



# Physical intervention / behaviour management policy

## Contents

<b>Reviewed</b> .....	1
<b>Lilly Brook Childcare</b> .....	2
<b>Behaviour Management Policy &amp; Procedure</b> .....	2
<b>1. Statement of Intent</b> .....	2
<b>2. Legal and Statutory Framework</b> .....	2
<b>3. Promoting Positive Behaviour</b> .....	3
<b>4. Behaviour Stages and Interventions</b> .....	3
<b>5. Physical Intervention and Co-Regulation</b> .....	5
<b>6. Behaviour things to think about</b> .....	5
<b>6.1 Specific Behaviour Considerations</b> .....	5
<b>6.2 Early Signs of Heightened Emotions in Young Children</b> .....	6
<b>7. Staff Conduct</b> .....	6
<b>8. Behaviour Monitoring &amp; Recording</b> .....	7
<b>9. Parent Partnership</b> .....	7
<b>10. Suspension and Exclusion</b> .....	7
<b>12. Behaviour Expectations of Parents and Carers</b> .....	7
<b>Parents Are Expected To:</b> .....	8
<b>The Following Will Not Be Tolerated:</b> .....	8
<b>Non-Engagement With Support</b> .....	8
<b>Withdrawal or Suspension of a Place</b> .....	9
<b>11. References</b> .....	9

## Reviewed

When	First Review	Approval
11/12/2015	JLindow	TWilson
03/01/2016	JLindow	TWilson
16/01/2017	JLindow	TWilson
19/09/2017	JLindow	TWilson
05/08/2018	JLindow	TWilson
16/02/2021	JLindow	JWilson
15/02/2022	JLindow	TWilson
05/03/2024	JLindow	TWilson
16/02/2026	JLindow	TWilson



# Lilly Brook Childcare

## Behaviour Management Policy & Procedure

### 1. Statement of Intent

At Lilly Brook Childcare, we believe children flourish when treated as valued individuals in a safe, respectful, and nurturing environment. Our approach to behaviour management is proactive, consistent, and supportive, focusing on **positive reinforcement**, clear expectations, and strong partnerships with parents.

We aim to:

- Promote positive social, emotional, and personal development.
- Encourage self-discipline, self-esteem, and mutual respect.
- Support children in understanding **fundamental British values**: democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.
- Work collaboratively with parents to address unwanted behaviours while maintaining **safeguarding and statutory obligations**.

We do **not tolerate**:

- Intolerance of faiths, cultures, or races.
- Gender stereotyping or segregation of children.
- Isolation from the wider community.
- Behaviour inconsistent with British values.

---

### 2. Legal and Statutory Framework

This policy is underpinned by:

- **EYFS 2025 Statutory Framework**, especially:
  - **3.64**: Providers must ensure staff and children are not exposed to risks.
  - **3.76**: Providers must support children with SEN or disabilities.
- **Prevent Duty (Counter-Terrorism and Security Act 2015)** – promoting British values and safeguarding against radicalisation.
- **Working Together to Safeguard Children 2018**.
- **Health and Safety at Work Act 1974**.



## 3. Promoting Positive Behaviour

### 3.1 Sun/Cloud/Star System

- All children start the day on the **Sun**, symbolising positive behaviour.
- If behaviour falls short, the child is moved to the **Cloud**, and staff:
  - Discuss what went wrong.
  - Explore solutions and problem-solving.
  - Complete a **structured activity** to reinforce learning.
- Children demonstrating **good listening, engagement, and completion of activities** are moved back to the **Sun**, celebrating success.
- Staff consistently reinforce it is the **behaviour, not the child**, that is unacceptable.

### 3.2 Daily Parent Engagement

- Behaviour is recorded daily on monitoring forms and discussed with parents for feedback.
- Parents provide insights into home routines, sleep, health, and other factors affecting behaviour.

### 3.3 Reinforcement Techniques

- Verbal praise and stickers reward positive behaviour.
- Children with SEN or younger children are supported with short structured activities to build self-regulation.
- Staff model **politeness, respect, and tolerance** consistently.

### 3.4 Embedding British Values

- **Democracy:** Children participate in decision-making (e.g., role-play themes).
- **Rule of Law:** Children understand rules and consequences, co-creating codes of conduct.
- **Individual Liberty:** Children are encouraged to make choices, build confidence, and reflect on opinions.
- **Mutual Respect and Tolerance:** Children learn about diversity, culture, faiths, and values.

---

## 4. Behaviour Stages and Interventions

### Stage 1: Setting-Based Support

- Staff implement **internal strategies** including positive reinforcement, reflection, distraction, structured tasks, and social stories.



- Risk assessments may be completed and a **short-term Individual Support Plan (ISP)** agreed with parents.

## Stage 2: External Support (With Consent)

- Where behaviours indicate additional needs (SEN, speech and language, social-emotional support), external referrals are recommended **with parental consent**.
- Staff explain the benefits of these services to parents.
- If parents **refuse consent or do not engage**, the setting will:
  - Continue internal strategies as far as reasonably possible.
  - Document all discussions, advice, and attempts to access support.
  - Highlight to parents that **refusal to engage may limit the setting's ability to meet the child's needs safely**, and in cases where there is potential risk to the child, may need to be **escalated to local safeguarding services**.

## Stage 3: Risk and Placement Consideration

- If a child's behaviour **poses a risk to themselves, other children, or staff**, and external support cannot be accessed due to parental refusal, the setting may **not be able to safely meet the child's needs**.
- The setting will:
  - Review the **ISP and risk assessment**.
  - Meet with parents to discuss concerns, strategies implemented, and statutory obligations.
  - Agree a **time-limited plan for continued attendance**, with clear expectations and outcomes.
  - Make clear that **persistent refusal to engage with recommended support may constitute a safeguarding concern**, requiring a referral to **Children's Social Care** in accordance with EYFS 2025 and **Working Together 2018**.
  - Document all steps for HR, safeguarding, and Ofsted compliance.

### Legal framing:

"Where a child's needs cannot safely be met within the setting and parents refuse or do not engage with recommended support, this may constitute a safeguarding concern. In such cases, the setting has a statutory duty to take appropriate action, which may include referral to local Children's Social Care, in accordance with EYFS 2025 and Working Together to Safeguard Children 2018. Decisions are made collaboratively with parents wherever possible, fully documented, and proportionate to the level of risk."

---

---



## 5. Physical Intervention and Co-Regulation

- Physical intervention is used **only as a last resort** to prevent injury or serious harm to children, staff, or property.
- Staff **never use physical punishment** (smacking, shaking, or humiliation).
- The focus is on **supporting co-regulation and emotional learning**, including:
  - Speaking calmly and clearly to help the child regulate their emotions.
  - Offering a **quiet, safe space** for the child to calm down.
  - Using gentle guidance to prevent harm, such as holding hands briefly to redirect movement if necessary.
  - Modelling and encouraging **calming strategies** appropriate to the child's age (deep breathing, counting, or guided reflection).
  - Supporting the child to **reflect on their feelings and behaviour** once calm, exploring what went wrong and discussing alternative strategies for next time.
- **Reflection time** is a **supportive, learning-focused approach**, never punitive:
  - Conducted in a safe and supervised environment.
  - Time is brief, developmentally appropriate, and tailored to the child's emotional needs.
  - Helps children **understand consequences, self-regulate, and make positive choices**, supporting EYFS PSED outcomes.
- All interventions and reflection sessions are **fully recorded**, including:
  - Context of the incident
  - Actions taken
  - Duration and staff involved
  - Outcome and next steps
- Staff are trained to **recognise early signs of heightened emotion**, proactively using co-regulation strategies to prevent escalation.
- Parents are informed of reflection sessions and strategies used, ensuring **transparency, collaboration, and consistency** between home and setting.

## 6. Behaviour things to think about

### 6.1 Specific Behaviour Considerations

- **Biting:** Treated as a developmental stage; staff model language to communicate needs. Parents informed; incidents logged.
- **Rough & Tumble / Fantasy Play:** Allowed within limits; teach empathy and check for peer distress.
- **Radicalisation:** British values embedded; staff trained under **Prevent Duty** to report concerns.



## 6.2 Early Signs of Heightened Emotions in Young Children

### 1. Physical Signs

- Clenched fists or jaw
- Flushed or pale face
- Rapid breathing or shallow breathing
- Tense muscles or stiffness
- Fidgeting or restlessness
- Pacing or moving abruptly
- Covering face, hiding, or withdrawing physically

### 2. Verbal Signs

- Raised or louder voice
- Repetitive phrases or shouting
- Short, sharp responses or refusal to answer
- Asking “why?” or “no!” repeatedly
- Increased use of negative language or self-criticism

### 3. Behavioural / Emotional Signs

- Withdrawal from peers or adults
- Increased clinginess to familiar adults
- Overreacting to minor frustrations
- Sudden irritability or tearfulness
- Impulsivity, such as grabbing, pushing, or throwing objects
- Refusal to follow instructions
- Regression in previously mastered behaviours (e.g., toileting, sharing)

### 4. Cognitive / Attention Signs

- Difficulty concentrating or completing tasks
- Easily distracted by small stimuli
- Repeating the same action or idea compulsively
- Fixation on a perceived injustice or frustration

---

## 7. Staff Conduct

- Staff act as **consistent, professional role models**, demonstrating positive behaviour and British values.
- Confidentiality is paramount; staff do not post about children or settings online.



- Staff adhere to the **Practitioner Code of Conduct**.
- 

## 8. Behaviour Monitoring & Recording

- Staff record behaviours including physical contact, untruths, sexualised behaviour, sensory behaviours, tantrums, aggression, or behaviours affecting peers.
  - Patterns, triggers, and antecedents are reviewed to inform interventions.
  - All forms are **signed by parents** and reviewed periodically.
- 

## 9. Parent Partnership

- Parents are kept informed of behaviour concerns and progress.
  - Parents are expected to:
    - Share information about their child's health, development, and wellbeing.
    - Support behaviour plans and strategies.
    - Follow preschool policies, including collection, conduct, and safeguarding.
  - Inappropriate parent conduct may lead to warnings or withdrawal of the child's place.
- 

## 10. Suspension and Exclusion

- Used **only as a last resort**, proportionate to behaviour, and consistent with EYFS and safeguarding.
- Immediate suspension may occur in cases of:
  - Violence or threats to others.
  - Bringing weapons.
  - Hate language or discriminatory behaviour.
  - Serious property destruction.
- Decisions made by the **Manager and senior team**, fully documented, with parents involved.

## 12. Behaviour Expectations of Parents and Carers

Lilly Brook Childcare is committed to maintaining a safe, respectful, and professional environment for children, staff, and families. We recognise positive partnership with parents is essential to supporting children's development and behaviour.



Parents and carers are expected to model respectful behaviour in line with the values promoted within the setting.

### **Parents Are Expected To:**

- Share relevant information regarding their child's development, health, wellbeing, and any changes at home that may impact behaviour.
  - Engage constructively with behaviour discussions, monitoring records, and support plans.
  - Attend meetings where concerns have been identified.
  - Support agreed strategies at home to ensure consistency for the child.
  - Treat staff, children, and other parents with respect at all times.
  - Follow the setting's policies, including safeguarding, collection procedures, and complaints procedures.
  - Raise concerns through the appropriate formal channels.
- 

### **The Following Will Not Be Tolerated:**

- Aggressive, threatening, or intimidating behaviour towards staff, children, or other parents (in person, by telephone, in writing, or online).
  - Use of abusive, discriminatory, or inappropriate language on the premises or in communication with staff.
  - Discussing behaviour incidents involving other children.
  - Posting defamatory or confidential information about the setting, staff, or children on social media.
  - Attending the setting under the influence of alcohol or substances that impair judgement.
  - Refusal to engage with safeguarding processes where there is identified risk to a child.
- 

### **Non-Engagement With Support**

Where the setting has identified a child requires additional support (e.g., referral to external services), parents are expected to engage constructively with this process.

Persistent refusal to engage with recommended support, where this refusal places the child or others at risk, may:

- Limit the setting's ability to safely meet the child's needs.
- Be considered a safeguarding concern.
- Result in a review of the child's placement.
- In serious cases, require referral to Children's Social Care in line with statutory safeguarding duties.



---

## Withdrawal or Suspension of a Place

The setting reserves the right to withdraw or suspend a child's place where:

- Parent behaviour compromises staff wellbeing or the safety of children.
- There is persistent non-engagement with agreed support strategies.
- The safety of children or staff cannot be maintained.

All decisions will be proportionate, documented, and made in line with safeguarding and EYFS statutory requirements.

---

## 11. References

- **EYFS Statutory Framework 2021:**  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Fundamental British Values in Early Years (2017):**  
<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>
- **Prevent Duty Guidance:**  
<https://www.gov.uk/government/publications/prevent-duty-guidance>