

Coniston Early Years Centre Policy Document

Safeguarding and Welfare Requirement: Supporting and understanding children's behaviour. Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way. Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal 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 and/or carers must be informed on the same day, or as soon as reasonably practicable.

Coniston Early
Years Centre



High Quality Care for All Children
A Firm Foundation for Education

7.1 Achieving positive behaviour

Policy Statement.

At Coniston Early Years Centre we are committed to providing a safe, nurturing, and inclusive environment where children can develop socially, emotionally, and academically. This policy outlines our expectations and approaches to promoting positive behaviour.

We aim to:

- To encourage positive behaviour, self-discipline, and respect for others.
- To provide clear and consistent guidelines for children, staff, and parents.
- To support children in developing their emotional regulation and conflict resolution skills.
- To create a safe and inclusive learning environment for all children.

Expectations of Behaviour

Children are expected to:

- Be kind and respectful to others.
- Listen to and follow instructions from staff.
- Use gentle hands and words.

- Take turns and share with others.
- Respect the preschool environment and materials.

Procedures

4. Promoting Positive Behaviour

Staff take collective responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Our staff use the following strategies to encourage and reinforce good behaviour:

- Positive reinforcement through praise and rewards.
- Role modelling appropriate behaviour.
- Clear and consistent expectations.
- Encouraging children to make good choices.
- Providing a structured and supportive environment.

5. Managing Challenging Behaviour

When a child displays challenging behaviour, we use the following approach:

- **Step 1:** Gentle reminders and redirection.
- **Step 2:** Discussion with the child to understand feelings and behaviour.
- **Step 3:** Logical consequences related to the behaviour.
- **Step 4:** If necessary, a short period of reflection in a quiet space.
- **Step 5:** If behaviour persists, discussion with parents and an action plan.

Physical aggression towards adults or children is not acceptable, and parents will be contacted to collect their child when such behaviour occurs.

We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.

6. Partnership with Parents

We believe in working closely with parents to support children's behavioural development. Regular communication, meetings, and collaborative strategies are encouraged to ensure consistency between home and preschool.

7. Inclusion and Special Considerations

We recognise that some children may require additional support to manage their behaviour. Individualised strategies and support plans will be developed in consultation

with parents and, if necessary, external professionals.

8. Staff Training and Responsibilities

All staff receive training in behaviour management and are responsible for:

- Implementing this policy consistently.
- Acting as positive role models, treating one another with friendliness, care and courtesy at all times.
- Supporting children's emotional and social development.
- Keeping themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Ensuring their understanding that codes for interacting with other people vary between cultures and to ensure they are aware of, and respect, those used by members of the setting.

Adult Bullying.

We aim to maintain a happy, healthy working atmosphere within our pre school and the following guidelines are intended to help prevent adult to adult bullying;

- All adults working in the pre school should be able to do so without fear of bullying or harassment by other members of staff or visitors to the setting.
- Any member of staff who is found to be bullying or harassing another member of staff will receive a verbal warning in line with our disciplinary procedure.
- If the behaviour reoccurs or continues then the member of staff will receive a written warning, again in line with our disciplinary procedure.
- Should there be a third instance or the behaviour continue then the member of staff will be dismissed.
- All reasonable steps will be taken to rectify such problems as quickly as possible and in accordance with current guidelines.
- Any member of staff who has been bullied or harassed will be offered support as appropriate and where necessary outside agencies will be contacted for advice and help in this matter.
- Should such an incident occur an internal investigation will take place and be carried out by the chairperson of the committee and one other neutral person to establish why and how such behaviour was able to occur, following this investigation appropriate steps will be taken to ensure that such incidents cannot occur in the future.

9. Review and Monitoring This policy is reviewed annually to ensure it remains effective and responsive to the needs of our children, staff, and families.

Further guidance

Special Educations Needs and Disability Code of Practice 2015

Special Educational Needs and Disability Act 2001

Children and Families Act 2014

Reviewed by

ManagerSarah trussell..... Date19.2.26.....

StaffStaff Meeting Date14.1.25.....

TrusteesTrustee Meeting..... Date13.3.25.....