

Behaviour Management Policy

(includes Anti Bullying/Positive Behaviour and Inappropriate Behaviour)

Statement of Intent

NAP Club 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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Responsibility for Behaviour Management

NAP Club has a named person with overall responsibility for supporting children's personal, social and emotional development, including behaviour management.

The named person is: Kathleen Williams, Play Leader.

The named person is responsible for:

- ✓ Keeping up to date with relevant legislation, research and best practice.
- ✓ Ensuring staff receive appropriate training in behaviour management.
- ✓ Accessing specialist support where required.
- ✓ Ensuring consistent implementation of this policy.

All staff, volunteers and students are required to familiarise themselves with this policy and apply it consistently.

Guiding Principles

- All children are treated with respect, dignity and fairness.
- Behaviour is understood in the context of a child's development and circumstances.
- Positive behaviour is actively modelled and reinforced.
- Parents/carers are partners in supporting behaviour.
- Safety and safeguarding override all other considerations.

Partnership with Parents/Carers

We work in partnership with parents/carers and keep them informed about their child's behaviour. Where behaviour concerns arise, we work collaboratively to understand causes and agree appropriate responses and support strategies.

Managing Inappropriate Behaviour

Staff use positive behaviour management strategies appropriate to a child's age and stage of development. These may include:

- Acknowledging feelings and naming emotions.
- Explaining boundaries and expectations.
- Supporting children to regain self-control.
- Redirecting behaviour.
- Encouraging problem-solving.

We ensure the environment is well resourced and structured to minimise unnecessary conflict and promote positive engagement.

Lesser Incidents and Warning Procedure

Where behaviour is inconsiderate, disruptive or inappropriate but does not compromise immediate safety, the following graduated approach will normally apply:

Stage 1 – Initial Concerns

- Behaviour managed by staff using positive strategies.
- Informal feedback given to parents/carers.

Stage 2 – First Written Warning

- Issued if behaviour persists.
- Outlines the nature of concerns and strategies in place.

Stage 3 – Second Written Warning

- Issued if behaviour continues.
- Parents/carers may be invited to meet with the Play Leader and/or Committee.

Stage 4 – Review

- The Committee will review whether continued attendance at NAP Club is appropriate

This process is supportive, proportionate and aims to help children succeed.

Serious Incidents, Immediate Suspension or Exclusion

The safety and wellbeing of children, staff and volunteers at NAP Club is our highest priority.

In circumstances where a child's behaviour poses a risk of harm to themselves, other children, staff or volunteers, the usual warning process may be bypassed. The NAP Club Committee reserves the right to suspend or permanently exclude a child with immediate effect where behaviour is deemed to be extreme or unsafe.

Such circumstances may include, but are not limited to:

- Physical violence or attempted violence towards staff, volunteers or other children.
- Serious threatening behaviour.
- Behaviour requiring physical intervention to prevent injury.
- Any incident where staff reasonably believe safety has been compromised.

In these situations:

- Staff may request immediate collection of the child
- The incident will be recorded in full, including actions taken and witnesses
- Parents/carers will be informed as soon as practicable
- The incident will be reviewed by the NAP Club Committee

Following immediate suspension, the Committee may determine whether:

- The suspension is temporary, pending review.
- Conditions for a possible return can be put in place.
- Permanent exclusion is necessary in the interests of safety.

All decisions are made in line with safeguarding responsibilities and with the safety of all children and staff as the primary consideration.

Physical Intervention and Safeguarding

Physical intervention will only be used to prevent injury to a child or others or serious damage to property, and in line with the Club's Restrictive Physical Intervention Policy.

Any such incident will be recorded and shared with parents/carers on the same day. Incidents involving violence will also be considered under the Club's Safeguarding Policy.

Strategies with children who engage in inconsiderate behaviour

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for 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 and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- 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 to 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.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately 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.

Children under three years

- 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 to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff remain 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.

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 normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or ‘aggressive’.
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting, etc. and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to turn into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

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.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the

physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to learn them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it? You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him?"
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him, and he didn't like that, and it make him cry".
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying anymore. Let's see if we can be friends and find another car, so you can both play with one".
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relations with them.
- 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 to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - a) They do not feel securely attached to someone who can interpret and meet their needs, this may be in the home, and it may also be in the setting.
 - b) Their parent or carer in the setting, does not have skills in responding appropriately and consequently, negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 - c) The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - d) The child has a developmental condition that affects how they behave.

Where 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.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child doing the bullying from harming the other child or children
- We explain to the child doing the bullying why her/his behaviour is not acceptable
- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully receive positive feedback for inconsiderate behaviour and are given opportunities to practice and reflect on this behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We also share what has happened with the parents/carers of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- We will work with the school/s involved, sharing information and follow their Anti-Bullying Policies as appropriate

Date to be reviewed: June 2028
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Date signed off: April 2026
Signed: Kathleen Williams
Signed: Claire Porter-Bryant