

YMCA Stepping Stones Positive Behaviour Management Policy

Department: Lifelong Learning

Owner: Head of Early Years and Childcare Development

Approval Route: YSS Board

Frequency of Revision: Annually

Version	Date Approved	Reason for Update
1	June 2023	Revision of Policy
2		Revision of Policy to be in line with EY expectations
3	Jan 2026	Revision of policy

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Policy Purpose.

The EYFS framework describes ‘positive behaviour’ to consist of:

Emotional Intelligence: Managing feelings and behaviour (self-regulation), being able to express your emotions effectively, and being empathic towards others.

Social Skills: Being able to form positive, respectful relationships.

Cognitive Skills: Having self-confidence and self-awareness, and the ability to understand different feelings.

Before children go to school, they learn essential skills like the above through play, interaction, and discussion. Nursery plays a key role in facilitating these opportunities for learning and development.

Early Years Positive Behaviour Management Policy

Staff use behaviour management strategies to promote the welfare and enjoyment of children attending our provision. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies. Visual prompts are clearly displayed at each setting and are discussed regularly.

The learning environment has been carefully considered to ensure the activities and physical space e.g. lighting, sound and noise, colour schemes, social aspects, cultural aspects, accessible resources and the staff team – have a positive effect on children’s behaviour.

1. Whilst in our care we expect children to:

- Use kind hands and feet
- Listen to others
- Walk indoors
- Use indoor voices
- Take turns when playing with others
- Look after equipment and resources

2. Encouraging positive behaviour:

Within our Early Years Education setting, positive behaviour is encouraged by:

- Staff acting as positive role models
- Daily reminders and visual cues to support reinforce expectations
- Verbal praise is given for appropriate behaviour
- Sticker rewards may be used if appropriate
- Informing parents about individual achievements
- Staff share the same positive language to reinforce positive behaviours e.g. ‘we walk in doors.’

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand when their behaviour is not acceptable. Staff will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring. Staff will also monitor any triggers for behaviours and consult with the SENCo or Safeguarding lead if there are any concerning patterns.

3. Dealing with inappropriate behaviour:

Staff are trained to understand the stages of child development and how this impacts changes in behaviour. This development goes through a range of emotional and physical demands including; assertion of their wants, experimenting with boundaries, frustration, tantrums leading eventually to the recognition that actions have consequences. Throughout their time in the setting the children will be supported by staff that will:

- Reinforce the required behaviour e.g. ‘Kind hands, thank you.’
- Praise a positive response e.g. ‘Thank you that is lovely sharing.’
- Try to distract children or redirect their behaviour to a positive play state.
- Use thinking time if the behaviour is very challenging. Staff will sit with the child throughout. This is an opportunity for them to calm down and sit in a quiet space, which should last for roughly one minute for each year of their life. After thinking time, it will be a fresh start for the child: the incident has been resolved.
- Staff will discuss why the behaviour displayed is deemed inappropriate in an age appropriate way using appropriate facial expressions.

- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour
- We will not impose any sanction that could adversely affect a child's well-being (e.g. withdrawal of food or drink)

In **exceptional circumstances** and after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, we may decide to exclude the child for a designated period of time. Should issues continue to arise upon the child's return then we may decide to permanently exclude the child from all future sessions. The reasons and processes involved will be clearly explained to the child and parents/carers.

4. Physical intervention:

Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, the manager will be notified, and an **incident record** will be completed. The incident will be discussed with the parent or carer as soon as possible.

If staff are not confident about their ability to contain a situation, they should call the manager.

All serious incidents will be recorded on an **incident record** and kept in the child's file. This may be used to build a pattern of behaviour, which may indicate an underlying cause. If a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our **safeguarding** policy.

5. Staff training:

Positive behaviour management training will be provided to all staff during induction and regularly during their employment.

Where staff need additional or refresher training, this will be arranged by their line manager.

Training in relation to supporting children with additional needs will be provided as required.

Our rules.

