



### **BEHAVIOUR MANAGEMENT** **ACHIEVING** **POSITIVE BEHAVIOUR POLICY**

Woodpeckers Preschool aims to provide a safe, secure and loving environment where all children can develop a positive sense of themselves; respect for others; social skills and a positive disposition to learn.

In order to promote positive behaviour in the Preschool:

1. Each child's Key Person will work closely with the child and their parents/carers to develop a strong, caring relationship.
2. Preschool Staff will discuss behaviour expectations with children at circle time, asking the children what they feel is appropriate behaviour at Preschool, and how to deal with incidents if they happen to occur.
3. Preschool Staff will use praise to endorse good behaviour.
4. Preschool Staff will endeavour to act as role models, promoting good behaviour and relationships with both other staff and children.

Children's behaviour will be managed effectively, in a manner which is appropriate for their stage of development, and particular individual needs. Preschool staff will use observations to establish the cause of any negative behaviour. As always, negative behaviour within the Preschool will be shared with the child's parents/carers by the Key Person. In the event of further action being required, further professional advice may be sought from the Specialist Teaching Service with the parents/carers permission.

The Preschool will not use corporal punishment, nor threaten any form of punishment that could have an impact on the child's well-being. 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 or an adult, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

Sarah Bartholomew is responsible for overseeing issues concerning behaviour. Sarah is responsible for overseeing our programme for supporting personal, social and emotional development including issues concerning behaviour, and is required to keep up to date with legislation, research and thinking on promoting positive behaviour, accessing relevant sources of expertise and checking practitioners have relevant in-service training on promoting positive behaviour.



### Rough and tumble play and fantasy aggression

We recognise that these kinds of play are normal and acceptable for young children within limits and agree acceptable behavioural boundaries with the children to ensure they are not hurt. This play includes dramatic strategies including blowing up etc. and refers to 'goodies and baddies' which offer up opportunities to explore the concepts of right and wrong. We are able to tune into the content of the play and make the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### Hurtful Behaviour

We take hurtful behaviour very seriously as most children under five will at some stage hurt or say something hurtful to another child especially if their emotions are high at the time, this is momentary, spontaneous and often without awareness of the feelings of the person they have hurt. We recognise this happens because young children haven't developed the means to manage intense feelings and aim to offer support, calming the angry child as well as the hurt child. We help children recognise these feelings by verbally expressing a link between the event and the feeling. However, we avoid using the word 'sorry' as this becomes just a 'word' rather than an emotion that is felt and children can then think it is acceptable to do things and just by saying 'sorry' it makes it acceptable. We encourage children to consider how they could make the other child feel better and therefore resolve the conflict!

Where hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. Where this doesn't work, we use the Code of Practice to support the child and family, making the appropriate referrals to the KCC Specialist Support Team where necessary.

### Biting

Biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age.

Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the carer or his peers. Toddlers have poor verbal skills and are impulsive without a lot of self-control. Sometimes biting occurs for no apparent reason.



The following steps will be taken by staff if a biting incident occurs at our Preschool. The biting will be interrupted with a firm "Stop...we don't bite people!" Staff will stay calm and will not overreact. The bitten child will be comforted. Staff will remove the biter from the situation. The biter will be given something to do that is satisfying. The wound of the bitten child shall be assessed and cold compress applied if needed.

The parents of both children will be notified of the biting incident. Confidentiality of all children involved will be maintained. The bitten area should continue to be observed by parents and staff for signs of infection. If it gets serious, the child will be observed or shadowed by a carer (e.g. shadowed for 10 mins at a time without hindering their play or activities) and the observations will be monitored to see why the biting is reoccurring. The child will be given appropriate activities (sensory activities) to help cope with the biting.

### Bullying

Bullying is not a behaviour recognised in children under the age of 5.

This policy was adopted on 1<sup>st</sup> September 2009 and reviewed annually.

Signed *Steven White*  
Steven White (Chairperson)  
**Trustee of Woodpeckers Preschool CIO**  
**26th August 2025**