



Behaviour Management Policy

Rationale

Adults at The Meadow manage a wide range of children's behaviour in a way that promotes their welfare and development.

Aims

To provide a structure for positive behaviour management within the setting. To provide flexibility in the responses of staff to children's behaviour. To provide a supportive framework for children and staff to manage behavioural issues.

Information

Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment and the environment. How we prevent and respond to bullying, harassment and discrimination is set out in more detail in our Equality, Diversity, Anti-discrimination, Anti-bullying and Harassment Policy.

It is important to consider the reasons why children might present certain types of behaviour; boredom, feeling unsettled or unhappy, not feeling listened to, an unstimulating setting, and medical reasons for example.

Principles

Below are 3 principles that support positive behaviour management:

1. The role of the adult is to support all children and young people in the creation of a space in which they can play.
2. Adults recognise their own impact on the space and also the impact of children and young people's play on the adult.
3. Adults choose an intervention style that enables children and young people to extend their play. All adult intervention must balance risk with the developmental benefit and well-being of children.

Policy

It is the policy of The Meadow that:

- Adults and children will work together to develop and maintain a set of agreements governing how we behave.
- Agreements will be written in a clear manner, detail expectations and will apply equally to adults and children.
- Adults will not label children and consider the underlying reasons for behaviour.

- Everyone will work as a team by discussing incidents and resolving to act collectively and appropriately for the situation and the group.
- Adults will ensure that each child feels valued and respected at all times.
- Adults will encourage children to express their strong feelings without physical or verbal aggression.
- Adults will support children to manage behaviour themselves and develop the life skills needed to deal with their emotions and feelings.

Intervention

In situations that require intervention, adults will consider the most appropriate response dependent on the situation, what was observed, the dynamics of any relevant relationships, age of the child and capacity to resolve conflicts. This may be:

- Listening to each account of what happened and how they feel about it.
- Supporting children to resolve conflicts themselves.
- Reminders of any relevant agreements.
- Giving opportunities for repair.
- Providing individual attention to talk through what happened.
- Allowing children some space to think about what has happened and how they feel before attempting any resolution.

If it is necessary to talk to parents/ carers about behaviour issues, the adult will encourage the child to tell the parent themselves with their support and be positive about behaviours the child has been helped to sort out and manage themselves.

Conflict resolution

There is an understandable instinct to squash conflict and solve it as quickly as possible, so everyone can move on with the business of the day but at The Meadow we believe that process is more important than result and that it's important to focus on how we solve problems, rather than the outcomes. Conflict, particularly for children, is necessary and can give us a deeper understanding of ourselves and others.

Our way of approaching conflict draws on nonviolent communication and restorative justice and aims to ensure that everyone feels heard and everyone's needs are met. Solutions that everyone is happy with are sought.

The role of the mediator

If a third party (not always an adult) is required to mediate in a conflict, their role is not to make judgements but to acknowledge feelings and facilitate discussion. It can help if those in conflict are able to physically position themselves alongside, rather than opposite each other.

Simple conflict resolution method:

1. Mediator describes what they see
2. Everyone sits or stands in a circle
3. The process is explained by the mediator
4. Person A shares what happened until the mediator arrived
5. Person B shares what happened until the mediator arrived
6. Person A shares what they need

7. Person B shares what they need

8. Completion

Completion

In order to facilitate completion, the mediator can:

- Ask each party to acknowledge the feelings of the other,
- Make suggestions about what they might need
- Ask "will that work for you?"
- Encourage forgiveness
- Suggest ways to make amends
- Help them to find the words to express themselves

Sometimes people cannot articulate or do not know what they need until they've had more time to process what's happened. When this approach to conflict resolution doesn't work in the way we would like or expect it to it's important to remember that if it isn't working at that moment you can take a break and come back.

Once children have the skills to mediate themselves it's preferable to leave them to deal with their own disputes.

Physical Intervention procedure

As a setting, we will consider the age of children that we work with and what appropriate approaches are regarding physical intervention.

Physical intervention will only be used as a last resort if all other strategies detailed in this policy have not been successful and only if there are reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property, e.g. a child running across the road; a child being physically aggressive towards themselves or others whilst upset.

Staff will first consider alternative forms of engagement, withdrawing adults and children and making the environment safe.

Physical Intervention will be used for the minimum amount of time and with the minimum amount of force.

Adults will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate. Any use of physical intervention is reported to the Manager and the Designated Safeguarding Lead the same day.

Recurring inappropriate behaviour

Where inappropriate behaviour is ongoing, the above interventions have not been successful or an emergency situation is reached, actions that adults will consider are:

- Calling parent/carers to pick up the child.
- Suspension from The Meadow for a short period of time.
- Collaborating with the child and their family to create a plan to resolve the ongoing situation. The plan will be agreed by everyone and regularly reviewed.
- Adults attending a relevant training course.
- Contacting outside professionals for support and information.

- Exclusion from The Meadow.

Recording

Behaviour Management issues will be recorded on an Incident Record. The record will be written in a non-judgemental manner, be confidential, accurate and signed by the family. If physical intervention has been used, an Incident Record must be completed in detail and the family needs to be informed on the same day.

Adults will ensure it also covers any observed triggers; others involved; witnesses; type of physical intervention used, for how long and to what force; consequences. Any injuries obtained by children or adults as a result of physical intervention will also be recorded in the Accident Book.

For young people placed with us by a school or the local authority, we will also inform the commissioning school the same day of any physical intervention, and agree any suspension, exclusion or behaviour plan with the school before it takes effect.

Reviewed: October 2026 · **Approved by:** the Directors of Meadow Learning CIC · **Next review:** October 2027, or sooner if law or guidance changes