



Registered Charity No: 1128799

Hollies Pre-school

Behaviour Management Policy

Last reviewed November 2022
To be reviewed August 2025

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Our Aim

At Hollies Pre-School we aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We understand that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We believe in promoting and nurturing positive behaviour and are committed to teaching children how to behave in socially acceptable ways and to understand the needs and rights of others. Anyone associated with the Hollies should work towards promoting and maintaining the positive ethos and stimulating environment of which we all have a sense of belonging and are justly proud.

Our Objectives

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that “children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.”

At Hollies Pre-School, in line with the EYFS, we aim to provide appropriate opportunities for all children to develop taking in to account children’s previous experiences and developmental stages. In our setting we believe in order to behave in socially acceptable ways and to understand the needs and rights of others children should:

- Be encouraged to have respect for themselves and treat other people with respect, kindness and tolerance;
- Speak appropriately and politely and be encouraged to use good manners, such as ‘Please’ and ‘Thank you’;
- Be good listeners and display a level of self-control during circle and story time;
- Begin to understand how to be fair by sharing and taking turns;
- Look after the toys and resources available to them and take care of the Hollies environment;
- Be aware that there are different rules for playing indoors and outdoors, such as only walking inside and not shouting;
- Have self-confidence and high self esteem;

Our Approach

To support children’s development the staff at Hollies will:

- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;

- Use a firm but calm approach when dealing with behaviour and strive to ensure that all rules are applied consistently so that the children feel secure in knowing what is expected of them;
- Help children to be polite by encouraging exchanges such as “Good morning” or “Thank you”;
- Help children to be fair when playing games and sharing the toys making sure there are enough resources so that a child does not have to wait too long for their turn and using a sand timer as an aid to taking turns;
- Give clear expectations and display simple rules around the setting pictorially so the children are aware of the boundaries. Use card fobs as visual reminders to children of acceptable behaviour;
- Give lots of praise and attention for efforts and achievement and reward behaviour that we want such as kindness and a willingness to share. Rewards need to be immediate, meaningful to the child, small and varied from time to time. They may include verbal praise such as “Thank you for picking up toys”, a smile, a thumbs up, a sticker, their name on the ‘Star Board’ or the opportunity to perhaps choose a story or special activity;
- When handling inconsiderate behaviour we will help children to find solutions in ways which are appropriate for the children’s ages and stages of development. Such solutions might include for example, acknowledgement of feelings, an explanation as to what was not acceptable and what the child should have done or said when they got it wrong. It will always be made clear to the child that it is the behaviour and not the child that is unwelcome;
- Create a secure learning environment where all the children feel valued and welcome as part of the Hollies community. Help them to develop their self-esteem by encouraging their attempts and interests and giving time to listen to each individual child;
- Ensure that the setting, equipment and resources are in good order;
- Communicate with parents when the children have achieved during the day either verbally or via the daily contact book but also involve parents when there is a cause for concern over a child’s behaviour;
- Never use physical punishment. Physical intervention i.e. holding, will be used only to prevent injury to the child, other children or an adult, or serious damage to property.

Unacceptable Behaviour

We understand that children misbehave because they have not learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are: attention, boredom, curiosity, imitation, self-preservation, independence, anger, frustration, anxiety, fear, excitement and anticipation. The children are very young and will display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to our setting. Staff expect to deal with behaviour such as inappropriate shouting out, having a ‘tantrum’, snatching and walking away at tidy up time, etc. However, at Hollies we will not accept the following behaviours from children or adults:

- Use of rude, inappropriate or unkind language;

- Hitting, punching, kicking, biting, spitting or other such physical responses;
- Racist or sexist remarks;
- Any behaviour which is intended to cause hurt, offence or intimidation to another person;
- Discourtesy to adults;
- Defacing the building or the environment;
- Verbal abuse to other children or adults.

Our Approach for Managing Unacceptable Behaviour

In cases of misbehaviour we will make clear immediately to the child the unacceptability of the behaviour or attitudes by means of explanations rather than personal blame. Hollies staff will always attempt to use non confrontational language e.g. “When sand is thrown....” instead of “When YOU throw sand....” and will be careful to label the behaviour not the child e.g. saying “I don’t like it when....” or “It’s not okay to.....”

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Any behaviour deemed as unacceptable will be recorded on an ABCD form (See appendix D). This will highlight what triggered the child to behave in an inappropriate manner, the behaviour that they displayed and how the situation was dealt with. A supervisor will inform the child’s parent(s) when they are collected. The response of the parent(s) will be recorded.

If the unacceptable behaviour continues the child’s Key Person and a Supervisor, in partnership with the child’s parents, will try to find out why the child is behaving this way and then decide on the best strategies for supporting the child. In some cases this may involve an ELP (Early Learning Plan) with specific targets related to behaviour.

Appendix A

Hollies Behaviour Steps for younger children

1. Explanation

- Stop unacceptable behaviour by using the traffic lights or by holding your hand up and use short instructions, e.g. Stop;
- Use short explanations to help the child understand, e.g. no hitting;
- If another child is upset by their actions, show them, saying 'look XX is sad';
- Support the child and model expected behaviour at the activity.

2. Reminder and Warning

- Stop behaviour and remind child of expected behaviour as above;
- Continue to support child, modelling expected behaviour;
- If the child continues to show unacceptable behaviour, explain they will not be able to continue play in this area. Always use short sentences and appropriate language.

3. Engaging

- Try to engage the child in the activity: e.g. shall we fill this cup with sand? Talk alongside your actions to encourage the child to join in and learn expected behaviour.

4. Removal

- If the child continues to show the unacceptable behaviour remove them from the situation and try to engage them in a different activity.

Appendix B

Hollies Behaviour Steps for 3years and above (or stage of development).

1. Explanation

- Explain to the child in a firm yet calm voice what is expected of them, keep it short;
- Encourage them to make it better;
- Re-join the child in an activity;
- Support child and model expected behaviour at the activity.

2. Reminder and Warning

- Remind child of expected behaviour as above;
- Continue to support and model expected behaviour at the activity;
- Warn that if the behaviour continues they will be removed.

3. Removal

- Remove child to an area close to you and away from others;
- Sit child quietly for a short period (it could be 30 seconds to 3 minutes) to think about their behaviour. Sand timers can be used;
- Encourage the child to apologise if appropriate at a level they feel comfortable with and ensure they understand why they are saying sorry;
- Re-join the child in to an activity.

Appendix C

Afterschool and Breakfast club

Children attending breakfast and afterschool clubs will be expected to abide by the Hollies rules. The children have been involved in deciding what the rules should be and a contract between the Hollies, children and parents has been agreed. This contract will be sent home for parents and their children to read through and sign. A breakfast club or after-school supervisor will sign the contract on behalf of the Hollies. The Hollies After-school and Breakfast club / home agreement is compulsory, therefore must be signed and returned by all parents/carers.

Children attending breakfast and afterschool clubs are aged between 2 and 11. The expectations for general behaviour will be based on the child's age and stage of development.

Emphasis is placed on the positive rather than the negative aspects of children's behaviour. All school children attending the setting have a star and will be rewarded for good behaviour, kindness, being helpful, good listening, being a good role model for the younger children etc by adding a sticker to their star. When their star has 5 stickers they will be allowed to choose something from the box of prizes.

Staff will follow the procedures detailed in this policy if any unacceptable behaviour, as stated in this policy, is displayed.

Any behaviour deemed as unacceptable will be recorded in the afterschool incident book and the supervisor will inform parents. The staff will work with parents to support their child with any behaviour issues.

The following actions will be taken, depending on the nature of incidents:

1. Any significant incident will be recorded and parents informed;
2. If the behaviour continues and no improvement observed, parents will be invited in for a meeting with the supervisor/manager to discuss how best we can support their child;
3. Strategies agreed will be put into place with regular feedback to parents;
4. If the behaviour continues, and no improvement is observed, it will be taken to the committee. A decision will be made regarding the child's attendance to breakfast and after school clubs.

We feel that the key stage 2 children should be able to make their own decision with regards to their general well-being. For example: if staff feel they should be wearing their coat they will suggest this to them, but the decision will be left to the child.

The Hollies After-school and Breakfast club / home agreement

This home-Hollies breakfast/after-school agreement is seen as an important partnership between the breakfast club/after-school, its parents and carers and its children.

All the children have been involved in discussions around the rules to decide what is important to them.

The Hollies Rules

Be kind, considerate and helpful.

Respect other children at Hollies.

Respect and listen to adults at Hollies.

Use kind words.

Sit quietly at breakfast/snack time and use our quiet voices inside.

Respect and look after property.

Remember and follow all of the above rules.

Name of Child

I agree to abide by the above rules when attending The Hollies

Signed (child)..... Date.....

I agree to ensure that my child remembers and abides by the above rules

Signed (parent/carer)..... Date.....

We agree to support children and parents with the above

Signed (supervisor)..... on behalf of The Hollies

Date

Appendix D

ABCD of Behaviour

Child

Date of birth

A	B	C	D
Antecedent	Behaviour	Consequences	Desired Alternative

What happened before? What were the circumstances	What did the child do? (observable behaviour)	What were the consequences? (what happened as a result?)	What would you like to see the child doing? (what can I / others do differently?)