



Harvard Park Policies and Procedures:

Behaviour Management

13. Behaviour Management

Policy Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally expectations for their behaviour.

Harvard Park promotes the highest standard of behaviour by the children in our care with daily routines. We encourage independence within the boundaries of acceptable behaviour.

Procedures

We have a named person who has overall responsibility for issues concerning behaviour.

To manage children's behaviour in an appropriate way, we will:

- Attend relevant training to help their understanding and guide appropriate models of behaviour.
- Help implement the setting's behaviour procedures including the stepped approach (outlined below).
- Have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary.

We require the named person/s to: -

- o Keep 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.
- o Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development keeping in line with UK - GDPR.
- o Check that all early years educators have relevant in-house training on promoting positive behaviour. We keep a record of staff attendance at this training.
- o We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.
- o We require all early years educators, agency workers, apprentices, assistants, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- o We familiarise new early years educators and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- o We expect all members of our setting – children, parents/carers, early years educators, volunteers and students to keep to the guidelines, requiring these to be applied consistently.
- o We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their key person. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

For children under three years of age: -

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults and strategies to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Early years educators are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We recognise that every child is different and a strategy that will work for an individual may not work in the same way for another.

All children are encouraged to: -

- Behave in a courteous and helpful manner towards each other and ourselves
- Listen to others point of view
- Develop an awareness of appropriate behaviour in different situations and environments for example at home, when starting school.
- Refrain from physical and verbal argument
- Take care of the belongings of Harvard Park and those of other children

We do not tolerate children: -

- Fighting with each other, hitting, biting and scratching.
- Name calling because of other children's racial origins, cultural background, gender or disability.
- Refusing to share or clear away/tidy up
- Being disruptive to play/equipment/books or other items on the premises.
- Running about indoors or climbing on furniture
- Touching electrical equipment
- Swearing or using rude words.
- Teasing or hurting animals
- Singling out a child and subjecting them to unkind or inappropriate behaviour.

We will reinforce good behaviour by: -

- Rewards such as stickers/stamps/certificates
- Encouraging and praising good behaviour
- Making children aware of what behaviour is and is not acceptable
- Demonstrating good behaviour through stories, role-play, talking about examples of good behaviour
- Promoting an environment where children can care for their surroundings.

- If a child's behaviour is persistently unacceptable or disruptive, we will keep a small diary of this behaviour to see if there is a pattern.
- Parents/guardians of the child will be invited to a consultation with us where we can work as a team to enable continuity to your child's care.

Early Years Educators and other members of the team

- We have area's designated in each setting and room, where children are encouraged to visit and take some time to reflect on their behaviour or actions. It is a safe space with a range of resources to help promote positive attitudes towards feelings and to promote self-regulation.
- We never use physical punishment, such as smacking or shaking, children are never threatened with these either. Food and/or drink will not be withheld as punishment for inappropriate behaviour.
- We do not use "*visiting the office*" as a form of punishment. We understand that child may become overwhelmed in some situations and therefore find it hard to self-regulate or regulate their actions. At this time, if the designated feelings area or calming corner has not worked, a quiet office space maybe required. (This is a last resort)
- IF a child is at risk of harm to themselves or to other around them (both adults and children), they may be taken to visit the office. Where this is the case, 2 members of staff are always present and the door remains open. This is then recorded on an incident sheet, the parents and/or carers are spoken to at the end of the day, and this is then placed into the child's file. However, this is a last resort, and all other strategies are explored first.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, **ONLY** to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the name/s of witnesses) are brought to the attention of our setting manager and are recorded in the child's personal file. The child's account of what happened is also recorded and their parent/carer is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we immediately make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings, for example, '*When you hit Sarah, it hurt her, and she didn't like that and it made her cry.*'

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy, for example, *'I can see you are feeling better now and Sarah isn't crying anymore. Let's see if we can be friends and find another car, so you both play with one.'*
- We use phrases such as *'kind hands'* and *'kind words'* to reinforce positive actions rather than focusing on the negative ones.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents/carers to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are:
 - They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home, and it also may be in the setting.
 - Their parent or carer in the setting, does not have skills to respond appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
 - The child has a developmental condition that affects how they behave.
- When this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary working in line with UK-GDPR.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are all normal for young children and acceptable within limits. We regard these kinds of play as pro-social and as not problematic or *'aggressive'* which would include fantasy play such as blowing up, shooting etc.
- We recognise that in line with the Counter- Terrorism and Security Act 2015, child's fantasy play may reflect a deeper concern of what they may be being exposed to outside of the setting. We are fully aware of the differences and procedures in place to report and prevent this behaviour.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as '*bullying*'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Where this behaviour continues after strategies and plans have been put in place, their parent and/or carer is asked to come in, and an action plan is put in place to stop this behaviour. It is continued to be monitored and documented.

Recording and Reporting of Accidents and Incidents in relation to Behaviours (to be read alongside Recording and Reporting of accidents and incidents)

Accident and Incident definitions

Accident: An unintentional event resulting in injury, for example, tripping and falling

Incident: An event involving another person that result in injury or harm, for example, being pushed and falling as a result or biting.

After every accident/incident (however minor)

- An accident/incident report will be completed, signed and witnessed in detail outlining the circumstances surrounding the accident/incident.
- The parent/carer will be asked to sign the report, and a copy will be provided upon request.
- Parents/carers are taken to a quiet area to discuss what happened to ensure confidentiality.
- Where more than 1 child is involved, both children will have a report to fill out and be signed, however it will not disclose who the other individual was.
- All accidents/incidents are logged and evaluated at the end of each month.
- Patterns in accidents/incidents or injuries will be risk assessed and adjustments will be made to the area or routine to reduce the risk of further occurrences.

In the case of a head injury

- The parent/carer must be immediately contacted by phone.
- All staff in the child's educational room are notified that the child has bumped their head as to observe behaviours and look out for signs of concussion or deterioration in health

Procedures for dealing with accidents or incidents involving children

All accidents, incidents or injuries, no matter how minor, must be recorded. The same procedure applies to both accident and incidents.

- A staff member who witnessed the event completes the accident/incident/head injury report.
- The report must be written clearly and accurately.
- Accident and incident forms are readily available and must be completed immediately.
- Head injury forms are collected from the office, following informing Management of the occurrence.

The report must include:

- Whether it was an accident or an incident
- Date and time of the event.
- Name and Signature of the staff member who dealt with it.
- A clear description of the event
- A description of the care provided, for example, first aid or comfort.
- Name and signature of the staff member who provided care (must be paediatric first aid trained)
- Description of any injury (when applicable).
- Position of any injury illustrated using a body map.
- Witness signature
- Counter signature by a member of the management team
- Parent/Carer signature
- Indication of whether follow up medical advice is needed.

In some cases where a parent/carer is not picking up the child, a note is made to explain what process was taken to inform parents and an unsigned copy of the accident/incident sheet is sent home with the child. Parents/carers are then asked to sign the immediate next day.

In the case of an incident taking place:

- For the child who was injured or harmed – an accident form is completed.
- For the child who was at fault – an incident form is completed. By fault we mean, for example, the child who pushed or snatched.
- If both children were injured – an accident and incident form is filled out.

Details of other children involved must remain confidential.

This Policies and Procedures pack was adjusted by Harvard Park.

Date meeting was held on 30/04/2026

Signed on behalf of the Directors and Proprietors

Nicki Saunders and Tracey Milstead