Belsay Daycare Ltd
Behaviour Management and Staff Behaviour Policy

Preschool, breakfast club, after school club and holiday clubs

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to have set boundaries for their own safety and the safety of others.

This policy applies to every child we care for: preschool children, and school-age children attending breakfast club, after school club and holiday clubs. It also sets out the standards of behaviour we expect from staff.

At Belsay Daycare **Lisa and Joana** are the named persons for behaviour management. They support staff, keep up to date with good practice, lead on individual behaviour plans and meet parents with the manager where needed. Safeguarding concerns are passed to our Designated Safeguarding Lead (DSL) in line with our Safeguarding Policy.

Legal framework

- **EYFS statutory framework.** We must support, understand and manage children's behaviour in an appropriate way. We must not give or threaten corporal punishment, or any punishment which could negatively affect a child's wellbeing. A provider that fails to meet this requirement commits an offence. Physical intervention to avert immediate danger of personal injury to any person, or to manage a child's behaviour if absolutely necessary, is not corporal punishment. Every physical intervention must be recorded and parents informed on the same day, or as soon as reasonably practicable.
- **Ofsted registers.** Children are on the Early Years Register from birth to 31 August after their fifth birthday. The compulsory part of the Childcare Register applies from 1 September after a child's fifth birthday until their eighth birthday; children aged eight and over may be cared for under the voluntary part where applicable. We apply the same high standards to every child we care for, whatever their age.
- **Equality Act 2010.** We must not discriminate against a disabled child and we must make reasonable adjustments, including to how we apply this policy, before we consider suspension or exclusion.
- **SEND Code of Practice.** We identify and support children who may have special educational needs or disabilities, working with parents and other agencies.

Belsay Daycare Ltd is an independent charity. We work closely with Belsay Primary School but our clubs are run under our own policies.

Aims

We aim to encourage children to behave in socially acceptable ways and to understand the needs and rights of others. The aims of our policy are to help children to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.

- Develop a range of social skills and learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- Recognise the individuality of all our children.
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy.

Methods

- All staff keep themselves up to date with legislation, research and thinking on promoting positive behaviour, access relevant sources of expertise and take part in relevant training. Lisa and Joana lead this for the staff team.
- 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.
- All staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with this policy during their induction.
- We expect all members of our setting (children, parents, carers, staff, volunteers and students) to keep to the guidelines, and we apply them consistently.
- We work in partnership with parents and carers. Parents are regularly informed about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation and incident records to understand the cause and decide jointly how to respond.

Positive strategies for all children

- Staff use positive strategies for handling inconsiderate behaviour, helping children find solutions in ways which suit their age and stage of development. These include acknowledging feelings, explaining what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response.
- We provide enough popular toys, resources and activities, where possible, so that children are meaningfully occupied without unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, feelings of competence and a sense of belonging.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves. A child who needs time to calm down stays with, or in sight of, a member of staff.
- We never use physical punishment, such as smacking or shaking, and children are never threatened with it.
- We do not use techniques intended to single out and humiliate individual children, and we do not use a threatening voice.
- When there is a disagreement, staff find out what happened neutrally, listening to each child involved before deciding how to respond. They do not rely on one child's account without checking.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately that the behaviour and attitudes are unacceptable, using explanation rather than personal blame.

HighScope conflict resolution

We use this six-step process to support children to develop their own ability to resolve conflicts with their peers.

1. **Approach calmly**, stopping any hurtful actions. Place yourself between the children, on their level.
2. **Acknowledge children's feelings.** Say something simple such as "You look really upset." Let children know you need to hold any object in question.
3. **Gather information.** Ask "What's the problem?" Do not ask "Why" questions.
4. **Restate the problem.** "So, the problem is..."
5. **Ask for ideas for solutions and choose one together.** "What can we do to solve this problem?"
6. **Be prepared to give follow-up support.** Acknowledge their accomplishments ("You solved the problem!") and stay nearby in case the process needs repeating.

Preschool children

- When children under three behave in inconsiderate ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those for older children.
- Very young children are unable to regulate their own emotions, such as fear, anger or distress, and need sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions and helping children to manage their feelings and talk about them.

Rough and tumble play and fantasy aggression

Young children often engage in play with aggressive themes, such as superhero and weapon play. This is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and need addressing using the strategies above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social.
- We agree boundaries for this play with the children so that nobody is hurt.
- Fantasy play with themes of goodies and baddies offers opportunities to explore right and wrong. We tune in to the play, suggest alternative strategies for heroes and heroines and make the most of teachable moments to encourage empathy.

Hurtful behaviour in young children

We take hurtful behaviour very seriously. Most children under five will at some stage hurt or say something hurtful to another child, especially if their emotions are high. For children under five this behaviour is momentary, spontaneous and often without consideration of the other child's feelings, so it is not helpful to label it as bullying.

- Young children behave in hurtful ways because they have not yet developed the means to manage intense feelings. We help them manage these feelings, calming the child who is angry as well as the child who has been hurt.
- We do not respond punitively to a young child's rage. Staff offer calm, appropriate physical comfort where it is welcomed by the child. They do not restrain or restrict a child's movement to calm them. If physical contact restricts a child's movement in order to manage an immediate risk, the physical intervention procedure below applies. With verbal children we also explain and discuss the incident at their level of understanding.
- We help children recognise their feelings by naming them, making a connection between the event and the feeling, and we help them understand that their actions affect others' feelings.

- We do not force young children to say sorry. We encourage genuine repair and empathy by helping them think about how the other child may feel and what they can do to help make things better.
- We understand that the same problem may happen over and over before skills such as sharing and turn-taking develop, and we support social skills through modelling, activities, drama and stories.
- When hurtful behaviour becomes a problem, we work with parents to identify the cause and find a solution together. Where this does not work, we follow the SEND Code of Practice and make referrals for specialist support where necessary.

We understand behaviour as a form of communication. Where hurtful behaviour is frequent or intense, staff observe patterns and consider possible communication, sensory, developmental, emotional, environmental or unmet needs. We work with parents and, where appropriate, the school and other professionals to understand what helps the child. Any indication that a child may be experiencing harm or abuse is passed immediately to the DSL and dealt with under our Safeguarding Policy.

School-age children in our clubs

Breakfast club, after school club and holiday clubs are social times. Children are more relaxed than in school and we do not apply the school's sanctions. We do expect children to follow the club rules, which staff agree with the children at the start of each term and display in the setting. Our starting points are:

- We keep our hands, feet and equipment to ourselves.
- We listen to staff and do what they ask straight away when it is about keeping safe.
- We use kind words.
- We look after our club, its equipment and the younger children.

We consider the strategies used by Belsay Primary School and use them where they are the most appropriate way to support a child. The school's behaviour policy is available from the school.

Everyday responses

Staff respond calmly and in proportion, usually in this order:

1. A quiet reminder of the rule, and praise for children who are following it.
2. Redirection to another activity, or a clear choice with its consequence ("You can ride the trike in the marked area, or play on the climbing frame").
3. Time to calm down, away from the activity and always within sight of a member of staff.
4. Loss of access to a particular activity or piece of equipment for the rest of the session, where it is being used unsafely.
5. A short conversation once the child is calm: what happened, who has been affected and how to put it right.

Staff avoid public confrontation. They give a child with a clear instruction time to comply, and they follow through on what they have said. Refusing an instruction that is about safety, such as an instruction to stop dangerous play or to stay with the group, is treated as serious behaviour.

Equipment

If a child uses equipment to hurt, or risk hurting, others, staff remove access to it straight away. The child's risk assessment sets out when, and under what conditions, they can use it again. Ride-on toys such as trikes and scooters are designed for preschool children. School-age children use them only with staff agreement and supervision, in a marked area, and never where younger children are playing. Our equipment is not shared with children outside our clubs.

Shared spaces and children outside our clubs

Our clubs use shared spaces, such as the village field, where other children and adults may be present. We use these spaces under our Shared Field and Open-Access Outdoor Space Procedure. We do not permit children or adults outside our group to join in our play, use our equipment or approach or interact with children in our care during club time. Staff intervene promptly if this happens.

When a disagreement involves someone outside our group, staff gather information neutrally, listen to the children in our care and give each child a calm chance to explain. They avoid accusatory questions such as "Who's causing trouble?". They do not accept the account of an older child, or anyone outside our group, without checking what happened.

Aggression towards children or staff

Aggression towards anyone in our setting, child or adult, is taken seriously. Staff should never have to accept violence at work.

- Any aggressive behaviour results in a member of staff intervening immediately to stop it and prevent it escalating.
- The person who has been hurt is cared for first. Injuries are treated and recorded in the accident book.
- The incident is recorded in the Incident Log. The parents of the child who behaved aggressively, and the parents of any child who was hurt, are told the same day. We do not share the name of the other child with parents.
- The DSL considers whether the behaviour is an indication that the child is being harmed and, if so, contacts Northumberland Onecall (01670 536 400) in line with our Safeguarding Policy.
- Lisa or Joana complete, or review, a risk assessment for the child to reduce the risk of it happening again. Parents are asked to sign risk assessments that relate to managing their child's behaviour.
- The manager or behaviour lead meets the parents of any child who has been hurt to explain the incident and how we are responding.
- The manager follows the EYFS notification requirements for serious incidents. Ofsted is notified as soon as reasonably practicable, and within 14 days, of any serious accident, illness or injury to, or death of, a child while in our care, and of the action taken. Local child protection agencies are also notified of any serious accident or injury to, or death of, a child, and we act on their advice.
- Where a member of staff is hurt, the manager follows the Staff Health and Wellbeing Policy (47), including a debrief and any report to the Health and Safety Executive under RIDDOR.

The use of physical intervention

Staff use physical intervention only as a last resort and only when it is necessary and proportionate to avert an immediate danger of personal injury to the child or another person, or to manage a child's behaviour where this is absolutely necessary. It is never used as a punishment.

- Where safe and practicable, staff first use non-physical strategies such as calm dialogue, redirection and diversion, and tell the child what will happen if the unsafe behaviour continues. In an immediate emergency, staff act without delay to keep people safe.
- Staff keep talking to the child throughout wherever possible, explaining what they are doing and why. They make every reasonable effort to avoid using physical intervention when alone with a child, without delaying action that is needed to prevent immediate harm.
- Only the minimum reasonable, proportionate and least restrictive intervention necessary is used, and it is relaxed as soon as it is safe so the child can regain self-control.
- Physical intervention is an act of care and control and is never a punishment. It is never used simply to make a child do what they have been told when there is no immediate risk.
- If staff are not confident about containing a situation, they call the session leader or manager and, in extreme cases, the police.

- Every physical intervention is reported to the session leader and recorded in the Incident Log on the same day: what happened, what action was taken and by whom, and the names of witnesses. **Parents are informed on the same day**, or as soon as reasonably practicable, and are asked to sign the record to acknowledge that the information has been shared with them.
- The member of staff involved is offered a debrief with the manager or a behaviour lead.
- If a member of staff commits any act of violence or abuse towards a child, serious disciplinary action is taken under the Staff Disciplinary Procedures and the matter is handled under our Safeguarding Policy.

Recording and sharing information

- **Incident Log.** Staff record every significant incident on the day it happens: date, time and place; what was happening beforehand; what the child did; who was affected; what staff did; witnesses; and when and by whom parents were told.
- **Parent concerns.** If a parent raises a concern that may affect a child's behaviour, safety or supervision, including a concern about another child, staff record it and pass it to the manager or session leader the same day. The manager decides whether plans, risk assessments or supervision arrangements need to change, and staff are briefed at handover.
- Records are kept securely in the child's file and handled in line with data protection law.
- Lisa and Joana review the Incident Log each month to spot patterns and triggers and to check that plans are working.
- With parents' consent, we share information with Belsay Primary School so that the child gets a consistent approach. Where there is a safeguarding concern, information is shared in line with our Safeguarding Policy, with or without consent.

Individual behaviour plans and SEND

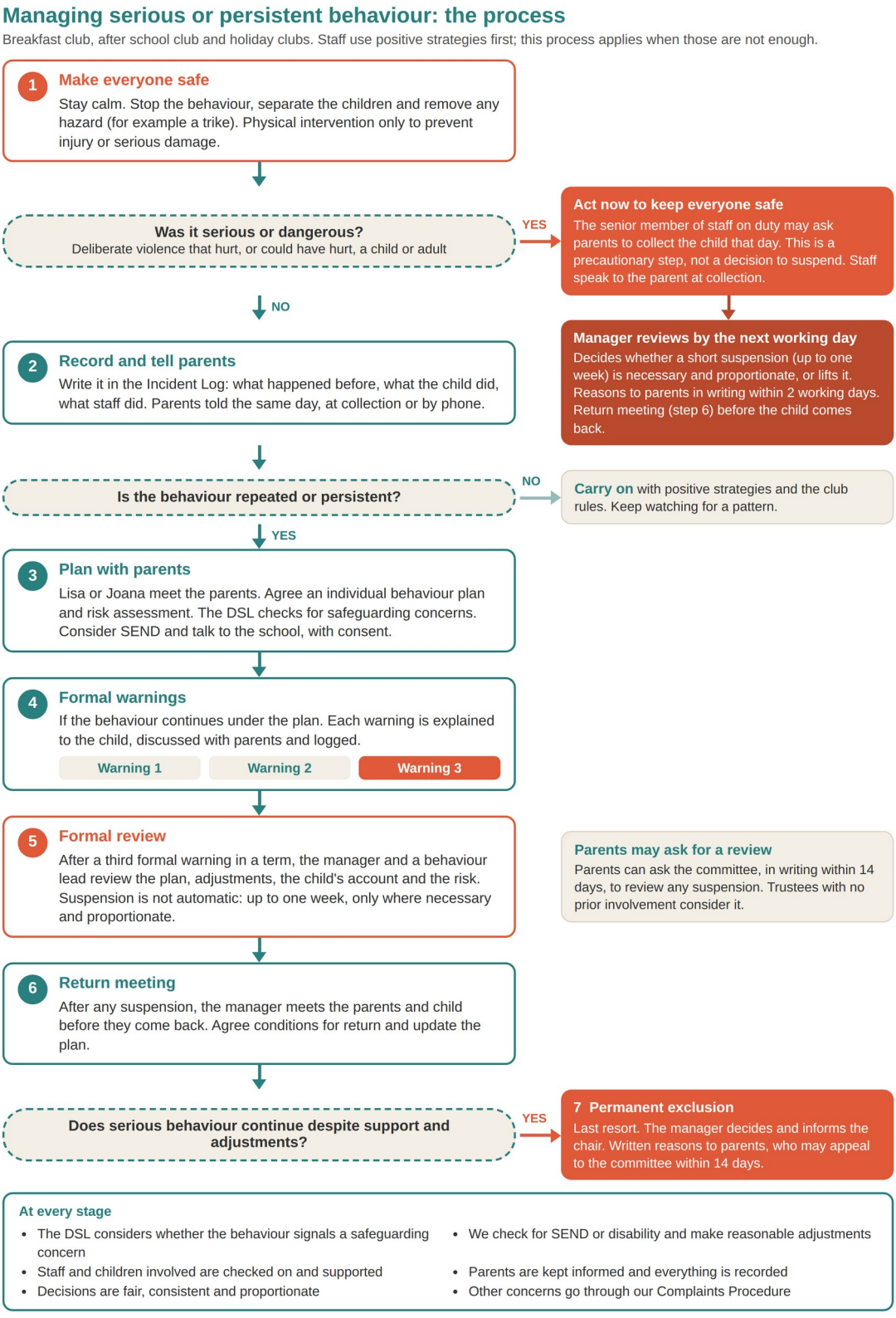
We acknowledge that some children need additional support to manage their behaviour. Lisa or Joana agree an individual behaviour plan with the parents when behaviour is repeated or persistent, after any serious incident, and whenever a formal warning is given. The plan sets out:

- what triggers the behaviour and what helps the child;
- how staff will respond, so that every member of staff responds in the same way;
- any adjustments, such as a quiet space, a visual timetable, a named adult at arrival or collection, or limits on particular equipment;
- how we will keep in touch with parents and, with consent, the school;
- a review date, no more than four weeks ahead.

We consider whether the behaviour may be linked to special educational needs, a disability or an unmet need. We ask parents and the school about any existing support, such as the school SENCo or an education, health and care plan. We make reasonable adjustments and seek advice from other agencies, including Northumberland Early Help, where appropriate. This may include accessing funding for additional support.

Formal warnings, suspension and exclusion

We only suspend or exclude a child as a last resort, when other behaviour management strategies have failed or when children or staff are at risk. Decisions are fair, consistent and in proportion to the behaviour. They take account of the child's age and maturity, any SEND or disability, and anything else relevant to the child's situation. We listen to the child's account before making a decision. The flowchart below summarises the process.



Formal warnings

Where a child persistently behaves inappropriately despite their behaviour plan:

1. The manager or a behaviour lead gives the child a formal warning, explains why the behaviour is unacceptable and sets out the consequences of further incidents.
2. Staff encourage the child to talk about their behaviour, explain their actions and identify ways to avoid similar incidents.
3. The warning is discussed with the child's parents on the same day and recorded in the Incident Log.
4. All staff are told when a child has been given a formal warning.
5. A third formal warning within the same school term triggers a formal review by the manager and a behaviour lead. Suspension is not automatic. The manager considers the child's age and maturity, any SEND or disability, reasonable adjustments, the child's account, the behaviour plan and the current risk to children and staff before deciding the next step, which may include a suspension of up to one week.

Where the manager is also one of the behaviour leads, the other behaviour lead takes part in the formal review, so that two people consider every decision.

Suspension

- **Following a formal review**, the manager may suspend a child from the club for up to one week where this is necessary and proportionate to protect the safety or welfare of the child, other children or staff, and where less restrictive measures are not enough.
- **Precautionary collection after a serious incident.** In the event of an extremely serious or dangerous incident, the manager or, if the manager cannot be reached, the most senior member of staff on duty may ask parents to collect their child straight away. This is a precautionary step to keep everyone safe and is not in itself a decision to suspend. Staff speak to the parent at collection about what happened, and the manager is told the same day.
- **Manager review.** After a precautionary collection, the manager reviews the incident, normally by the next working day, listens to the child's account and considers the factors above. The manager then decides whether a temporary suspension of up to one week is necessary and proportionate, or lifts the precautionary collection so that the child returns as normal.
- Every suspension is confirmed to parents in writing within two working days, giving the reasons, the dates, the date of the return meeting and how to ask for a review.
- Before the child returns, the manager meets the parents and the child to agree conditions for the child's return and to update the behaviour plan.
- If a child is suspended twice in a school year, the manager and parents review whether the club can meet the child's needs and what further support is required.
- **Review by the committee.** Parents may ask the committee to review a suspension by writing to the chair within 14 days of the written confirmation. A panel of at least two trustees with no previous involvement considers the decision, normally within 14 days, and confirms the outcome in writing. Asking for a review does not delay the child's return when the suspension ends.
- Fees during a suspension, and after a precautionary collection that is not confirmed as a suspension, are charged in line with the Fees Policy (28).

Permanent exclusion

In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child. Before deciding, the manager checks that a behaviour plan has been in place, that reasonable adjustments have been made and that advice has been sought from other agencies where appropriate. A single exceptionally serious incident may lead to exclusion where the child's continued attendance would seriously harm the safety or welfare of others.

- The manager makes the decision and informs the chair of the management committee.
- Parents are given a verbal explanation and, within two working days, a written explanation of the reasons, the evidence considered, the date the exclusion takes effect and their right of appeal.

- Parents may appeal in writing to the management committee within 14 days of receiving written notification. A panel of at least two trustees with no previous involvement hears the appeal, normally within 14 days of receiving it. Parents may attend and bring a supporter. The panel's decision is confirmed in writing and is final.

Suspension reviews and exclusion appeals follow the routes above. Any other concern about how we have managed a child's behaviour can be raised under our Complaints Procedure (14).

Bullying

We take bullying very seriously. We define bullying as the repeated harassment of others through emotional, physical, verbal and psychological abuse:

- **Emotional:** being deliberately unkind, shunning or excluding another person from a group or tormenting them.
- **Physical:** pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.
- **Verbal:** name-calling, put-downs, ridiculing words to attack, threaten or insult, spreading rumours or making fun of another person's appearance.
- **Psychological:** behaviour likely to instil a sense of fear or anxiety in another person.

Staff make every effort to create a tolerant and caring environment where bullying is not acceptable. A child who bullies has reached a stage of development where they can plan to cause distress to another. If a child bullies another child or children:

- we show the children who have been bullied that we listen to their concerns and act on them, and we reassure them;
- we intervene to stop the child who is bullying from harming others and explain why the behaviour is not acceptable;
- we help the child who has bullied to recognise the impact of their actions, give positive feedback for considerate behaviour and do not label them as a bully;
- we recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other difficult circumstances, and the DSL considers this;
- we do not insist on an apology unless the child feels genuine remorse, because empty apologies are hurtful to the bullied child;
- we agree a plan with the parents of the child who has bullied, and we tell the parents of the child who has been bullied how the situation is being handled.

Staff behaviour policy

This section sets out the standards of behaviour expected from all staff at Belsay Daycare Ltd. Staff are in a unique position of trust and influence as role models for children, and have an individual responsibility to maintain their own reputation and that of the setting, inside and outside working hours.

It applies to all staff and volunteers regardless of position, role or responsibility, including committee members, casual workers, temporary and agency staff, students and apprentices. All staff must read and agree to comply with this policy. Breach of it will result in action under the Staff Disciplinary Procedures, which may include dismissal. It is not an exhaustive list: where no guidance exists, staff use their professional judgement and act in the best interests of the children and the setting.

Professional behaviour and conduct

- Staff demonstrate the highest standards of personal and professional conduct and act with honesty and integrity, treating each other, children, parents and the wider community with dignity and respect.

- Staff act in accordance with their duty of care, and the safety and welfare of children always come first.
- Staff treat children fairly and avoid embarrassing or humiliating them, making jokes at their expense, sarcasm, and discriminating against or favouring any child.
- Staff must not do or say anything which may bring the setting into disrepute, must avoid conflicts of interest and must follow the setting's policies and procedures.
- Staff apply this behaviour policy consistently and record incidents accurately and promptly.

Relationships with children

Staff maintain professional boundaries appropriate to their position and consider whether their actions are warranted, proportionate, safe and applied equitably. They act in an open and transparent way that would not lead any reasonable person to question their actions or intent.

Working Together to Safeguard Children defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including non-contact activities and grooming a child in preparation for abuse, including online. Staff should be mindful of section 16 of the Sexual Offences Act 2003. Staff must not make sexual remarks to a child, or discuss their own sexual relationships with or in the presence of children. Staff must read and follow the setting's online safety policy.

Any concern or allegation about the conduct of a member of staff or volunteer is reported immediately to the manager, or to the chair if it concerns the manager, and is handled under our Safeguarding Policy. Where an allegation meets the criteria in Working Together to Safeguard Children, the Local Authority Designated Officer (LADO) is informed within one working day. Ofsted is notified of allegations of harm or abuse by anyone living, working or looking after children at the premises, and of the action taken, as soon as reasonably practicable and in any event within 14 days. Where the statutory criteria for a referral to the Disclosure and Barring Service are met, the setting makes that referral. The Safeguarding Policy sets out the full procedure.

Approval and review

Version	2.3, October 2026 (replaces June 2022 version)
Effective from	20 October 2026 (approved by the management committee)
Review date	September 2027
Policy number	12
Behaviour leads	Lisa and Joana
Signed on behalf of the committee	 **Adam Goldwater**, Chair of Trustees Date: 21 October 2026
Signed on behalf of the staff	 **Lisa Mulholland**, Manager Date: 21 October 2026
Related policies	Safeguarding Policy (8); Supporting Children with SEN Policy (11); Complaints Procedure (14); Fees Policy 2026-27 (28); Biting Behaviour Appendix 1 (41); Out of School Club Policy (42); Shared Field and Open-Access Outdoor Space Procedure (44); Staff Health and Wellbeing Policy (47); Staff Disciplinary Procedures
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