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Play, Learn and Grow Together – Our Passion is Their Future

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## Behaviour Management Policy

### Policy Statement

St Helen's Pre-School are committed to providing a safe and stimulating environment that supports children's welfare and development. We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly treated by anyone else.

At St Helen's Pre-School we take a positive approach to managing children's behaviour. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, others and their environment. By working with parents and carers, staff can establish clear boundaries for children and promote acceptable behaviour and respect for others.

### Procedure

A named person has overall responsibility for issues concerning behaviour. It is the named person's responsibility to - keep up to date with current legislation and research and to access sources of expertise on handling children's behaviour. Our Named Person is **Julie Woodhouse**.

We apply the Norfolk STEPs approach to our behaviour strategies

All staff and volunteers will be asked to read this policy yearly after it has been reviewed and updated if necessary. They will sign to say they have read and understood the policy.

All staff, volunteers and students are to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Staff will model good manners themselves and praise the children for good manners, acts of kindness and cooperation whenever they occur;

All staff, students and volunteers use positive strategies for handling and dealing with conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development i.e. distraction, praise and reward using scripts and positive phrases from Norfolk STEPS (appendix a,b & c). We praise and endorse desirable behaviour such as kindness and willingness to share and avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

## Behaviour Management Policy

Staff recognise that norms for interacting with others may vary between cultures. We acknowledge that children are learning to deal with a range of emotions and feelings and will strive to work with children to find constructive solutions.

The use of physical punishment, such as smacking or shaking is strictly forbidden. Staff will not threaten any form of punishment which could have an adverse impact on the child's wellbeing. Nor will they use techniques intended to single out and humiliate individual children. Staff will not shout or raise our voices in a threatening way to respond to children's behaviour.

### Restrictive Physical Interventions

We believe that all our children need to be safe, and to know that the staff around them are able to manage them safely and confidently.

Restrictive Physical Interventions will be only be used by staff trained in Norfolk STEPS approach and when deemed necessary to prevent physical injury to themselves or other children or adults and/or serious damage to property and all other strategies have been considered and therefore only as a last resort.

In the event of physical intervention being used it will be recorded on an incident form (appendix d) and parents will be notified the same day. Details of such events are brought to the attention of the Manager and the named behaviour person and are recorded on an Incident form. The parents are informed on the same day and sign the incident form to confirmed they have been informed.

Only for a very small minority of children will the use of physical intervention may be needed. On such occasions, acceptable forms of intervention are used such as:

open and  
supportive



closed mitten hands and  
hug and arm



### Managing Behaviour and Specific Language

We handle children's behaviour in ways which are appropriate to their ages and stages of development - for example by actively using distraction, discussion or by withdrawing the child from the situation. It is essential that staff use specific language to reinforce positive behaviour. It must be clear to the child exactly what it is they are being praised for. E.g. "Well done (using the child's name) for sitting still and listening to the story", or "Well done, (using the child's name) good sharing!" Likewise, where age appropriate, children will be told immediately what is unacceptable and why. This will be done quietly, firmly and consistently. Children will be encouraged to discuss how they feel. Staff will make it clear that it is the behaviour which is unacceptable, not the child.

## **Behaviour Strategies:**

### **Consistency is vital**

- To prevent – sign 'STOP' and say stop in a firm voice, then praise if behaviour stops. (Distraction)
- Sign 'NO' and name the behaviour for example say 'no hit, hitting hurts' and remove the child from the situation.
- Stay in close proximity, and turn your back
- Attention to be given to the other child.
- No attention to be given by other adults until desired behaviour is seen.
- Ensure that the adult is constant with the situation.
- Then give an explanation for behaviour, feelings and appropriate behaviour

We work in partnership with children's parents. Parents are informed about their child's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide jointly how to respond appropriately.

If a child's behaviour continues to give cause for concern, staff will make every effort to understand why the behaviour is occurring and will consult with parents/carers about possible ways in which to support the child. Confidential discussion with the behaviour coordinator and key person to liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan to ensure consistency between Pre-School and home. All members of the staff team will be informed of the agreed actions and help implement the strategies. The plan will be monitored and reviewed regularly by the key person and SENCO and updated as necessary following the graduated approach.

All incidents and intervention's relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting and/ or at home.

It may be agreed that external support maybe sought for the child and family – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm. We will follow the Safeguarding and Child Protection Policy.

Advice provided by external agencies will be incorporated into the child's action plan and regular meetings and additional assessments from health professionals and continue with the graduated approach following our Special Educational Needs and Disabilities Policy.

## **Positive Behaviour Management Procedure**

- Incident form to be completed if; (appendix d)
  - ❖ physical restraint has been used
  - ❖ child has hurt themselves, another child or adult
  - ❖ damage to property
  - ❖ disruption to learning
- ABCC forms to be completed for direct observations on the child's behaviour to help to analyse and begin to understand what the child is trying to communicate through their behaviour. (appendix e & f)
- If a concern is raised the Record of Harm/ Incident Forms completed will be reviewed and analysed.
- A Child specific risk assessment will need to be completed assessments that score 6 or more MUST have a positive behaviour management plan in place (appendix i)
- It is essential that we work in partnership with parents, we will invite parents in for a meeting to discuss behaviour at home and together put strategies in place (appendix h)
- Positive behaviour management plan to be completed, detailing strategies and interventions required. (appendix i)
- Evidence using record of harm and behaviour/ incident observation, ensuring parents are informed each day (appendix j)
- Reviewed in accordance to the Graduated approach (appendix k) (in accordance with our Special Educational Needs and Disabilities policy)

## **Challenging Behaviour/Aggression by children towards other children**

Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation this will be recorded.

If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.

The Safeguard Lead Practitioner/ Behaviour coordinator should complete a Positive Behaviour management plan related to the child's challenging behaviour to avoid any further instances.

The Safeguard Lead Practitioner/ Behaviour Coordinator should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.

St Helen's Pre-school Committee and Ofsted should be notified if appropriate.

Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.

Parents should also be asked to sign the positive behaviour management plan that relates to managing the behaviour of their child.

## Challenging unwanted behaviour from adults in the setting

St Helen's Pre-school will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. In line with our Safeguarding and Child Protection policy.

Allegations of discriminatory remarks made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken following our Whistle Blowing policy.

Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. The second stage comprises of a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

**St Helen's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, students and volunteers to share this commitment.**

This policy has been adopted by St Helen's Pre-School  
Signed on behalf of the setting by:

..... Chairperson

..... Manager

Date: May 2022

This policy runs in conjunction with the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disabilities (SEND)
- Whistle Blowing
- Role of the Key Person
- Parent Involvement
- Working in Partnership with other agencies

## Relevant Guidance and Legislation

- Norfolk County Council Inclusion and Behaviour Guidance  
<https://www.schools.norfolk.gov.uk/early-learning-and-childcare/early-years-inclusion/behaviour>
- Statutory Framework for the Early Years Foundation Stage  
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/260272/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)

**Appendices** – Please note appendices are held at the Pre-School, please ask to view

- a) Scripts and Positive Phrases
- b) Scripts and Positive Phrases
- c) De-escalation Scripts
- d) Record of Harm/ Incident Form
- e) ABCC Behaviour Chart
- f) Review of Record of Harm/ Incident Form
- g) Child Specific Risk Assessment
- h) Parent Meeting 'roots and fruits)
- i) Positive Behaviour Management Plan
- j) Behaviour/Incident Observations chart
- k) Behaviour/ Incident Observation Overview