



Behaviour Management Policy

Horfield welly preschool recognises the importance of effective behaviour management strategies in promoting children's welfare learning and development.

The aims of our behaviour management policy for children to:

- Develop respectful and caring relationships with preschool staff and one another.
- Be able to share and co-operative effectively
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement

All staff, volunteers and students are expected to model appropriate behavioural and interaction skills to our children so they are given first hand experience of 'what socially acceptable interactions look like between adults and peers'. (e.g. caring, friendly and respectful).

All adults working within the setting will be required to refer to the behaviour management policy for guidance.

Behaviour Management Strategies

Preschool staff and volunteers will manage behaviour using clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies by raising any concerns/suggestions as required. Behaviour management in our Preschool will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'rules' which will govern our behaviour at preschool (e.g. 'I use my kind hands and do not hurt my friends', 'We use walking feet when inside' etc). These will be periodically reviewed so that new children are able to contribute to how the preschool operates. The rules will be clearly displayed on a noticeboard which is at child height in the Preschool.
- Positive behaviour will be encouraged through praise and positive reinforcement.
- Any behaviour deemed negative will be challenged in a calm but assertive manner.
- When negative behaviour is displayed staff will use the zones of regulation approach to encourage children to define their behaviour and the emotions behind it. When the child has identified their emotional colour (e.g. red: angry, high energy blue: sad yellow: silly) the staff will help them to re-direct their energies by offering them alternative and positive options (e.g. fidget toys, playdough, stories etc).
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- In the event of any ongoing behavioural issues the preschool staff will work as a team; discussing incidents and how to act on them in a collaborative and consistent manner (e.g. implementing ABC charts, planning interventions and having meetings with parents etc).

- Parents/carers will be informed of any behavioural issues at the earliest possible opportunity in an attempt to help identify the causes of the behaviour and share any strategies for dealing with it.
- Children who experience bullying, racism or any other unacceptable behaviours will be given the time and confidence to speak out.

Information

Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment. It is important to consider the reasons why children might present certain types of behaviour; boredom, feeling unsettled or unhappy, not feeling listened to, having an un-stimulating pre-school setting or medical reasons for example.

We regard rough and tumble play and play that has fantasy aggression, such as superheroes as normal for young children and acceptable within limits. Staff will judge if such play becomes hurtful or inconsiderate and will then deal with it by using the procedures outlined for dealing with inappropriate behaviour. Staff must remember that sometimes during this kind of play things can be said or can happen without intentional hurt.

Policy

- All interactions with children will be in ways which are appropriate for the children's ages and stages of development.
- Staff will be positive role models for behaviour.
- Play opportunities and activities will be varied and well planned so that children are engaged and interested.
- Staff will take active steps to not label children (ie. difficult, naughty) and to consider the underlying reasons for behaviour.
- Staff will ensure that the individual child feels valued and respected at all times.
- Staff will take positive steps to avoid a situation in which children receive attention for undesirable behaviour.
- Staff will encourage children to express their strong feelings without physical or verbal aggression.
- Staff will support children to manage behaviour themselves by helping them find solutions to situations and deal with their emotions appropriately.
- Staff will praise positive behaviours and give feedback to parents.
- Staff will ensure that consistent boundaries and behavioural expectations are set and children reminded regularly of these expectations
- Staff will never use physical punishment such as smacking or shaking and children will never be threatened with these.
- Staff will only use physical restraint, such as holding, to prevent physical injury to the child or others and/or serious damage to property.
- Staff will not shout or raise their voices in a threatening way.

Responsibilities

The named member of staff responsible for behaviour management for our setting is:

Courtney Haley, Pre-School manager

This person will:

- Keep up to date with legislation
- Research current behaviour management practices, where appropriate
- Identify additional behaviour management strategies for children with additional needs
- Access other agencies, where necessary with support from Sendco
- Provide support to staff around behaviour management issues
- Ensure they and other staff have relevant up to date training

September 2025

Procedures for Dealing with Inappropriate Behaviour

In situations that require adult intervention, staff will remain calm and consider the most appropriate response, depending on what led up to the behaviour and also the age and level of understanding of the child.

Staff should;

- Stop hurtful or disruptive behaviour at once.
- Gather information – ask the children what happened
- Restate the problem and discuss choices made and why the adult stepped in.
- Acknowledge children's feelings (referencing the zones of regulation) whilst explaining why their behaviour was not acceptable.
- Explain the consequences that may occur or ask the children for solutions and choose one together. Offer ideas if children struggle with this. (Use the zones of regulation board and calm down choices if appropriate).
- If physical or verbal aggression occurs – this will be addressed immediately. The child will be moved to another area of the room. If the aggression is serious and directed towards staff or another child, staff will call parents to discuss behaviour.
- If physical contact is necessary the adult will keep their body language calm, acknowledge feelings and explain their actions e.g. "I need to hold you/lift you up to keep everyone safe." When the child is calm explanations can be given as to why their behaviour was not acceptable.
- If behaviour causes distress or danger to others, staff will remove the child from the area to a quiet location such as the cloakroom area. **Physical intervention**, such as picking up the child, may be necessary to achieve this.
- If an incident results in an injury to a child this must be recorded on an incident form and a copy shown to and signed by parents of both children involved.

Very Young Children

The strategies for dealing with children under three may differ from those for aged over three.

When very young children show inconsiderate behaviour, such as tantrums and biting, staff will;

- Remain calm and patient
- Offer comfort to intense emotions and try to calm children through holding and cuddling.
- For aggressive or repeated inappropriate behaviour in one session the calm down area will be used and the procedure above followed.

Recurring Inappropriate Behaviour

Where inappropriate behaviour is ongoing, staff will;

- Liaise with parent's other agencies to try to find if there is an underlying cause
- Liaise with parents/carers and the SENDCO regularly to discuss strategies and share positive strategies and ensure a consistent approach.
- Discuss management of behaviour at staff meetings so all staff are aware and confident to tackle behaviour..
- Staff will regularly observe child and record observations to look for patterns and causes/ triggers for behaviour
- Work with the child's parents/carers to develop and implement an action plan where manageable targets will be set and regularly reviewed.
- Contact other professionals, making a referral to agencies, such as the Area SENCO/inclusion (with parent's permission), for support and information

In the unlikely event that support/intervention put in place by the pre-school does not provide positive outcomes and the pre-school staff feel that the behavior is having a detrimental effect on the other children, staff will contact local authority inclusion specialists and discuss other options. These could include shortening of the session, dropping days or total exclusion from the

pre-school. Exclusion from pre-school will be the final resort if all above mentioned strategies and interventions have failed.

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 member of staff involved and the parent/carer.

If physical intervention has been used, an incident record must be completed in detail and the parent/carer needs to be informed on the same day. Staff will also ensure it covers any observed triggers; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff as a result of physical intervention will also be recorded in the accident file

Records of meetings held with parents and any other agency reports or forms, targets set etc will be kept in the child's file.

Date Reviewed	Reviewed by
17th September 2025	Claire Skyner