



**General Welfare Requirement: Safeguarding and Promoting Children's Welfare**  
Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

### Equality of opportunity

### Achieving positive behaviour

### Policy statement

At Cherry Blossom Nursery and Preschool we believe that all children should learn to behave in a caring, respectful and appropriate way. We feel children should learn to consider the feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. It is our aim to support their personal, emotional and social needs and the building of positive relationships. Achieving positive behaviour is a developmental task that needs lots of support and encouragement, with good role models to follow.

### Procedures

We have named staff who monitor and update behaviour policies and who keep informed with current trends and changes as well as handling children's behaviour when additional support is required.

The named person (s) : Carol Gasson .

- We ensure that all staff have relevant in-service training on encouraging positive behaviour.
- We ask that all staff, volunteers and students provide positive role models by treating children, parents, visitors and each other with friendliness, courtesy and respect.
  - We inform all staff who are new to our setting the behaviour policy.
- We work in partnership with parents/carers to provide consistent approaches when necessary.

Most children at some stage display challenging behaviour. When this happens the strategies we use are outlined below.

- We require all staff including volunteers and students to use positive strategies when dealing with inconsiderate behaviour - we help the children to negotiate and compromise, to acknowledge the feelings of others. We briefly explain what was unacceptable and suggest other appropriate responses.
- It is crucial that the age, developmental stage and individual understanding of each child is taken into account.

- We ensure that there are enough popular toys and activities so that children are meaningfully occupied without the need for unnecessary conflict.
  - We praise behaviour that includes kindness and sharing.
- We avoid situations where children receive more attention for inconsiderate behaviour.
  - We support all children in a positive way encouraging a positive sense of self.
  - We never use physical punishment, or threaten a child with these.
  - We do not shout or raise our voices in a threatening way.
- On extreme occasions we may use time out where the child in question has time away with the key person to calm down, to reflect and to prevent harm to other children, the child him/herself, the adults and the resources. This may support a child to self-regulate if this is something unique to their own needs, a child will never be left unattended to self regulate their emotions if they are having some quiet space or time away from the classroom where it being busy and overwhelming or triggers are preventing the child to calm down. Parents are informed during hand over if this has happened.

### **Children under three years**

- When children under three years of age behave in an unacceptable way we realise that strategies for supporting them will be different than those for the older children.
- We recognise that babies and young children are unable to control their emotions and they require sensitive help to do so.
- Common behaviours such as biting, smacking, temper tantrums etc staff calmly distract and offer support, helping them to manage their extreme emotions.
  - Good staff/children ratios help to prevent situations by close observation, early intervention and distraction.

### **Other behaviours**

#### **Rough and tumble and fantasy play**

Some play that children engage in can be interpreted as aggressive.

- We recognise that some rough and tumble play is normal, we set limits and boundaries that the children understand so that nobody is hurt.
- It is recognised also that imaginative play includes 'goodies and baddies', we understand that this offers learning opportunities to understand what is right and what is wrong.
- We like to observe the content of their play so that we can extend it or divert it in a more constructive way - it is important to make the most of teachable moments.

### **Hurtful behaviour**

- We take hurtful behaviour seriously but we also recognise that for most children under five years of age - this behaviour is done without thought and is done in the heat of the moment without thought for the consequences.
  - We help children to manage this type of aggression as we understand that their cognitive and biological development is not mature enough to do so. We offer calm support to both children until the situation has returned to normal.
- Responding to very young children - we calm them by a gentle cuddle of reassurance. Older children also respond to a gentle cuddle but a simple explanation is necessary.
- We recognise that children require help in understanding their feelings, we talk about feelings at the time of the incident and always throughout the day when the opportunity arises.
  - We always help children to show care and consideration to each other.
    - We help them to negotiate and compromise.
- We understand that the same problem will happen over and over again before skills such as turn taking develop properly. We introduce games that aid turn taking and we read stories that promote positive social skills and kindness.
- We help children to try to understand the effect that their behaviour has had on the other child, we do not make them say sorry but we do like them to acknowledge the hurt they have caused.
- When hurtful behaviour is a problem we always work with the parent/carer to not only identify the cause but to also provide consistent boundaries.

Possible reasons for a child to engage in continual hurtful behaviour

- They may not feel that they have a secure person to understand them at home or nursery.
- Their parent/carer/key person may not be interpreting their needs in the appropriate way therefore negative feelings and behaviour could result.
  - Insufficient language skills may cause difficulty when expressing him/herself.
- The child may be experiencing aggressive behaviour at home - child abuse, emotionally and physical may need close attention.
  - Developmental conditions may be a cause.
    - They may not feel listened to.

#### Handling children if behaviour needs intervention by adult to prevent risk to themselves or others

If a child is demonstrating extreme behaviour where they are posing a risk to themselves, staff, or children we do the following to ensure the safety of everyone and that is not distressing or alarming for the child who is struggling:

- The child is given space, this may be encouraging them to follow an adult to another area or removing other children around them to another area.
  - 2 adults to be present at all times.

- Adults to remain calm, be down at the child's level if possible and to try support how that child is feeling.
- Any risks removed if possible to prevent risk of harm, i.e. if a child is throwing a chair, adult to carefully remove the chairs.
- If a child needs handling to prevent them from risk due to behaviour however they do not give consent or resist the staff member support, then 2 members of staff must do so together, one staff member to hold the child under their arms, and the other to hold the child's legs - this **MUST** only be done should there be a posing risk i.e. The child's behaviour is extreme they are hurting themselves or others and the option to remove other children is not available. We recognize this would be very unsettling for a child and would only result to this if a greater risk occurred.
- Should this procedure be carried out, it will be communicated to parents, recorded into our incident book and managers will investigate/review to ensure the intervention was needed.

Where problems persist we ask for professional guidance.

### Bullying

Bullying is the persistent physical/verbal abuse of another child. It is planned, intended to hurt and there is awareness present. A child who is engaged in this type of behaviour has reached a stage in his/her development where they are capable of premeditated unkindness.

Bullying is a serious matter and although it is unlikely to occur in children under five years of age we still would and do take it very seriously.

If a child bullies another child we...

- Listen to the child who has been bullied and we reassure them that we will act.
  - We intervene, give reassurance.
- We explain to the bully why their behaviour is unacceptable and we help the child to recognize the impact of his/her actions
  - We make sure that children who bully receive praise when they are kind.
    - We never label a child as a bully.
- We understand that children who are bullying may be experiencing similar.
- We discuss with both parents the situation and work and reassure appropriately.

Dated: 09/10/2025

*Karen Elliott*

*Hayley Donoghue*

