

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.



Promoting Positive Behaviour

Policy statement

Cotswold Bunnies promotes positive behaviour through play, interaction, modelling and discussion. We believe children flourish when their personal, social and emotional needs are understood and supported, and when expectations for behaviour are clear, fair and developmentally appropriate. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. Our role is to help children learn boundaries, understand right and wrong, consider others' feelings, and manage their emotions with increasing independence.

Procedures

1. General Behaviour Management Strategies

We use consistent, developmentally appropriate strategies to support children:

- Ignore minor challenging behaviour when early intervention (e.g., discussion) has not worked. This means no eye contact, verbal response or physical interaction.
- Give clear, specific feedback when behaviour needs addressing. We explain what is happening, offer choices, and outline consequences.
- Give one instruction at a time and allow time for processing (2–3 minutes) before repeating.
- Avoid mixed messages. Praise is kept positive and not diluted with criticism.

Staff will:

- Attend relevant behaviour-management training.
- Implement the setting's behaviour procedures, including the stepped approach.
- Support colleagues and seek expert advice when needed.

2. Stepped Approach

Step 1 – Universal Support

- Follow EYFS guidance on behaviour management.
- Apply the setting's Promoting Positive Behaviour procedures consistently.
- Complete an annual audit of the environment to ensure it supports healthy social and emotional development.
- Support staff in applying initial and focused intervention approaches.

Step 2 – Targeted Support

If behaviour continues or causes concern:

1. **Initial intervention approach** is applied. If behaviour improves, normal monitoring resumes.
2. If concerns remain:
 - Key person, behaviour coordinator, SENCO and/or manager meet to discuss influencing factors (e.g., new baby, illness, additional needs).
 - Adjustments to practice are agreed and monitored.
3. If behaviour persists:
 - Key person meets with parents to explore possible causes.
 - If behaviour only occurs in the setting, SENCO may recommend a **focused intervention approach** to identify triggers.
4. If a trigger is identified:
 - SENCO and key person meet with parents to create an **action plan**.
 - Home strategies may be included.
 - Staff are informed and help implement the plan.
 - Progress is monitored and reviewed regularly.

Step 3 – Specialist Support

If behaviour continues despite interventions:

- SENCO and behaviour coordinator meet with parents to discuss external referral.
- CAF/Early Help may be initiated.
- Specialist support may be sought for developmental or welfare needs.
- If behaviour forms part of wider safeguarding concerns, follow the **Safeguarding and Child Protection Policy**.
- External advice is added to the child's action plan and reviewed through multi-agency meetings.

3. Intervention Approaches

Initial Intervention Approach

Used whenever children are distressed or in conflict.

Staff will:

- Approach calmly.
- Stop hurtful actions.
- Acknowledge feelings.
- Gather information.
- Restate the issue.
- Support children to reflect, regain control and resolve the situation.

HighScope's Conflict Resolution model is an example of this approach.

Focused Intervention Approach

Used when reasons for behaviour are unclear.

Staff will:

- Observe and reflect on behaviour in context.
- Use the **ABC method**:
 - **A – Antecedent**: what happened before the behaviour
 - **B – Behaviour**: what was observed
 - **C – Consequence**: what happened afterwards
- Analyse findings to identify causes and functions of behaviour.
- Apply appropriate support based on the analysis.

4. Rewards and Sanctions

- Children need consistent messages and clear boundaries.
- Excessive rewards (e.g., stickers) may change behaviour temporarily but do not teach self-regulation.
- Children must **never** be labelled, criticised, humiliated, shouted at, or isolated (e.g., “time out”, “naughty chair”).
- Children may be accompanied away from the group to calm down and reflect if needed.

5. Physical Intervention

As your document states: "Staff should not use physical intervention... unless it is necessary to use 'reasonable force' in order to prevent children from injuring themselves or others or damage property."

If reasonable force is used:

- *Parents are informed the same day.*
- *The incident is recorded promptly, including how and when parents were notified.*
- *Corporal punishment is never used or threatened.*

6. Biting

Understanding Biting

Biting can be linked to:

- Frustration or lack of language
- Emotional regulation difficulties
- Oral stimulation (teething)
- Developmental exploration
- Special educational needs or disabilities

Preventative Strategies

- One-to-one and small-group time for positive attention
- Quiet, cosy spaces for overwhelmed children
- Stories, puppets and activities about feelings and empathy
- Resources for oral stimulation (e.g., chew necklaces provided by parents)
- Staff awareness of children's needs and cues
- Adequate duplicate resources to reduce conflict

When a Bite Occurs

Staff will:

- Comfort and check the injured child; administer first aid; complete an accident form.
- Inform parents by phone if appropriate.
- Tell the child who bit that *the behaviour* is unkind (not the child).
- Support the child to make amends (e.g., offering a toy).
- Complete an incident form for parents.
- Observe for patterns or triggers if biting continues.
- Meet with parents to develop strategies.
- Meet with parents of the bitten child if incidents repeat.

- Provide prompt treatment if skin is broken.
- Seek urgent medical attention for severe bites.

If biting is frequent and linked to SEND, the manager may complete a risk assessment and recommend hepatitis B immunisation for staff and children.

This Policy was adopted by:		Cotswold Bunnies Nurseries Ltd	
On:	11/09/2026	Date to be reviewed:	11/09/2027
Signed on behalf of the Provider:			
Name of Signatory:	Pippa Collins		
Role of Signatory (e.g, Chair, Director or Manager)	Area Manager		