



Behaviour Management Policy

(Promoting Positive Behaviour)

At Pillarwood Farm Pre-school and Children's Woodland Adventures we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment, in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy & procedure to guide us through this process.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's wellbeing.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states (Page 5) that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.



At Pillarwood Farm Pre-school and Children's Woodland Adventures we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour guided by PSED in the Development Matters in the Early Years Foundation Stage (Page 8 - 14).

Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence and self-esteem.

Respect: all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment including equipment and property.

Understanding and compassion: all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others

Responsibility: all children will develop an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: all children will develop an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

Kindness: staff will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

Staff will support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents / carers using the nursery will be supported in a partnership approach towards achieving these aims.



Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents / carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, and an adult or serious damage to property. Where physical intervention is used it will be recorded in the incident log and parents / carers will be informed on the same day when picking up the child or as soon as is reasonably practicable.

Staff will focus directly on positive features of the child's behaviour.

Pillarwood Farm Pre-school and Children's Woodland Adventures has a named person who has overall responsibility for behaviour management. The named person is David Hawes and has the necessary skills to advise other staff on behavioural issues and knows how to access expert advice if necessary. The named person will be encouraged to attend training to update their knowledge on a regular basis.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done with an age appropriate approach. BFS/Safeguarding and Welfare requirements/Managing

We help children look after themselves by:

Praising them: focusing on the positive things they do

Helping them to recognise their feelings and express themselves in an acceptable way

Encouraging them to ask for help from peers as well as adults

Encouraging their attempts and identifying with a view to planning for their interests

Building their independence through self-help skills

Encouraging them to see the good in others

Encouraging them to learn from each other

Pillarwood Farm Pre-School, 4 Main Street, Edenham, Linc. PE10 0LL



We help children to care about others by:

Using conflict resolution strategies and keeping calm

Modelling appropriate behaviour

Working on and reinforcing the understanding of feelings, e.g. in circle time

Naming and making feelings clear including the consequences of their actions: reflecting back to children

Being aware of the power of language, i.e. not being confrontational or negative

Boosting self-esteem

Giving time to listen and help them to acknowledge their responses sensitively

We help children to be polite by:

Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)

Encouraging children to wait their turn

Talking one at a time: listening to each other without interrupting when someone is already speaking

Giving children clear messages and setting an example

We ask children to look after equipment by:

Encouraging children to use equipment appropriately

Teaching them about health and safety

Encouraging them to help mend broken toys and equipment

Playing games, e.g. in circle time and considering, "How do we look after this?"



Washing the bikes, toys etc.

Reminding them to tell us about breakages

Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

Making it as attractive as possible

Cleaning tables

Tidying up together

Displaying children's work

Picking up rubbish

Providing labelled storage

Looking after indoor and outdoor plants

Explaining proper care and use of areas (painting area, home corner, sand pit etc.)

Noticing, acknowledging and praising „careful handling“ and modelling it

Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.



Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a „tantrum“, snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball"

Explaining any concerns e.g. "If you lean back on your chair you may fall over"

Giving choices

Having a group discussion or circle time about visual pre-school codes

Staff will deal with more challenging behaviour by:

Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."

Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw the sand..."

Where behavioural difficulties continue, parents / carers will be further invited into the setting to talk with relevant staff. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by preschool and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents / carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support / assessment with parents / carers' consent.



In the unlikely event that support for SEN does not provide positive outcomes a core-group will be established in liaison with parents / carers under the guidance of the Birth to Five Service.

Anti-bullying

Bullying is defined as a persistent physical, verbal or emotional abuse of another child or children. It is often planned, and most bullies are aware of the impact of their actions. All alleged incidents of bullying will be taken seriously and investigated giving consideration to the age and stage of the development of the child.

We aim to:

Re-assure the victim that they will be listened to and every effort will be made by the staff to help and support them.

Not label children as bullies or victims

Establish facts surrounding the allegations including experiences of the child at home or elsewhere.

Be vigilant to the signs and symptoms of abuse. If staff are concerned that safeguarding is the route cause of the behaviour, they will refer to the safeguarding policy and procedure.

Recognise that children who bully have often been bullied or are being bullied themselves.

Help a child that has been bullying to recognise and understand the implications of their actions

Discuss with the parents / carers of the child who has been bullying the situation and strategies for managing the behaviour.

Discuss the situation with the parents / carers of the child who has been bullied and offer reassurance that the situation is being dealt with.

Record all relevant details of the alleged bullying on an incident form.



Children attending the setting will be supported to become more assertive and develop their self-esteem. Equipment, resources and activities will be used to promote positive relationships and anti-bullying.

This policy has been adopted by Pillarwood Farm Pre-School

Signed on behalf of the setting by:

.....Manager/Owner

Reviewed date: March 2023.....

Reviewed date: March 2024

Review due: March 2025



Dealing with Discriminatory Behaviour Policy

This policy should be read in conjunction with the Inclusion policy.

At Pillarwood Farm we do not tolerate discriminatory behaviour, language or conduct and take immediate action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take in order to tackle it. We follow our legal duties in relation to discrimination and record all incidents, either perceived or actual, relating to discrimination on any grounds and report these where relevant to children's parents and, if appropriate, Ofsted, the Police and Children's Social Care

The management team wish to make it clear that extremist religious views and partisan political views when teaching or caring for children will not be tolerated. All members of staff are expected to offer a balanced presentation of views and opinions and to promote British values. Failure to comply will result in disciplinary action and possible dismissal.

Definition and legal framework Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or suffers a detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010, Whistle Blowing procedure or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability

- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

Incidents may involve a small or large number of persons, they may vary in their degree of offence and those involved may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes, written or verbal
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people because of one or more of the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents, visitors or other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The Nursery Manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any patterns of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding, suspending (pending an investigation) or dismissing any individual who display continued discriminatory behaviour or bullying but such steps will only be taken when

other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will result in disciplinary procedures (please see the policy on Disciplinary Procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- strategies are developed to prevent future incidents
- patterns of behaviour are identified
- persistent offenders are identified
- effectiveness of nursery policies are monitored
- a secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

Pillarwood Farm Preschool

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to challenge behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any discrimination or harassment perpetrated out of ignorance.

Reviewed March 2022

Reviewed due: March 2023

Review March 2024:



Incident Form

Time of incident:

Date of incident:

Adult / Child (ran) involved:

Explanation of incident:

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Action taken:

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Comments:

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Signature of Report Maker:



Signature of Manager:

Signature of Parent/Carer..... (If appropriate)

Page Number.....