised voices.	1. Verbal feedback / praise 2. Shout outs 3. Stop and applaud! 4. Celebrations on SeeSaw 5. Certificates 6. Proud Tokens 7. Stickers

We also understand that for some children following our behaviour expectations are beyond their developmental level. Strategies will be tailored to meet the needs of individual children, including those with additional learning needs or disabilities, in line with the Equality Act 2010.

In this case, these children will have **bespoke positive behaviour plans** which may include rewards to reinforce positive behaviour.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (kind, respectful, safe) You now have the chance to make a better choice. Thank you for listening. **Example - 'I notice that you're running. You are breaking our rule of being safe. Please walk. Thank you for listening.'**
2. WARNING	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to, go to the quiet area and take some time out. Do you remember when……(model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation. **Example - 'I have noticed you are running inside. You are breaking the rule of being safe by walking inside. Do you remember that yesterday you walked inside? That is what I need to see today. Thank you for listening.'**
3. TIME OUT	I noticed you chose to …… (noticed behaviour) You need to……(Go to quiet area/ Go to another table/or speak with Mrs. Eccles or Mr. Gocher **Playground:** You need to……(Stand by other staff member/me/sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes **Example - 'I have noticed you chose to use rude words. You are breaking the rule of being kind. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'** **DO NOT describe child's behaviour to another adult in front of the child**
4. FOLLOW UP – REPAIR &	What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since?

RESTORE	How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?
***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**	

Sanctions

Sanctions *should:*

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be **consistently applied** by **all staff** to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the action.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

1. **Identify** the behaviour we expect.
2. Explicitly **teach** behaviour.
3. **Model** the behaviour we expect.
4. **Practise** behaviour.
5. **Notice** excellent behaviour.
6. **Create** conditions for excellent behaviour.

Language around Behaviour

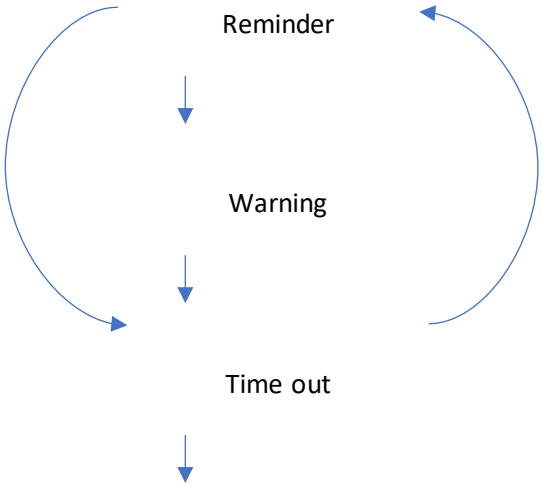
At Little Disciples, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'screaming fit' are ***unhelpful*** in these instances and we should always remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and **not** be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member.

Incidents are logged on the incident form and upload onto CPOMS by a member of the senior leadership team at the staff member's discretion.

Behaviour Pathway



Follow up/reparative conversation.

<u>In instances of unacceptable behaviour, the following steps will apply:</u>

The incident will be discussed privately with the child, in an appropriate way and taking full account of the child's level of understanding and he/she will be encouraged to resolve any conflict with any other child(ren) involved.

We will gauge appropriate behaviour by the individual child's age, level of understanding and specific needs. Children who have recognised behavioural difficulties will be given extra support in the setting to help them manage their own behaviour. We recognise that there may be special circumstances which might affect a child's behaviour, and we will deal with this appropriately.

Details of more serious breaches are recorded, and the parent/carer informed of the incident, and any action taken, on the day it occurred.

At no time will any form of corporal punishment, physical chastisement, humiliation, or degrading treatment be used under any circumstances.

Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children or an adult, or serious damage to property. Physical intervention will only be used as a last resort when all other strategies have failed. Any incident involving physical intervention will be recorded in writing, reported to the child's parent/carer on the same day, and CIW will be informed where appropriate.

If a child continually endangers the health, safety or welfare of the other children or staff, a letter will be sent to the parent/carer.

If the unacceptable behaviour persists, the parent/carer will receive a letter warning that, if the unacceptable behaviour continues, there is a risk that the child may be excluded from attending the setting.

Should the unacceptable behaviour continue, the child will be excluded. This will first be discussed with the management committee and the parent/carer. Conditions may be put in place so that the child may return to the setting.

The child is kept informed of each stage of this process as relevant and appropriate to age and understanding. If a child commits an action of such seriousness, the management committee/management reserves the right to exclude that child immediately and their parents/carers will be contacted.

Parents/carers have a right to appeal in the first instance using the settings complaints policy and procedure. The setting delegates responsibility for behaviour management issues to the Manager. Parents will also be provided with information on how to contact CIW if they are dissatisfied with how any behaviour incident has been handled.

The Manager, Mr. Sam Gocher is the designated person responsible for overseeing behaviour management and has received appropriate training in behaviour support and de-escalation strategies.

This policy will be reviewed annually and shared with parents and staff. Any significant revisions will be notified to parents/carers and CIW within 28 days as required.

Dealing with Bullying (Please see anti-bullying policy)

Little Disciples Childcare is committed to providing an environment that is safe, friendly, and caring for all. Bullying of any type is not accepted in the setting. This policy relates to all staff, children and parents/carers linked to the setting.

Bullying is intentional, repeated behaviour that causes physical, emotional, or psychological harm. It can occur in person, online, or through various forms of communication. Bullying can include physical actions, verbal abuse, psychological manipulation, and cyberbullying.

'Bullying is where someone hurts you either physically, by hitting or kicking you, or verbally by calling you names or teasing you.'

Bullying is not an accepted behaviour at the setting. Anyone found to be bullying will be dealt with in an appropriate manner, in line with our behaviour policy, safeguarding policy and any other relevant policies.

Monitoring

All bullying incidents will be recorded and monitored to identify patterns and prevent recurrence. Outcomes and support measures will be reviewed regularly with the child and their parents/carers.