



BEHAVIOUR POLICY FOR CHILDREN AND PARENTS

This policy includes;

- Promoting positive behaviour
- SEN/ Additional needs
- Aggressive/ Unacceptable/ Inappropriate Behaviour: both parents/carers and children
- Physical Intervention/ Restraint
- Corporal Punishment
- Anti-Bullying
- Suspension / Exclusion

Fusion is committed to promoting an atmosphere within the club that is based on mutual respect between parents/carers, staff and children. We will promote consistent and positive behaviour throughout the setting so that everyone can enjoy themselves and feel safe and happy.

Staff will respect children as individuals and children are encouraged to understand that they are accountable for their own behaviour. It is important that children understand the expected standards of behaviour. We affirm the values of the school and display the children's own Behaviour Rules on our Monkey Puzzle Tree and also have on display the children's 'Fusion Rules' poster that the children created.

We promote efficient communication between staff, parents/carers and children. It is inevitable that as children develop and learn, there are times when some may need more support and guidance than others when their behaviour is not acceptable. Ultimately, we aim to manage behaviour using clear, consistent and positive strategies.

Fusion's designated member of Staff responsible for Behaviour Management is **ABIGAIL WILKINS**. She is a tutor for 'Therapeutic thinking relational practices' which is the Behaviour Management approach that we use in Hertfordshire and delivers in house training to Fusion staff. Along with this training we seek advice and support from the relevant professionals at Herts County Council, consult our associated body- OOSA and attend other appropriate and relevant training.

Therapeutic Thinking Relational Practices is an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic.

The approach categorises behaviour as follows:

- **Valued behaviour.** Behaviour which is held in high regard by an individual, community or environment. It creates helpful feelings in self or others. Behaviours is characterised by a concern for the rights, feelings and welfare of others. Behaviour that benefits other people or society.
- **Inconvenient behaviour.** Behaviour which is outside what is expected for the child's age
- **Difficult detrimental behaviour.** Behaviour that is detrimental, but not dangerous.
- **Detrimental behaviour.** Behaviour that hinders or hurts an individual, community or environment. It creates unhelpful feelings in self or others. Behaviours that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of others.
- **Dangerous detrimental behaviour.** Behaviour that will imminently result in injury to self, an individual community or environment, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Therapeutic thinking describes:

Behaviours as valued or detrimental

Feelings as helpful or unhelpful

Experiences as positive or negative.

Key words:

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Healthy therapeutic balance: Having sufficient helpful feelings to not be overwhelmed by the unhelpful feelings experienced.

Helpful feelings: All feelings occur in a context. A feeling that is helpful in one context may be unhelpful in another. Helpful feelings are those that enable you to engage positively with an experienced. Feeling wanted, optimistic, excited and inspired.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Relational Practices: Relationships are the way in which people or groups interact. The way of working where establishing and maintaining a helpful interpersonal relationship is the priority. An ethos that promotes strong relationships relies on creating a culture and climate that fosters connection, inclusion, respect and value for all members of the Fusion community.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unhealthy therapeutic balance: Having sufficient unhelpful feelings to overwhelm any helpful feelings experienced.

Unhelpful feelings: All feelings occur in a context. Unhelpful feelings are those that hinder our ability to engage positively with an experience. Feeling bored, vulnerable, criticised.

Children at Fusion Childcare Services are expected to:

- Be aware of and follow the rules and Behaviour Code
- Display socially acceptable behaviour.
- Respect one another and respect differences in each other.
- Be as independent as they can by monitoring their own self-discipline.
- Choose and participate in a range of activities and enjoy their time at Fusion.
- Ask for help if needed.
- Use their words to communicate their feelings- It is not always possible to communicate verbally, and often visual cues/pictures/ resources/ writing material can be utilised and any other methods that are suitable for a particular child.

Encouraging Positive Behaviour or Pro-Social Behaviour at Fusion Childcare Services:

- Staff will act as positive role models- Adults are expected to use positive phrasing and avoid a tone, pitch or volume which they would not use with colleagues
- Praising appropriate behaviour
- Award House Points in order to earn a house treat
- Stickers and Certificate Awards
- Offering a variety of play opportunities to meet the needs of children attending
- Proud Cloud
- Fusion helper roles issued
- Wow postcards that are sent home
- Prize box treat
- Children will learn to take responsibility for their own actions before accepting the consequences of their choices.

Any incidents of a serious nature, such as racial abuse, inappropriate language/touching and bullying will be challenged immediately and dealt with. The serious nature of the incident will be recorded. The child/ren will sign the Incident Form and the parent/carer will be informed and asked to countersign. If further action is necessary, this will be agreed and discussed with the child and parent/carer and recorded.

If any children at Fusion has an IEP (Individual Educational Plan) we have access to it from the School and where possible Fusion use the methods suggested to continue to support the child which is documented in a 'Risk Management Plan'(see further information below). This means there is continuity in approach and Fusion, School and the family can work in partnership in order to best support the child. Where it is not possible to use the same methods as School, Fusion will seek support from Herts For Learning/ County and together work with the parents to put in place suitable measures and reasonable adjustments for the child, that support our free choice play setting. Parents must accept that our free choice play setting may not suit their child's individual needs and it maybe in the best interest of the child for them not to attend at Fusion or limit the time they attend. Fusion is a completely different environment to School and parents must understand and respect this.

Special Educational Needs Disability (read in conjunction with our Equalities Policy, SEND section)

Fusion is not required by law to follow the SEND CODE of Practice 2014 (updated April 2020), but we do of course abide by the Equality Act 2010 and make reasonable adjustments for each individual. Fusion acknowledge that many children may develop Special Educational Needs or require additional support at some point during their life. Fusion will support the child and family to the best of our ability to overcome difficulties and challenges whilst at Fusion. However, this behaviour policy and Behaviour code (found in the reg pack, signed by children) must be adhered too by all children.

For some children they may need a more personalised behaviour management, so along with School we have created a Fusion Risk Behaviour Management Plan that details children's triggers, dangerous behaviours, strategies and pro-social behaviour. All staff are familiar with individual plans, so they can provide appropriate, continuous and consistent support to the individual.

Aggressive/ Unacceptable/ Inappropriate Behaviour- Fusion does not tolerate from any person, whether a parent/ carer or visitor: bullying; aggressive, confrontational or threatening behaviour; or behaviour intended to result in conflict. Fusion is a place of safety and security for the children who attend and for the staff who work here.

Unacceptable behaviour from Parents/Carers:

Unacceptable behaviour includes, but is not limited to, the following:

- Shouting at members of staff, whether in person or over the telephone
- Physically intimidating a member of staff, eg standing too close or blocking their exit
- Using aggressive or abusive hand gestures, eg shaking a fist towards another person
- Any other threatening behaviour, both physical and verbal
- Swearing
- Physical violence: pushing, hitting, slapping, punching or kicking
- Spitting
- Racist or sexist or otherwise abusive comments.

At Fusion we do not tolerate such behaviour whether it is directed at the staff or at any of the children in our care.

Procedure- If a parent/carer or member of the public behaves in an unacceptable way towards a member of staff or a child attending Fusion, we will take the following steps:

- In order to ensure the safety of the children and to limit possible distress, we will remove them from the vicinity of the incident.
- The Manager or member of staff will seek to resolve the situation through calm discussion.
- If the individual wishes to make a complaint we will encourage them to follow our Complaints Procedure, or to complain directly to Ofsted if they so choose.
- If the individual continues to behave in an aggressive and intimidating manner, we will insist that they calm down or leave the premises immediately.
- If the individual refuses to calm down or leave the premises, the Manager will contact the police without delay.

When the immediate incident has been resolved, the Manager and staff involved will complete an incident form and the Manager will decide whether it is appropriate to ban the individual from the premises for a period of time. The decision will take into account both the seriousness of the incident and whether the individual has behaved aggressively before. If we

decide that a ban is appropriate, we will write to the individual concerned to inform them of the reasons for the ban and its duration.

Inappropriate Behaviour from Children- In any incident of inappropriate behaviour, Fusion will enforce a consequence when appropriate, to ensure a safe and positive environment. We employ each consequence appropriately to each individual person and situation and each individual case is looked at on its own merits and contexts. This could be a time out, going to their safe space, an apology note written or think sheets. Children are given reminders and encouraged to return to pro-social behaviours when they are able to.

Think sheets: Think sheets allow children to reflect on their behaviour and think about how they could have dealt with a situation. They are age appropriate and can be written, drawn, verbalised, emoji's circled and are suitable for our age range. Think sheets are a powerful tool for behaviour and are a good opportunity to reflect on an individual's behaviour and have a positive impact moving forward.

Just because a certain type of behaviour does not meet our expectation, does not mean it warrants a think sheet. A think sheet should be the last resort unless the incident is so severe that it warrants one. We should use other methods of intervention to prevent unacceptable behaviour. Often children do not follow rules because they are unsure of the expectations or have simply forgotten not because they are being deliberately defiant. All they may need is a gentle reminder and clarification, which can be achieved by talking to them and ensuring they understand what is asked of them. Every child is an individual and whilst one method may work for one child, it may not be suitable for another child.

Refer to 'Think sheet Clarification' sheet.

Children will be withdrawn from the group so that they can complete a 'think sheet'. This gives the child a chance to reflect upon the situation themselves. In addition to this staff will:

- Try to diffuse conflict and informally discuss incident with the child/ren or group in a calm and gentle manner, in a calm and quiet location
- Subject to the Children's Act 1989 a child will never be physically punished whilst at Fusion.
- Remind child/ren of our Behaviour Rules and Code.
- Always focus on the unacceptable behaviour and not the child, we will use examples and ask the children how they would feel if it had happened to them
- Give the child an opportunity to explain the behaviour/trigger, to help prevent a recurrence and find alternative activities to re-engage them.
- Encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation, apology note written, hand shake to make up
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour – after 3 think sheets have been completed or at the Manager's discretion.
- Our think sheets are age appropriate (with words, emojis, pictures) and we understand that some children are not able to complete a think sheet due to being heightened and are not able to regulate emotions and express themselves appropriately. In these instances, Management will complete an incident form

instead of children completing a think sheet. If there are 3 incident reports or think sheets in a term or 2 incidents/think sheets in a condensed time frame as determined by Management or over a 2 week period, then Management will inform parents and a meeting will be held to discuss next steps.

- Children will have a de-brief at the end of their session which will allow reflection and a clean start for the next session. In some cases the next day is more appropriate, but we will, where possible, not let it get brought into the next session.
- We will not threaten any punishment that could adversely affect a child's well-being.
- Make children aware of the future consequences of inappropriate behaviour.

In some cases, it may be necessary to suspend or exclude the child for a short period of time or even in extreme situations permanently. This will happen when the child is not following the rules, consistent poor behaviour and when they have affected our ability to keep the child and other children safe. This course of action would only be suitable if all other actions and reasonable adjustments for our setting have been tried and the child's behaviour still has an adverse negative effect on Fusion, the staff and other children. We have a duty of care to all children and staff at Fusion to keep them safe from harm.

Fusion reserves the right to terminate the contract for any child/ren/family who disrupt the setting beyond reasonable measures, this includes compromising their own safety and the safety and welfare of others – staff, volunteers and children.

Physical Intervention/Restraint, Restrictive Interventions and the Use of Reasonable Force: Fusion has included this section in our policy to align with the DfE Guidance: Restrictive Interventions in Schools (2026) and the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025. While we are not a school, we adopt these guidelines to strengthen safeguarding. It applies to all staff, volunteers, and anyone with temporary responsibility for children, aiming to keep children and staff safe, minimise restrictive practices, and ensure any use is lawful, proportionate, and transparent.

Reasonable Force

Under Section 93 of the Education and Inspections Act 2006 (clarified in 2026), staff may use reasonable force in exceptional circumstances:

- **Reasonable** – no more force than necessary.
- **Proportionate** – the level of force matches the seriousness of the behaviour or risk.
- **Necessary** – used only as a last option to maintain safety.

Force may be used to prevent a child from:

- Causing injury to themselves or others.
- Causing serious damage to property.
- Creating a significant disruption that threatens the safety or rights of others.

Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, there will always be 2 members of staff present, we will use the 'open mitten' approach.

Levels of Physical Contact:

Non-Restrictive Physical Contact: Used to support, comfort, or guide children.

Examples:

- A reassuring hand on the shoulder.
- Demonstrating a task or activity.
- Gently guiding a child away from minor hazards.

Restrictive Physical Intervention: Used only to manage resistance or immediate risk.

Examples:

- Physical Restraint – restricting movement, e.g., a two-person lead or seated hold.
- Physical Escorting – moving a child safely from one location to another.

Seclusion and Environmental Restraint:

- **Seclusion:** Confined alone in a space the child cannot leave. Only lawful in emergency safety situations, never as punishment, and must be supervised with communication maintained.
- **Environmental Restraint:** Modifying the environment to reduce risk (e.g., secured doors, high-handled latches), recorded in a child's Individual Risk Assessment.

Preventative Measures:

Staff must prioritise Primary (Proactive) and Secondary (Reactive) strategies to reduce the need for force:

- **Primary:** Positive Handling, predictable routines, sensory adjustments, understanding triggers.
- **Secondary:** Non-verbal cues and staff rotation to de-escalate situations

Prohibited Techniques and Safety Risks:

Staff must never use methods that risk positional asphyxia or significant pain, including:

- Pressure on the neck, throat, or chest.
- Face-down (prone) or face-up (supine) holds.
- "Basket holds" or wrapping a child's arms around their torso.
- Pain compliance (e.g., wrist locks) or blocking breathing.

Medical Warning Signs: Release any hold immediately if the child shows:

- Sudden skin colour change (blue/pale).
- Vomiting or gurgling.
- Sudden limpness or calmness.
- Complaints of breathing difficulty.

Recording and Reporting:

All incidents of restrictive intervention must be logged in the Fusion Incident/ Safeguarding folder. The Manager will be notified immediately and the Incident will be discussed with the parent/carer as soon as possible and further actions will be discussed and agreed.

Process:

1. Immediate Action: Notify Manager/DSL.
2. Formal Record: Complete the incident record, including:
 - Names of children and staff involved.
 - Type and duration of intervention.
 - De-escalation strategies attempted.
 - Any injuries sustained.

3. Parental Notification: Parents/carers must be informed straight away and documented

Post-Incident Support:

- **For the Child:** Debrief once calm, using visual aids or advocacy support if needed.
- **For Staff:** Check-in for wellbeing and review
- **Incident Review:** Staff involved meet with Manager for evaluation and learning; outcomes recorded
- **Policy Review:** If restrictive interventions are used more than three times for a child in a term, review placement/support (e.g EHCP) is mandatory.

Monitoring:

All serious incidents will be recorded in an Incident Report and kept on file. This may build a pattern of behaviour, which may indicate an underlying cause. We will look at data and if a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our **Safeguarding Policy** and reflection.

Fusion Management will look at the interventions, including:

- Frequency per child.
- Disproportionality (e.g., SEND or ethnicity).
- Effectiveness of staff teams.

If staff are not confident about their ability to contain a situation, they should call the Manager or in extreme cases, the Police. If needed, we will call the parents to collect if child/ren or staff are in significant danger and harm. If the Management of Fusion have determined that a child is not safe due to the nature of their behaviour, a parent will be called as it is their responsibility and duty to collect the child when requested.

Corporal punishment- Corporal punishment or the threat of corporal punishment will **never** be used at Fusion. We will take all reasonable steps to ensure that no child who attends Fusion receives corporal punishment from any person who cares for or is in regular contact with the child, or from any other person on our premises.

Anti-Bullying- To be read in conjunction with our Safeguarding Policy

Fusion provides a supportive, caring and safe environment in which all children are free from the fear of being bullied. Bullying of any form is not tolerated at Fusion, whether carried out by a child or an adult. Staff, children and parents/ carers will be made aware of Fusion's position on bullying.

Bullying is: when there is an imbalance of power and there is a clear intent to cause harm or distress to another individual. The behaviour is repeated.

For example Bullying is not:

- Not wanting to play with someone
- Getting someone out in a game
- A one off unkind remark/act
- Mistakes that cause unintended hurt

Where possible Fusion will use a mediation approach to support relational conflict and develop problem solving skills and resilience. There will be varying approaches to tackling bullying, depending on the age, ability of the child/ren and the nature of the incident and whether there is a safeguarding concern.

Bullying behaviour is unacceptable in any form. Bullying is persistent and targeted negative behaviour between children and/or staff. Bullying can include physical intimidation, cyber bullying (texts, emails targeting online), verbal, emotional, psychological, abuse and threats, non-verbal abuse, exclusion, undermining, manipulating someone. It can also include and we at Fusion recognise Homophobic or gender variant bullying (bullying based on your sexual orientation), this is also referred to as a Hate crime. We are also aware that children and staff could be vulnerable and be bullied whether this be due to EAL, SEND, a disability or other protected characteristics.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any sort of violence against another person.

Psychological: Behaviour likely to create a sense of fear or anxiety in another person.

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel 'left out' of a game or activity, passing notes about others or making fun of another person.

Verbal: Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

Racial harassment: can take any of the forms of bullying listed above but is motivated by the victim's colour, race, nationality, or ethnic or national origins.

Religious: bullying because of beliefs and/or faith

Sexist: bullying that focuses on being the opposite sex

Size: bullying which refers to your body size.

All Staff at Fusion recognise the difference in bullying and normal play that often has elements of the above. Pupils are aware of the impact of online cyber bullying and know how to seek advice and help-Fusion staff, parents, teachers and websites such as CEOP and ChildLine which are found on our website. Bullying will not be tolerated, and children will be encouraged to share and report any incidents to a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. **Refer to E-Safety policy.**

Cyber bullying can include:

- Trolling
- Excluding
- Shaming
- Setting up hate groups
- Sharing and creating images/videos
- Sending threatening/abusive messages
- Encouraging self harm
- Voting in abusive polls- askFM
- Creating fake accounts
- Sexting

At Fusion we foster an anti-bullying culture in the following ways:

- Encouraging caring and nurturing behaviour, pro-social behaviour
- Discussing friendships and encouraging group and team play
- Encouraging children to report bullying without fear

- Discussing the issues surrounding bullying with the children, including why bullying behaviour will not be tolerated

Encourage the use of the buddy bench outside

- Taking part in Anti-bullying days.
- Having regular talks and activities
- Exploring the consequences of bullying behaviour with the children.
- Support children in accessing resource, Young Minds, CEOP, ChildLine, Internet watch Foundation, NSPCC Thinkuknow, Anti bullying Alliance. We talk to the children about healthy and unhealthy friendships/relationships and what it means to be a positive bystander. We show children how to report incidents online and on each platform they use.

If a parent or child are concerned about bullying, they should contact the **Manager, Abby Wilkins, on 07796000413** or in person on site. All staff are also available for children to speak too if they are concerned.

If a parent or child reports a bullying incident, we will:

- Discuss separately with all individuals involved what has happened. It is important to ask children/staff who have seen the incident as well as those involved. Careful notes will be taken and recorded on the Incident Form.
- We will discuss the issues raised with the parent/carers of the children involved.
- The child who has been bullied will be given help through discussion and strategies to help them in the future – eg: praised for reporting the incident, whole group discussions on acceptable and unacceptable behaviour to show support to the child/ren who has been bullied.
- Staff will look at the incident and ways of preventing bullying in the future and all children will be spoken to. School will also be notified.
- The Manager will discuss with staff the seriousness of the incident, the frequency and length of time the bullying had taken place, the stress put onto the bullied child/ren and a relevant course of action will be taken.
- The bully/ies will be involved in discussions with the Manager and staff members as well as their parent/carer. The bully/ies will either be given a verbal warning, suspended for a set amount of time or excluded dependent upon the nature of the incident. This will be determined by the seriousness of the bullying and the child's attitude to the incident. The bully/ies will be helped to recognise why the behaviour is unacceptable and ways to change it. An action plan will be put into place to prevent this time of behaviour from happening again.

Suspension and Exclusion of children- Fusion will deal with any negative and inappropriate behaviour by using constructive behaviour management techniques as mentioned above. School staff will be involved when it is deemed necessary but Fusion is independent of the Schools and will take a lead of the situation. Parent/carers and children will all be involved to tackle disruptive and challenging behaviour.

We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents/ carers to deal with the inappropriate behaviour and where necessary, implement a Risk Behaviour Management Plan which will detail strategies and support. We will only suspend or exclude a child from Fusion as a last resort and when all other behaviour management strategies have failed or if we feel that other children or staff are at risk and the

child's behaviour is having a detrimental impact on the organisation. Suspensions and exclusions will be fair, consistent and appropriate to the behaviour concerned, and will take account of the child's age and maturity as well as any other factors relevant to the child's situation. Fusion has the unreserved right to enforce and determine the duration of any suspension and or exclusion. No fees will be charged during this period for the suspended/excluded child.

If a child is suspended, then it will be mutually agreed how best to support the child on their return. Unfortunately, as we are not the child's primary provider, there is no 1:1 support or funding available for out of School Clubs as part of a resolution.

Temporary Suspensions:

Temporary suspensions will be applied in the following situations:

- We will not tolerate physical or verbal abuse to staff, other adults or children at Fusion.
- If children do not follow the Behaviour Code, and Fusion's rules and their behaviour is intolerable, in line with the Risk Management Plan (if applicable) and following consultation with the Manager and the parent/carer, we will have no alternative but to consider a period of suspension. This could be internal or external and Management have the unreserved right to enforce and determine the duration. In the event of an extremely serious or dangerous incidents we will suspend a child with immediate effect. We will contact the parents and ask that the child be collected immediately.

Immediate suspensions require the Manager's agreement. Fusion may suspend the child for a period of their choice. Following suspension, a decision will be taken by the Management of Fusion Childcare Services as to whether or not your child will be allowed to return to Fusion. There will be a meeting with parent/carer and child in order to agree to conditions relating to the child's return to Fusion.

Permanent Exclusion-In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child from Fusion. If a child is excluded from Fusion, the parents/carers will be given a verbal and written explanation of the issues and subsequent actions. The parent/carer has the right to appeal to the Manager against the exclusion within 14 days of receiving written notification of the exclusion. Obviously, this course of action would be a last resort and not one we would wish to pursue.



BEHAVIOUR POLICY FOR CHILDREN AND PARENTS

Fusion Pre-School Southdown is committed to creating a calm, positive and inclusive environment where children feel safe, valued and supported. Through consistent guidance, positive role modelling and strong partnerships with parents/carers, we help children develop the social and emotional skills they need to thrive.

We believe children learn and develop best when their personal, social and emotional needs are supported. As children grow, they learn about boundaries, right and wrong, and how their behaviour affects others. Our staff help children develop these skills by modelling positive behaviour, encouraging empathy and supporting them to manage emotions and resolve conflicts.

Behaviour at this age is developmentally appropriate. Children aged 2–3 are still developing self-regulation, communication and social skills, so behaviours such as biting, pushing or grabbing may occur as part of normal development. Staff respond calmly, ensuring all children are safe while helping them understand the impact of their actions and learn alternative ways to express their feelings.

All staff follow the **Statutory Framework for the Early Years Foundation Stage (2025)** and apply strategies from **Hertfordshire TABS Training** to manage behaviour consistently and appropriately. Staff respect children as individuals and encourage them to take responsibility for their actions within clear and fair boundaries.

The designated members of staff responsible for Behaviour Management are **Rebecca Akers** and **Shaheda Quium (SENCO)**.

Supporting Positive Behaviour

Staff recognise and celebrate positive behaviour and aim to create an environment where children feel valued and secure. We support positive behaviour by:

- Building positive relationships with children and their families
- Modelling respectful and kind behaviour
- Providing clear routines, structure and consistent boundaries
- Acknowledging and celebrating achievements
- Using simple language, visuals, signing and real objects where needed to support communication

Staff use a range of supportive strategies, including:

- **Positive relationships:** Consistent, fair and caring interactions with children.
- **Modelling:** Demonstrating the behaviours we expect through our words and actions.
- **Consistency:** Using agreed approaches to support each individual child.
- **Positive phrasing and limited choices:** Encouraging cooperation and reducing conflict.
- **Scripts and routines:** Using consistent language and predictable routines to support understanding.
- **Planning ahead:** Anticipating potential challenges and preparing appropriate responses.

Staff give clear instructions at the child's level, praise appropriate behaviour and treat mistakes as part of the learning process. If behaviour continues, staff may give warnings, remove items temporarily or briefly support the child to sit aside, explain what happened and help them re-join play calmly.

Recording and Supporting Behaviour

All incidents are recorded on an **Incident Form** to help staff monitor patterns and identify triggers. Serious incidents, including repeated aggressive behaviour, bullying, racial abuse or inappropriate language, are addressed immediately, recorded and shared with parents/carers. Where additional support is needed, staff may work with the SENCO, parents/carers and external professionals to develop appropriate strategies. If a child has an **Individual Education Plan (IEP)**, staff will follow agreed strategies to support the child's needs.

Physical Intervention- see above

Behaviour of Parents/Carers and Visitors

Fusion Pre-School does not tolerate bullying, aggressive, threatening or abusive behaviour from any person on the premises. Unacceptable behaviour includes shouting, swearing, intimidation, threatening gestures, physical violence, spitting or discriminatory comments.

If such behaviour occurs:

- Children will be moved away from the situation to ensure their safety.
- Staff will attempt to resolve the matter calmly.
- Individuals will be asked to follow the setting's complaints procedure if they wish to raise concerns.
- If behaviour continues, the individual will be asked to leave the premises and the police may be contacted if necessary.

Following any serious incident, an incident report will be completed and management may decide to suspend the individual from the setting for a period of time.

Adopted on:	Last reviewed on:	Reviewed on:	Next review Date:
04.01.12	06.02.2026	01.04.2026	April 2027
<i>Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2025): Safeguarding and Welfare Requirements: Section 3- Introduction [3.1-3.3] Supporting and understanding Children's behaviour [3.73-3.75], Safeguarding Training/ Training and skills [3.30-3.33]</i>			
Signed and approved:	Fusion Childcare Services		