

**Putnoe Woods
Preschool**



Wentworth Drive
Bedford
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Putnoe Woods Behaviour and Discipline Policy and Procedures

Introduction

At Putnoe Woods Preschool we believe that children flourish best when they know how they are expected to behave. Children learn and grow in their development of understanding socially acceptable and desirable behaviour.

It is the duty of Early Years Educators at Putnoe Woods to promote a role worthy of imitation and to lead by example. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Every member of the preschool family is respected and valued is treated fairly. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

To support Putnoe Woods Behaviour and Discipline Policy, our Equality and Diversity Policy ensures that as a preschool we are committed to combating all forms of prejudice and eliminating all forms of unfair discrimination and we do not make judgements or assumptions. It is the intention of the preschool that no potential or actual preschool user, whether child, adult or member of staff, will receive less favorable treatment on the grounds of national or ethnic origin, color, religion, gender, disability, sexual orientation, age or marital status. It is about how we celebrate and value all individuals, enjoy and celebrate ourselves, customs and beliefs and that we develop a sense of belonging within the preschool.

At Putnoe Woods Preschool we value and believe that all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to achieve to the highest standards and experience challenging and enjoyable

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learning experiences by learning through play taking into account their individual interests life experiences, needs, cultures and beliefs.

Children will be supported to understand that certain behaviours are not acceptable in the preschool environment because it is either unsafe or unfriendly. Staff will support children in a developmentally appropriate manner respecting individual's levels of understanding, maturity and needs. We believe children learn from their peers and that positive re-enforcement of appropriate behaviour is more successful than negative re-enforcement of inappropriate behaviour. This also aids the development of self-confidence.

Putnoe Woods Preschool believes that children need to have set boundaries of behaviour, not only for their own safety but also the safety of their peers. Within Putnoe Woods we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them keeping restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Putnoe Woods Preschool Behaviour Policy is concerned with safety, care and respect for each other. We endeavour to keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Whatever the stage of development it is vital to remember that children are always learning how the social world works.

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.....providers to create high quality settings which are welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence'



Statutory Framework for the Early Years Foundation Stage 2017

Putnoe Woods Preschool Behaviour Policy is designed to support the way in which everybody can work together in a supportive and respectful way in which everybody feels safe, secure and happy in a working environment that is effective and considerate.

'3.52. Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.'

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

'A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary'

(Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property)

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'Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable'

Statutory Framework for the Early Years Foundation stage 2017

Putnoe Woods Behaviour and Discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, without fear of being hurt or hindered by anyone else. It aims to promote an environment where everyone feels happy, safe and secure.

EVERYONE SMILES IN THE SAME LANGUAGE

Roles and Responsibilities of Staff, Volunteers and Students

As secondary educators, it is essential that all members of staff promote a role worthy of imitation and lead by example. Children gain respect through interaction with caring adults who show them respect and value their individual personalities and support the child and their families / carers.

Staff, Volunteers and Students at Putnoe Woods Preschool will:

- 1.1 Provide a safe, stimulating and enabling environment for different age groups



- 1.2 Provides activities that are age appropriate and appropriate for individual needs and stages of development
- 1.3 Provide opportunities for children to become involved in their own learning
- 1.4 Ensure that they help children to understand and educate children that discriminatory behavior and remarks are unacceptable
- 1.5 Ensure that each playroom has their individual class Values displayed to support inclusion, antidiscrimination, equality and diversity
- 1.6 Implement a consistent approach to Putnoe Woods Behaviour and Disciplinary Policy as to ensure children have a sense of knowing what to expect
- 1.7 Treat all children fairly and with dignity and respect to support self-discipline and self-esteem in an encouraging and mutually respected environment
- 1.8 Ensure that they are aware of and respect a range of cultural expectations regarding interactions between people
- 1.9 Be sensitive to the individual needs of the child and their family background
- 1.10 Use positive reinforcement and role model acceptable standards of behaviour remembering children are not born with the understanding of rules and boundaries
- 1.11 Allow, encourage and educate children to make decisions, choices and give them the responsibility opportunity to learn and educate themselves
- 1.12 Not be judgemental with regard to a child's behaviour and possible underlying causes
- 1.13 Will appreciate that not everybody has the same values
- 1.14 Acknowledge the efforts and achievements of all children
- 1.15 Decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the



behaviour. This may involve asking the child to talk and think about what he/she has done

- 1.16 Support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- 1.17 Help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate

Staff should aim for children to learn to:

- 1.18 Leave their parents/carers happily and with confidence
- 1.19 Participate in group activities and develop the skills of sharing and taking turns in their play
- 1.20 Ask for and be willing to receive help or advice from others
- 1.21 Follow simple instructions appropriate to their individual stage of development
- 1.22 Enjoy and respond to praise
- 1.23 Develop skills of concentration when involved in both self-initiated and adult-directed activities
- 1.24 Demonstrate good manners at all times
- 1.25 Show consideration and respect for the preschool equipment and resources, and for others belongings
- 1.26 Establish consistency in behavioural responses between home and preschool and when spending time with different adults

Staff should:

- 1.27 Recognise the individuality of all our children
- 1.28 Support each child in developing self-esteem, confidence and feelings of competence
- 1.29 Provide a key worker system enabling staff to build a strong and positive relationship with children and their families



- 1.30 Work in partnership with parents and carers by communicating openly
- 1.31 Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them
- 1.32 Have *realistic expectations* for behaviour and an understanding of what children should be capable of doing successfully according to their age
- 1.33 Relate their *expectations* according to where children are in their development
- 1.34 Be able to *maintain enough control to prevent problems* through careful interventions in dangerous or harmful behaviour
- 1.35 Consider the environment and remember young children may be curious explorers
- 1.36 Maintain a dependable routine
- 1.37 Offer small group time activities
- 1.38 Keep children busy, challenged and interested
- 1.39 Avoid competition and crowding - provide plenty of materials and duplicates of toys to prevent children competing for these toys
- 1.40 Ensure no child is placed under any form of stress to complete or perform something that is too difficult

Supporting Children and Developing Acceptable Behaviour

Staff will support children to develop a positive and safe learning environment and aim to develop an atmosphere of respect for other people and property.

Staff will:

- 1.41 Be a good role model and display positive body language
- 1.42 Establish clear and consistent rules, routines and boundaries
- 1.43 Demonstrate a calm, consistent and positive approach
- 1.44 Ensure discipline is clear, short and to the point and that it is the behaviour that is not welcome

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- 1.45 Praise children when they are behaving appropriately - ensuring each child is aware why you are pleased with them
- 1.46 Distract a child when necessary - redirecting their attention to avoid disagreements that children cannot handle
- 1.47 Encourage good habits such as punctuality, quiet inside voices, walking legs, kind hands, sharing toys, good manners
- 1.48 Give warnings - explaining clearly what is expected and why
- 1.49 Endeavour for children to understand the consequences of their action and to treat others as they would wish to be treated
- 1.50 Remind the children of expectations and rules - ask the children to tell you the preschool Values
- 1.51 Use positive phrases and reinforcements - e.g. remember we run outside instead of no running and use picture cues and PEC's cards
- 1.52 Providing opportunities to develop social skills and independence
- 1.53 Give attention to children displaying appropriate behaviour - inappropriate behaviour can be used as a form of attention seeking and should be ignore where possible
- 1.54 Use gesture to support language i.e. holding up the palm of the hand to reinforce Stop
- 1.55 Speak to the child at their level
- 1.56 Reward children with, for example, stickers, stamps, certificates or praise from another member of staff to encourage children to repeat their positive behaviours
- 1.57 All concerns are treated in the strictest confidence.
- 1.58 Use redirection, if a child acts inappropriately staff will help the child to focus on something else to achieve their goal
- 1.59 Give alternatives to aggressive behaviours such as touching gently rather than pulling, stroking rather than pinching, throwing balls into a box rather than toys
- 1.60 Setting up solutions - if you go first then...and start a waiting list



- 1.61 Give personal positive attention whilst behaving in a productive manner to encourage repetition of an activity or a longer focus
- 1.62 Staff all react consistently to children's behaviour
- 1.63 To actively involve children in solving their problems and conflicts
- 1.64 Use stories and group activities to promote social skills

Staff will NOT:

- 1.65 Use any form of physical punishment such as smacking
- 1.66 Single children out so that they feel humiliated or sit them in corner or on a naughty chair
- 1.67 Shout or raise their voices in a threatening manner unless there is a sense of immediate danger and if the safety of the child or others is compromised
- 1.68 Use terminology that is derogatory
- 1.69 Use the word NO, instead use the word STOP
- 1.70 Call a child naughty or use sarcasm
- 1.71 Demonstrate non-compliance with regard to British Values
- 1.72 Demonstrate any form of discriminatory practice
- 1.73 Threaten to withhold any food or drink

Dealing with Inappropriate Behaviours

Staff, Volunteers and Students at Putnoe Woods preschool will take a holistic and consistent approach when dealing with inappropriate behaviours. The needs of the individual child will be taken into consideration as will their age, developmental stage and / or special educational needs and disabilities.

Children may misbehave because they have not yet 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, Independence, Anger, Frustration, Anxiety, Fear, Excitement, Anticipation and Tiredness



Although we cannot control a child's behaviour but we are able to encourage them to:

- make their own choices
- to understand that there are positive and negative consequences to their actions
- to recognise and respond appropriately to their feelings and needs
- to be ready, willing and able to become effective learners

At Putnoe Woods preschool we encourage the development of positive attitudes and disposition such as confidence, co-operation, resilience, curiosity, communication and concentration from the moment the child comes into our care to enable us to support building the foundations to succeed in later life.

In order to deal with inappropriate behaviour within the preschool staff will:

- 1.74 Redirect the child's attention from their behaviour
- 1.75 Use facial expression - sad face
- 1.76 Use an appropriate tone of voice - calm but firm
- 1.77 Use praise when appropriate behaviour is displayed
- 1.78 Give a verbal warning with the consequence - if you throw the toys they will break
- 1.79 Calm the child and take them to a quiet area - let's sit quietly and calm down, depending on their level of understanding explain to them their wrong doing, praise them for sitting quietly before they re-join play
- 1.80 When dealing with inappropriate behaviour it is imperative that we seek and observe the child's behaviour as best we can as to understand why the behaviour has been displayed. We can then decide on how to deal with the inappropriate behaviour.

ABC Plans and IEP's (Individual Education Plans)



- 1.81 If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- 1.82 The child's key person will initially raise their concerns with the SEND Coordinator and Preschool Manager
- 1.83 Concerns will be discussed sensitively with the child's parents / carers and consent sought to complete an ABC Behaviour Plan or an Individual Education Plan
- 1.84 Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, the ABC plan can be implemented
- 1.85 The ABC Behaviour Plan is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment.
 - "A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour.
 - The "B" refers to observed behaviour
 - "C" refers to the consequence, or the event that immediately follows a response
- 1.86 The ABC Behaviour Plan can then be used to organise information over several observation sessions by recording the types of behaviours observed and the events that precede and follow the behaviour
- 1.87 Observing and recording the ABC data helps to identify any behaviours and Early Help support that may be required for the individual child from both the preschool and multi agencies
- 1.88 An Individual Education Plan will help to support the child, with one to one support, building relationships to help resolve behaviour issues



- 1.89 If the behaviours continue we will discuss with the parent how we can support them further with the involvement of other professionals and multi agencies such as Early Help, Behaviour Management
- 1.90 To access the involvement and support from other professional parents will be required to sign a Consent to Share Information form in line with GDPR May 2108

123 Magic

With advice from the Child Development Centre, in circumstances of 'severe' or repetitive unwanted behaviours the preschool have been advised to use '1,2,3 Magic' method of behaviour management.

- When the behaviour occurs, we hold up 1 finger and say 'That's 1' - we wait 5 seconds to see if the behaviour continues
- If the behaviour reoccurs we hold up 2 fingers and say 'That's 2' - we wait 5 seconds to see if the behaviour continues
- If the behaviour reoccurs we hold up 3 fingers and say 'that's 3, time out'
- It is an automatic 3 for hitting, spiting, offensive language and biting
- Time out is NOT a punishment it is a consequence for not doing as asked
- The child is required to sit for 1 minute of their age in a safe and appropriate place

As a preschool, we endeavour to prevent unwanted behaviours and educate and teach children good behaviours through our values and golden rules, however in certain circumstances we may need to apply the '123 Magic' method.

Bullying Behaviour

It is with regret that bullying behaviour may be displayed in a variety of ways which include:



- 1.91 Emotional - Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity, passing notes about others or making fun of another person
- 1.92 Physical - Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person
- 1.93 Verbal - Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance, including cyber bullying
- 1.94 Psychological - Behaviour likely to instil a sense of fear or anxiety in another person

Peer on Peer Abuse

Regrettably children and young people may be harmful to on another in a number of ways which would be classified as peer on peer abuse. Abusive behaviour can happen to children and young people and it is necessary that the staff at Putnoe Woods Preschool consider what abuse looks like, how it can be managed and what support can be implemented for intervention and prevention.

Peer on Peer Abuse may be displayed in the same behaviours as bullying and also

- Sexually harmful behaviour - inappropriate touching, language
- Disability - because, or focussing on the issue of disability

Changes in behaviour which may indicate that a pupil is being bullied, include:

- an unwillingness to return to school
- displays of excessive anxiety, becoming withdrawn or unusually quiet.
- psychological damage and diminished levels of self-confidence.



- choosing the company of adults
- repressed body language and poor eye contact.
- difficulty in sleeping, reporting nightmares

'Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported'

Keeping Children Safe in Education 2016

The staff at Putnoe Woods will

- 1.1 Deal with the situation in a sensitive and appropriate manner and immediately

The staff at Putnoe Woods Preschool take any allegations of bullying behaviour as addressed by the child or their parent very seriously in addition to being witness to any such incident

The staff at Putnoe Woods Preschool will:

- 1.95 Ensure all incidents of bullying **MUST** be addressed thoroughly and sensitively
- 1.96 Encourage children to immediately report any incident of bullying that they witness and reassure them that what they say will be taken seriously and handled carefully



- 1.97 Ensure that they inform the Preschool Manager or Deputy Manager if they witness an incident of bullying involving children at the setting
- 1.98 Ensure that if a child tells a member of staff that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell
- 1.99 Ensure that the individual who has been the victim of bullying are helped and supported by the staff team
- 1.100 Ensure that they are kept under close supervision and staff check on their welfare regularly
- 1.101 In most cases, bullying behaviour can be addressed according to the strategies in Putnoe Woods Behaviour and Discipline Policy
- 1.102 Encourage the 'bully' to discuss their behaviour and think through the consequences of their actions. Where appropriate and developmentally capable encourage them to talk through the incident
- 1.103 Ensure that the parent of all the children involved in a bullying incident are informed at the earliest possible opportunity and if appropriate, staff should facilitate a meeting between the relevant parent/carers
- 1.104 Discuss what has happened with their parents and work out with them a plan for handling the child's behaviour
- 1.105 Discuss what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving
- 1.106 Ensure that at all times such incidents with care and sensitivity
- 1.107 Ensure all incidents of bullying are be reported to the Preschool Manger and SEND and Behaviour Coordinator and MUST be recorded on an Incident Form
- 1.108 Identify any form of peer on peer abuse
- 1.109 Not be judgemental, prejudice, dismissive or irresponsible
- 1.110 Endeavour to gather the facts
- 1.111 Consider the risks - was it deliberate



- 1.112 Educate children on moral values through our golden rules and expected standards of behaviour
- 1.113 Use a variety of resources and group activities to promote sharing and caring and personal, social and emotional development
- 1.114 Ensure that they help children to understand and educate children that discriminatory behavior and remarks are unacceptable
- 1.115 Give reassurance to the child or children who have been bullied
- 1.116 Use the Safeguarding Policy and Peer on Peer Abuse Policy to support the Behaviour and Discipline Children Policy

If a child bullies another child or children the staff at Putnoe Woods Preschool will:

- 1.117 Intervene to stop the child harming the other child or children
- 1.118 Explain to the child doing the bullying why her/his behaviour is inappropriate
- 1.119 Give reassurance to the child or children who have been bullied
- 1.120 Ensure that children who bully receive praise when they display acceptable behaviour
- 1.121 Ensure that we do not label children who bully

Putnoe woods Preschool is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children, their parents and families and will not tolerate any behaviours that will hinder this.

Saying Sorry

At Putnoe Woods Preschool we do not force a child to say 'sorry', however in the same instance we do not wish to lead them to believe that their behaviour was unacceptable.

When dealing with unacceptable behaviour we use this as a learning experience and teaching opportunity to encourage the child to think about what they have done wrong, why it was wrong, and the impact the behaviour had on the other



child. We consider that after giving the child time to think about their actions and behaviours we can then ask what he can do about it to make the wrong right and reinforce our Values and preschool rules and boundaries.

Physical Restraint and Intervention

'Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others, or damaging property'

Statutory Framework for the Early Years Foundation Stage 2017

Physical intervention is very rarely used at Putnoe Woods Preschool and most incidents of challenging behaviour can be managed by talking to the children, calming them down and diffusing the situation. However, on exceptional occasions it may be necessary for adult physical intervention for the following reasons:

- 1.122 When there is immediate danger of personal injury to the child
- 1.123 When there is immediate danger of injury to another person
- 1.124 To avoid damage to property
- 1.125 When a child is behaving in a way to cause serious disruption to other children

In exceptional circumstances, where there is immediate risk of injury, a member of staff at Putnoe Woods Preschool may need to take any necessary action that is consistent with the concept of 'reasonable force'

Before intervening physically, the staff at Putnoe Woods Preschool will wherever practicable, tell the child who is demonstrating unwanted behaviours to stop, and what will happen if he or she does not. The member of staff will continue to communicate with the child throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.



Should, in very rare occurrences, it may be necessary to use physical restraint and intervention, the following procedures will be enforced:

- 1.126 The child's parents should be contacted immediately and informed of the restraint and the reasons for doing so
- 1.127 A Physical Intervention Form **MUST** be completed as soon as it is practical to do so
- 1.128 The Chair of the Board of Trustees will be informed of the incident
- 1.129 Putnoe Woods Preschool ensure and endeavour to create and maintain an enabling environment that is tolerant, caring and nurturing in which all negative forms of behaviour is not acceptable.

Suspensions and Exclusions

- 1.130 Putnoe Woods Preschool are committed to dealing with negative behaviour in a non-confrontational manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between staff and children in the preschool
- 1.131 There are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child's place at the preschool on either a temporary or permanent basis
- 1.132 This may take place after persistent episodes of unacceptable behaviour, all of which will have documented and discussed with the parent/carers
- 1.133 Details of all incidents, suspensions and exclusions will be recorded and kept on the preschool records
- 1.134 Each incident **MUST** be discussed with the child concerned parents / carers
- 1.135 As a last resort, the preschool has a right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour
- 1.136 Only in the event of extremely serious incident will a child be suspended from the preschool with immediate effect. In such circumstances, the child's parent/ carer will be contacted immediately and asked to collect their child

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1.137 After an immediate suspension has taken place, the Preschool Manager will arrange a meeting with the parents / carers to discuss their child's future within the preschool

The named person Caroline Statham (SEND Coordinator) for managing behaviour will:

1.138 Advise other staff on behaviour issues

1.139 Along with each room leader will keep up to date with legislation and research

1.140 Support changes to policies and procedures in the preschool

1.141 Access relevant sources of expertise where required and act as a central information source for all involved

1.142 Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management

**This policy is in compliance with GDPR (General Data Protection Regulations)
May 2108**

Putnoe Woods is committed to safeguarding and promoting the welfare of children and young people, employees, students, volunteers, trustees and parents and expects all staff and volunteers to share this commitment.

Date of Policy:	Created By:	
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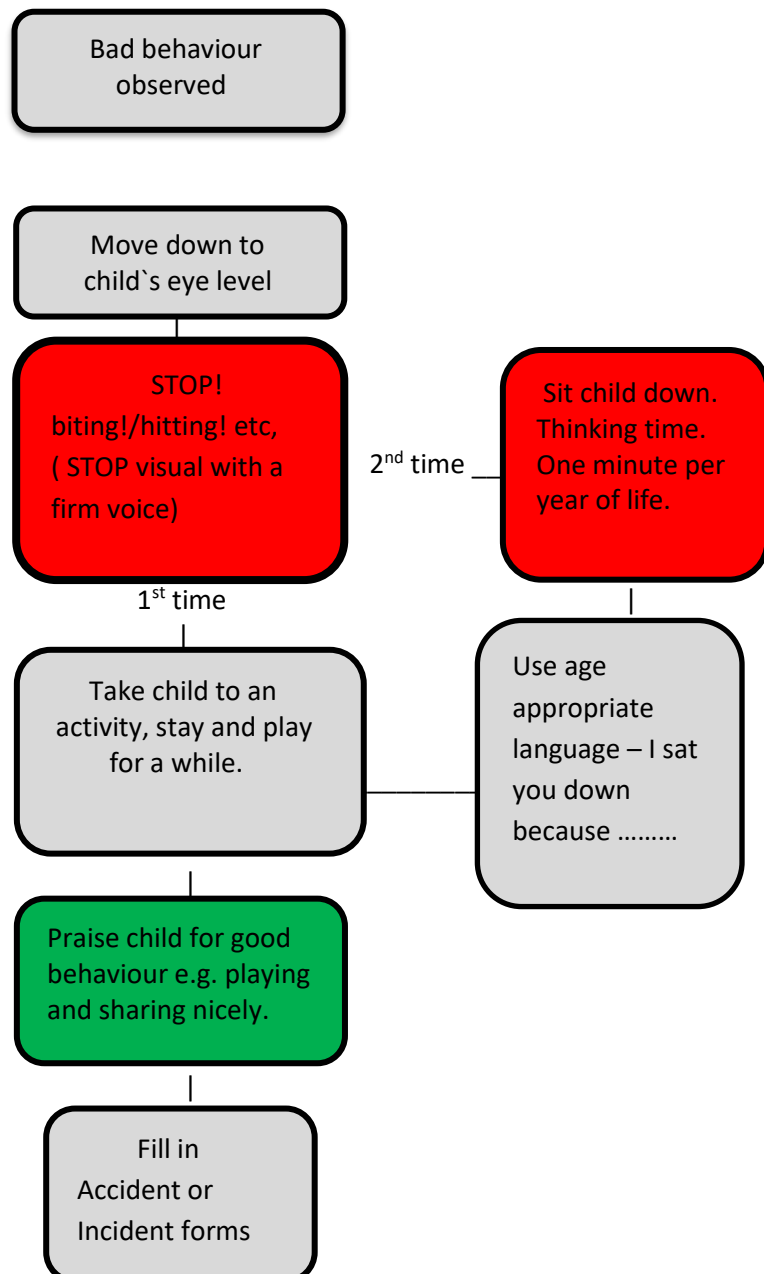
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September 2014	Jo Skelton	
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Review Date	Reviewer	Amendments
September 2015	Jo Skelton	
September 2016	Jo Skelton	<ul style="list-style-type: none"> • 123 Magic added • Peer on Peer Abuse added
September 2017		1.15 - 1.17 Added - staff should aim to 1.18 - 1.26 Added - staff should 1.27 - 1.31 Added Named person 1.38 - 1.42 Added - ABC and IEP 1.77 - 1.84 Added - Suspension and exclusion
November 2017	Jo Skelton Caroline Statham	Paragraphs moved to flow Removal of ITERS and ECERS paragraph
January 2018	Caroline Statham	Buttercup Room Behaviour Flow Chart
May 2018	Jo Skelton	GDPR statement added 1.90 Consent to Share Information Preschool Room Behaviour Flow Chart
November 2019	Nikki Adams	New email address



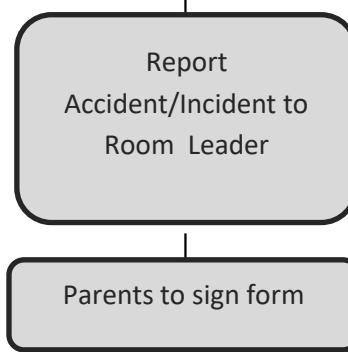
Buttercup Room



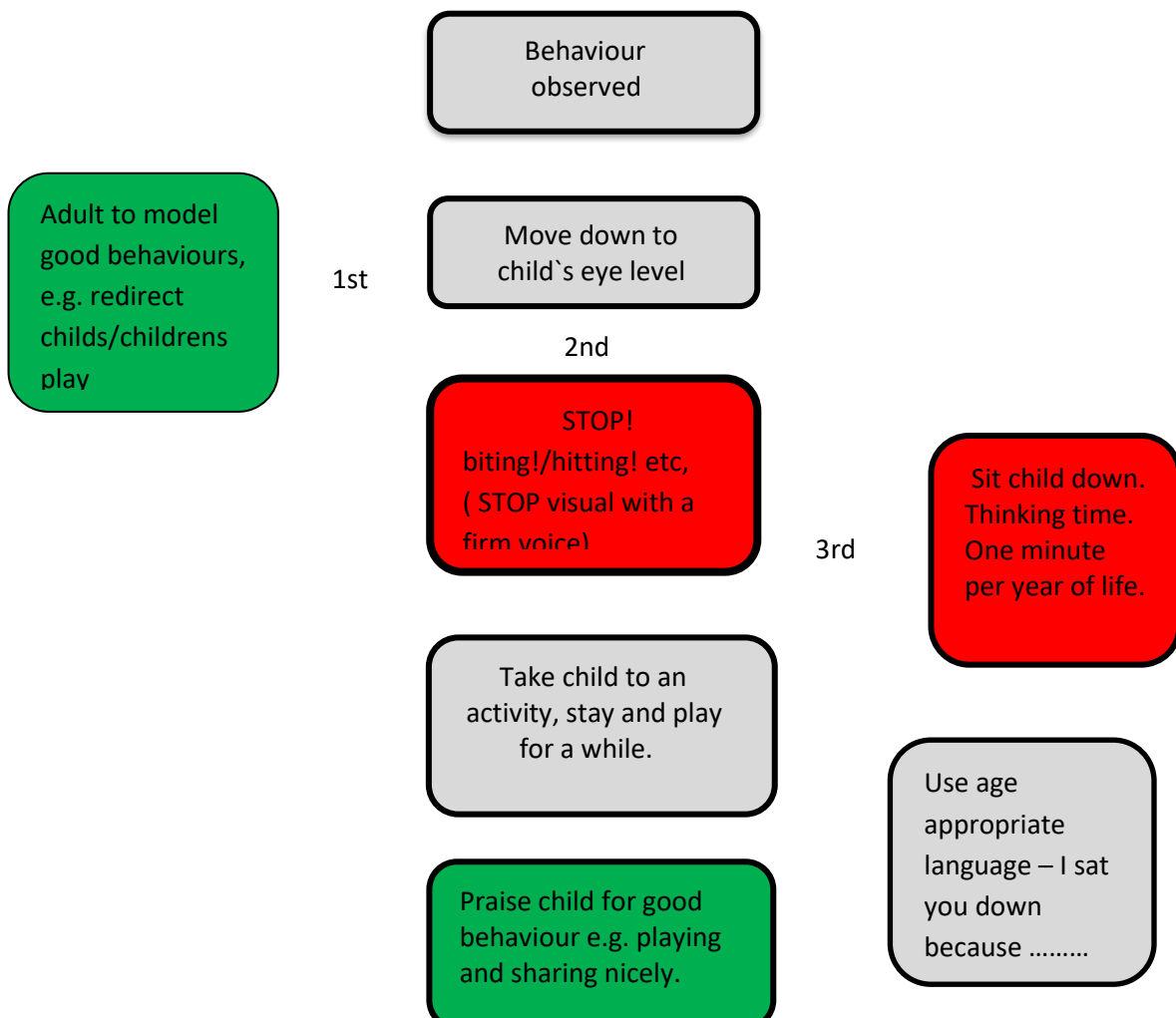
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BEHAVIOUR MANAGEMENT - BLUEBELLS



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Accident/Incident
form?

Report
Accident/Incident
to Room Leader

Parents to sign

SEVERE BEHAVIOURS

- spitting
- hurting others physically/emotionally
- persistent refusal
- acting in a manner that is harmful to others or themselves
- inappropriate language