



Managing Children's Behaviour Policy

Purpose of the Policy

At Little Wildflowers Childcare, I believe in fostering a positive, respectful, and nurturing environment where children can learn and grow. Managing children's behaviour appropriately is key to creating a safe and supportive atmosphere. This policy outlines the strategies and principles used to guide and manage children's behaviour in a way that promotes their well-being and development. In accordance with the EYFS, Linzie Shaw is the named person responsible for behaviour management at Little Wildflowers Childcare.

Aims and Objectives

- To promote positive behaviour and self-discipline among children.
- To ensure behaviour management practices are fair, consistent, and respectful.
- To create a safe environment where all children feel valued and understood.
- To work in partnership with parents and carers in managing children's behaviour.
- To comply with the Early Years Foundation Stage (EYFS) requirements.

Strategies for Promoting Positive Behaviour

Positive Reinforcement:

I actively encourage positive behaviour by recognising and praising children's achievements. Verbal affirmations, stickers, and rewards are used to reinforce good behaviour, creating a supportive environment where children feel valued and motivated to continue making positive choices.

Clear Expectations:

Clear and age-appropriate rules and boundaries are established and communicated to ensure that children understand what is expected of them. Additionally, children are informed of the consequences of their actions, promoting accountability and helping them develop a sense of responsibility.

Consistent Approach:

Consistency is paramount in my behaviour management approach. Rules and consequences are applied consistently, providing children with a predictable routine that promotes stability and security. This consistency helps children feel supported and understand what is expected of them in different situations.

Role Modelling:

As a role model, I actively demonstrate positive behaviour and communication skills. I show empathy, respect, and patience in my interactions with children and adults, providing them with positive examples to emulate. By modelling these behaviours, I contribute to a positive social environment where mutual respect and understanding are valued.

Encouraging Self-Regulation:

I support children in developing the skills to understand and manage their emotions. Through teaching self-regulation techniques and providing strategies for calming down and resolving conflicts peacefully, I empower children to navigate challenges effectively. By equipping children with these essential skills, I help them develop resilience and self-confidence.

Creating a Positive Environment:

The physical space is organised to reduce conflicts and encourage cooperative play. Additionally, a variety of engaging activities are provided that cater to children's interests and developmental needs. This creates a positive and stimulating environment where children can explore, learn, and interact with their peers in meaningful ways.

Managing Challenging Behaviour

Understanding Causes: Recognise that challenging behaviour can stem from frustration, anxiety, lack of understanding, difficulty in managing emotions, hyperactivity, discomfort, sensory issues, or seeking attention. Where a child's behaviour may indicate a special educational need or disability, appropriate support will be sought, and an Individual Behaviour Plan may be developed in consultation with parents, carers, and any relevant professionals.

Addressing Behaviour: Address challenging behaviour promptly and calmly. Use age-appropriate and proportionate responses. Avoid punitive measures; focus on understanding the cause of the behaviour and guiding children towards better choices. Where behaviour may indicate a safeguarding concern, this will be addressed in accordance with the Child Protection and Safeguarding Policy.

Physical Intervention

Corporal Punishment: Under no circumstances will corporal punishment be used or threatened. This includes any punishment that could adversely affect a child's well-being.

Physical Intervention: Physical intervention will only be used when absolutely necessary to prevent immediate danger of personal injury to the child or others.

In such cases:

- The intervention will be proportionate and the least restrictive option.
- The child's dignity and emotional well-being will be respected.
- A record of the incident will be made, detailing the situation, actions taken, and outcome.
- Parents and/or carers will be informed on the same day, or as soon as reasonably practicable.
- Following any physical intervention, a review will be carried out to consider whether further support is needed for the child and to prevent recurrence. Any incident that constitutes a serious injury or raises a safeguarding concern will be referred to the relevant authority, and Ofsted will be notified as required.

Recording and Reporting

- Keep detailed records of any significant behaviour incidents, including any physical interventions. Records will be retained securely for a minimum of three years after the child leaves the setting. Where a behaviour incident is linked to a safeguarding concern, the record will be retained until the child reaches the age of 25, in line with my Child Protection and Safeguarding Policy.
- Document the context, the behaviour, the actions taken, and the outcomes.
- Share relevant information with parents and carers, ensuring they are informed of any incidents and the steps taken to manage the behaviour.

Partnership with Parents/Carers

- Communicate regularly with parents and carers about their child's behaviour and development.
- Work collaboratively to ensure consistency between home and the childminding setting.
- Involve parents and carers in developing strategies to address any persistent behaviour issues.



Publication & Version History

Version	Date	Description of Change
1.0	05 June 2025	Initial publication
1.1	03 June 2026	Policy review: EYFS named behaviour lead added; safeguarding cross-reference added; post-incident review and Ofsted notification requirement added; SEND/Individual Behaviour Plan pathway added; record retention period specified; institutional voice updated throughout.
2.0	04 June 2026	Annual review and sign off

Next Scheduled Review: 05 June 2027

This policy is subject to ongoing revision. Minor amendments may be made between annual reviews and will be recorded in the table above.