



Behaviour Management Policy

Monitoring and updating	
Date Policy was reviewed:	February 2026
Signed by: (printed name and signature)	Leah Collins
Date of next review:	February 2027

Aim

To provide a supportive framework for children and staff to understand and manage behavioural issues.
To provide a structure for behaviour management that reflects our values.

Notes

Inappropriate behaviour refers to behaviours which pose a risk to or cause harm to self or others; including discriminatory language/behaviour and bullying.

All incidents of inappropriate behaviour are an opportunity for learning.

It is important that as adults we aim to understand the need being communicated by the behaviour.

Our Values

<p>Our staff practice being;</p> <ul style="list-style-type: none">● Present● Open and Honest● Safe● Trustworthy● Accepting and Non-judgemental● Kind● Caring and Loving● Connected / Relational● Child led / Invitational● Regulated / Recognise co-regulation	<p>We strive for children to feel;</p> <ul style="list-style-type: none">● Accepted● Valued● Understood● Safe / Secure and Supported● Nurtured● Connected● Free to express themselves● Equal
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Principles and ethics

We are guided by the Playwork Principles (Appendix 1).

Policy

Staff should aim to build positive relationships with all children and develop a good understanding of each child's needs.

When adult intervention is required:

- Staff should make dynamic assessments of the risk and the need that the child is expressing through their behaviour.
- Staff should be aware of remaining regulated themselves and call for assistance from another member of staff where they feel unable to do so.
- All staff should be aware of the non-negotiable rules of the session. Only necessary rules to keep children and staff safe will be in place. These should be re-stated where appropriate/necessary.
- Staff should act in the best interest of the children affected
- Staff should use minimal language until the child is regulated
- Staff should ensure the child remains valued and respected, whilst having their feelings validated
- Where possible debrief and repair should be offered once the child is regulated
- Staff will be reflective in their practice and learn from each incident of behaviour management

Possible de-escalation strategies:

- Redirection/ offer an alternative
- Clearly re-stating boundaries
- Give the child space whilst observing that they are safe
- Wondering (aloud) how the child may be feeling
- Listen and reflect
- Support the child to problem solve/ resolve their conflict
- Staff taking a regulating breath

Staff will not:

- Raise their voice
- Shame the child
- Give a punishment
- Witness harm without intervening

Further action:

In situations where the child is unable to regulate, parents may be asked to collect their child/ take them home.

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

- Contact parents
- Staff will meet with parents to discuss how best to meet the needs of the child - putting an agreed plan in place
- Advice sought from external agencies
- Parents referred to external agencies for support
- Staff to take relevant CPD training

Physical Intervention procedure

Physical intervention can be defined as “any direct physical contact a staff member makes with a person to restrict or control their movement, including techniques like manual restraint or the use of force to prevent harm or ensure safety.” This may be as minimal as a block using their hand or holding the child’s hand. Staff are not advised to use manual restraints unless it is proportionate to the danger, such as protecting the life of a child or other person.

As a setting, we will consider the age of children that we work with and what appropriate approaches are regarding physical intervention. Staff are to use dynamic risk assessments and professional judgment.

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 another. E.g. a child running across the road; a child being physically aggressive towards themselves or others whilst upset.

Physical Intervention will be used for the minimum amount of time and with the minimum amount of force. Any physical intervention will be reasonable, proportionate and necessary.

Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate.

Physical interventions will be logged and parents informed. Any event which requires physical intervention will be considered a serious incident.

Where physical intervention is used more than once for an individual child, individual risk assessments and plans will be carried out with the parent/carer. Staff may then be asked to take further training to meet this child's needs.

Appendix 1

The Playwork Principles

The Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

The Principles are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

Source: <https://play.wales/playwork/the-playwork-principles/>