



Extreme behavior Policy

Statutory Framework for the Early Years Foundation Stage: Section 3 The Safeguarding and Welfare Requirement: Managing behavior

3.52. Providers are responsible for managing children's behavior in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁰ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behavior if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

1. Policy statement

Golden Apples ensures inclusive care and education of children, and are committed to working in partnership with parents and carers to support parents. However, there are certain types of behavior which must be addressed not to compromise the care we deliver.

Our positive behavior policy outlines how we deal with children's negative actions and promote positive behavior on a day to day basis.

Our biting policy (which should be read in addition to the positive behavior policy) outlines how we deal specifically with Biting.

This policy states how we resolve bigger problems such as ongoing aggressive behavior, biting or other physical violence.





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2. EYFS Overarching Principles

A unique child	Positive relationship	Enabling environments	Learning and development
<p>Understand and observe each child's development and learning, assess progress, plan for next steps.</p> <p>Support babies and children to develop a positive sense of their own identify and culture.</p> <p>Identify and needs of Support</p> <p>Keep children safe</p> <p>Value and respect all children and families equally.</p>	<p>Warm and loving, and foster a sense of belonging.</p> <p>Sensitive and responsive to the child's needs, feelings and interests.</p> <p>Supportive and responsive to the child's own efforts and independence</p> <p>Consistent in setting clear boundaries</p> <p>Stimulating</p> <p>Built on key person relationships in early years.</p>	<p>Value all people & learning</p> <p>Stimulating resources, relevant to all children's cultures and communities.</p> <p>Rich Learning opportunities through play and playful teaching.</p> <p>Support for children to take risks and explore</p>	<p>Children develop and Learn in different ways.</p> <p>The framework covers the education and care of all children in early years provisions, including children with special needs and disabilities</p>





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3. Procedures

- 3.1. Once negative behavior is identified, staff will follow steps to resolve this as set out in our Positive behavior policy, this includes using ABC observations, Tracking and time sampling observations to identify triggers and monitor this behavior.
- 3.2. All negative behavior such as biting, kicking, punching, pushing will be logged on Incident forms. Both sets of parents will be informed of the incident and asked to sign the incidents forms in order that they are made aware that their child has been involved in, or been the victim of negative behavior.
- 3.3. For confidentiality purposes we will not reveal the name of either child to either set of parents. Please do not ask us to do so.
- 3.4. All incidents forms are monitored by the Nursery Manager.
- 3.5. Once a concern has been raised due to ongoing negative behavior the child's key person will seek advice from their line manager.
- 3.6. Incident forms are audited monthly. This audit should be used to monitor whether there is a pattern with any particular incidents; the times they occur, the key worker who is supporting the children or the area that it occurred.
- 3.7. If correlation is found, appropriate action is taken i.e.: If a child is found to get aggressive before sleep time, put the child to sleep earlier. If a child's biting occurs regularly during free play then plan more structure activities for the child throughout the day, or bring an extra member of staff in as extra supervision throughout these times so a staff shadow can be used.
- 3.8. Parents will be made aware that we are monitoring their child's behavior and kept informed of progress through a meeting.
- 3.9. If no correlation is found, or steps to resolve behavior fails, a meeting will be held with the child's parents to discuss further techniques.
- 3.10. A set time period will be set to work on these techniques discussed in the meeting with parents.





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- 3.11. Should this fail, parents will be asked for their permission to contact an appropriate professional to offer the nursery and the parents advise for example: Health professionals, Area SENCO, Behavioral psychologists etc.
- 3.12. A meeting will be arranged for the professional to visit the nursery. Usually the professional will want to observe the child in their base room with the child interacting with staff and other children.
- 3.13. Professionals will offer advice and further strategies to be used by both the nursery staff and parents.
- 3.14. Strategies given a time period appropriate to the child and behavior and implemented by staff and parents to make sure child receives a consistent approach.
- 3.15. If strategies are successful then continue monitoring child on a regular basis.
- 3.16. If strategies do not work, a meeting is requested with parents. At the meeting concerns will be discussed and techniques that have been implemented.
- 3.17. Extreme behavior is very difficult to manage and often requires one to one care. Our last option would be to arrange one to one care for the child in the nursery setting. This obviously will have financial implications for the parents, but as a nursery we will do everything we can to be inclusive.
- 3.18. The one to one care should continue for no more than 4 weeks but this can be shorter depending on the individual case. Where funding can be implemented it may be deemed beneficial to continue 1-1 care for an extended period.
- 3.19. All staff recognise that children develop at different rates and small achievements are celebrated.
- 3.20. If the behavior continues, the child will be withdrawn from the nursery for a short period until the negative behavior subsides. We would then hope to reintroduce the child to the nursery gradually and continue monitoring their behavior indefinitely.





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3.21. Parents will be kept informed and involved throughout the whole process.

4. We hope that this policy and the steps in it will only be used in extreme circumstances. Children all go through a stage of negative behavior. It is distressing for parents and we hope to resolve issues immediately. Only very serious cases will require observation by professionals.
5. We reserve the right to terminate a child's place at nursery should we feel that their extreme behavior poses an immediate threat to the rest of the children and staff in the nursery or we feel that parents are not co-operating with our policy. This will be implemented only after all alternative avenues have been taken.
6. The health and safety of the children and staff in our nursery remains our highest priority.
7. Should a parent be concerned about their child's behavior, we are always willing to discuss and offer suggestions or where you may find alternative help.

Further Guidance

- Childcare Act 2006, Statutory guidance for the Early Years Foundation Stage
- The Equality Act 2006, Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976, Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986, Children Act 1989, 2004, Special Educational Needs and Disability Act 2001

Golden Apples Policies and Procedures

- Valuing Diversity and Promoting Equality Policy
- Achieving Positive Behavior Policy
- Biting Policy



Extreme behavior policy



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