



09 Early Years Practice Procedure

09. 12 Behaviour, Safety and Wellbeing Policy

1. Statement of Intent

At our setting we are committed to providing a safe, nurturing and inclusive environment where all children can learn, develop and thrive. We promote positive behaviour through warm, respectful relationships, clear boundaries and developmentally appropriate support.

We recognise that behaviour is a form of communication and that children may require additional support at different stages of development.

This policy aims to:

- promote children's emotional wellbeing and safety;
- support positive behaviour and self-regulation;
- ensure the safety and wellbeing of all children and staff;
- set out procedures where behaviour presents a significant risk;
- explain the circumstances in which a placement may be reviewed or ended.

This policy is underpinned by:

- the Early Years Foundation Stage (EYFS) statutory framework;
- the Equality Act 2010;
- safeguarding and health and safety responsibilities.

2. Promoting Positive Behaviour

We will:

- build secure, positive relationships with children;
- use praise, encouragement and modelling;
- provide consistent routines and expectations;
- support children's emotional literacy and self-regulation;
- use age-appropriate language and strategies;
- work in partnership with parents/carers;

- consider underlying causes of behaviour, including SEND, trauma, communication needs or wellbeing concerns.

3. Behaviour Support Strategies

Staff may use:

- distraction and redirection;
- calm reassurance;
- restorative conversations;
- visual supports and routines;
- sensory or emotional regulation strategies;
- individual behaviour support plans where appropriate. This may include the child sitting quietly with an adult reflecting on their behaviour.

Where concerns arise, the setting may:

- meet with parents/carers;
- seek advice from external professionals;
- implement additional support strategies;
- complete risk assessments and support plans.

4. Safety and Wellbeing

The safety and wellbeing of all children and staff is paramount.

Where a child's behaviour:

- presents a serious risk of harm to themselves or others;
- causes significant disruption affecting the wellbeing of others;
- or cannot be safely managed despite reasonable adjustments and support,

the setting will undertake a formal review of support arrangements.

This may include:

- additional staffing arrangements;
- reduced sessions;
- phased attendance;
- external agency involvement;
- temporary suspension from sessions while risk assessments are completed.

Any action taken will be:

- proportionate;
- documented;
- reviewed regularly;

- undertaken in partnership with parents/carers where possible.

5. SEND and Equality Duties

We recognise our responsibilities under the Equality Act 2010.

The setting will:

- avoid discrimination;
- make reasonable adjustments for disabled children;
- consider whether behaviour is linked to SEND or unmet needs;
- seek appropriate support before considering whether the placement can continue.

No child will be treated less favourably because of disability, additional needs, race, religion, sex or family background.

6. Physical Intervention

Physical intervention will only be used:

- to prevent injury;
- to prevent serious damage to property;
- or to prevent serious disruption where there is an immediate risk of harm.

Any intervention must:

- use the minimum force necessary;
- be proportionate;
- be recorded;
- and be shared with parents/carers.

7. Reviewing a Child's Placement

In exceptional circumstances, the setting may determine that it can no longer safely meet a child's needs.

This decision will only be considered after:

- reasonable support strategies have been implemented;
- risk assessments have been completed;
- discussions with parents/carers have taken place;
- relevant professional advice has been sought where appropriate.

Reasons may include:

- ongoing serious safety risks;
- inability to safely support the child within staffing ratios and available resources;
- repeated behaviour causing harm or distress to others;

- breakdown of the relationship between the setting and parents/carers.

Where possible, the setting will:

- provide written notice;
- meet with parents/carers;
- support transition arrangements;
- maintain clear records of decisions and actions taken.

The setting reserves the right to end a placement immediately where:

- there is serious risk to children or staff;
- safeguarding concerns arise;
- or abusive, threatening or aggressive behaviour is directed towards staff.

8. Challenging unwanted behaviour from adults either in the setting, or outside.

- We do not tolerate negative behaviour from adults: towards staff, children or other adults. This includes prejudice, discriminatory attitudes or bullying actions towards any individual/group.
- Allegations of discriminatory remarks will be taken seriously.
- The perpetrator will be asked to stop the behaviour and failure to do so will result in the adult being asked to leave the premises. If this is a member of staff this will become a disciplinary matter and passed to the Manager.

8. Complaints

Parents/carers may raise concerns through the setting's complaints procedure.

9. Monitoring and Review

This policy will be reviewed annually or sooner if legislation or guidance changes.

Policy adopted on: ___14/05/2026_____

Review date: ___05/2027_____

Signed (Manager): *Sam Barnett-Legh*