

## 09 Early Years Practice Procedures

### 09.12 Promoting positive behaviour

#### Our Aim

Positive behaviour is linked to the development of children's personal, social, and emotional skills. A key person who understands each child's needs, development, and circumstances supports this development, ensuring individual needs are met.

#### Supporting Children's Development

- Settling into a new environment is an emotional transition.
- Children are learning complex skills such as communication, negotiation, turn-taking, and sharing, which can lead to minor conflicts.
- Key persons support children in reflecting on and regulating behaviour.
- When behaviour may cause harm or distress, the SENCo/key person applies a stepped intervention approach.
- Staff are alert to emotional wellbeing and work in partnership with parents/carers



#### Staff Responsibilities

The setting manager/SENCo will:

- Ensure all new staff attend behaviour management training (e.g., via EYA Central).
- Support staff in implementing this procedure.
- Advise staff on behaviour management strategies and accessing expert support.



#### Rewards and Sanctions

- Children require consistent messages, boundaries, and guidance.
- Excessive praise or stickers are limited and used thoughtfully.
- Children are never labelled, criticised, humiliated, shouted at, or isolated.
- Temporary calming spaces may be used for up to 5 minutes, supported with breathing exercises or sensory toys.

- Physical punishment is never used; any suspicions of corporal punishment are reported as per safeguarding procedures.

## **Stepped Approach to Behaviour Management**

### Step 1: Initial Intervention

- Unwanted behaviour is addressed consistently to de-escalate situations.
- Key persons and SENCo discuss influencing factors (family changes, illness, additional needs).
- Appropriate adjustments and risk assessments are implemented.

### Step 2: Focused Intervention

- Persistent behaviour is discussed with parents to identify causes.
- Use ABC approach: Antecedent → Behaviour → Consequence.
- Plans for SEN support may be initiated.
- Aggressive behaviour is addressed immediately, parents informed, and records kept.
- Action plans are monitored and reviewed until improvement is observed.

### Step 3: External Support

- If behaviour continues or is a significant concern, external referral may be considered (Early Help, Area SENCo).
- Statutory assessment may be initiated if required.
- Safeguarding procedures are followed if there is concern about significant harm.

## **Use of Physical Intervention**

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

- Physical intervention is a last resort to avert immediate danger to the child or others.
- Staff apply minimal force, side-by-side contact, avoid lifting unless necessary, and reassure the child.

- Only trained methods are used with disabled children (e.g., via BILD guidance).
- The child's safety and well being is paramount
- Staff remain calm
- Dynamic risk assessment is applied before intervention:
  - Immediate risk if no action taken?
  - Risks if action is taken?
  - Minimum effective intervention?

Recording: Any instance of physical intervention is fully recorded immediately and reported to the designated safeguarding lead as soon as possible on an incident form via Family, ensuring that it is clearly stated when and how parents were informed. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. This does not need to be written down. The risk assessment should be agreed by parents.

## Temporary Suspension

- Used only when health and safety are at risk.
- Suspension is time-limited (up to 5 days) and planned to support the child's return.
- Disabled children are protected under Equality Act 2010; reasonable adjustments must be considered first.
- Meetings with parents and external agencies ensure support and resolution.

## Expulsion

- Only considered when:
  1. Termination of childcare agreement is justified.
  2. Interventions and adjustments fail to meet the child's needs or protect others' safety.

## Behaviour by Adults

- Discriminatory or prejudiced behaviour is not tolerated.
- Allegations are recorded, addressed, and escalated if necessary.
- Repeated behaviour may result in withdrawal of the child's place.

## Further Guidance

- [Behaviour Matters](#)
- EYFS 2024 guidance on managing behaviour and safeguarding.