



STAFF BEHAVIOUR POLICY

Bolnore Village Pre-School realises the important role that adults working with children have and that our staff should always be positive role models for the children in our care. In order to maintain high standards we expect our staff to:

- Have respect for fellow members of staff, children and parents.
- To be courteous at all times to staff, children and parents.
- To use appropriate language and consider topics of conversation when children are present.
- To be considerate to staff and children ensuring that tactics such as intimidation are not used at any time.
- To never shout or raise their voices in a threatening way.
- To never use or threaten physical punishment, such as smacking or shaking. Any member of staff using such behaviour will be dismissed immediately.
- To never use techniques intended to single out and humiliate individuals.
- To ensure that when a child displays unacceptable behaviour they do not infer personal blame.
- To be considerate and respect parents/carers feelings when discussing children's progress or behaviour.

Staff Harassment and Bullying

If staff feel that they are being harassed or bullied by another member of staff/manager the following action should be taken:

Personal Action

- By challenging the bully and explaining what is found to be offensive
- Insisting that the behaviour stops
- Keep written records or times, dates and places and the nature of the incident.

Bullying will hopefully stop, if not:-



Informal Action

By asking a member of West Sussex childcare support team and asking them to mediate by:

- Talking to the offender
- Making them aware of the impact of the behaviour.
- Bringing their attention to the settings policy and informing them of the likely consequences of continuing the offensive behaviour.
- Advise them that the situation will be monitored.

Formal Action

Making a formal complaint and requesting that disciplinary procedures be adopted. Following information will be gathered:

- Personal evidence, written records, times, dates and the nature of the incident.
- Statements from witnesses
- Statement from the offender
- Undertake enquiries as to whether this is an isolated incident or if other people have experienced similar behaviour.
- Give a first official warning if evidence is substantiated.

In the event that a manager is the offender the staff member should address their complaints to Ofsted.



STAFF GUIDELINES

Our setting offers an inclusive educational service, in which the staff are the most important resource. Children will gain very little from a room full of toys and activities if the adults are negative and insensitive. Our aim is to stimulate children and encourage them to have a thirst for knowledge and learning. Therefore we must ensure that we treat the children, their families and our colleagues with respect and dignity. We are important role models for the children in our care; therefore please use the following as a guide.

Working as Part of a Team

- Make sure that you know and understand what is expected of you, and if you are unsure ask your Manager or colleagues
- Familiarise yourself with daily routines and refer to curriculum plan
- Show respect and consideration for your fellow workers – remember you are a role model for the children in the setting
- Never use inappropriate language
- Make yourself available to attend team meetings, in order to participate and contribute to the group's overall provision and curriculum
- Respect confidentiality at all times, situations arising in the group must only be discussed with relevant staff and at appropriate times
- Never lift heavy equipment or furniture alone. Always work together to set up and clear away.

When Playing/Working with Children

- Ensure that children are called by their given or preferred name
- When writing a child's name on any work ensure that it is spelt correctly and encourage the children to have a go at writing their own name first
- Write in lower case letters with capital letters only when appropriate
- Remember that children are naturally inquisitive so let them investigate and find things out for themselves
- Remember it is the process and not the product that is of value to children and therefore do not expect an end result
- Be sensitive to their needs without taking over.



- Intervene only when frustration is shown or issues around health and safety are likely.
- Stimulate them without constantly asking questions, but prompt appropriately.
- When asking questions make sure they are open ended, which will draw them into conversation e.g. What does it feel like?
- To help develop language never repeat any mispronounced or wrong words just say the word or sentence correctly.
- When dealing with children with communication difficulties or who have English as an additional language please ensure the following:
 1. Face the child
 2. Use short, simple sentences
 3. Point to what you are talking about and repeat the key words
 4. Use a running commentary, using props, hand and facial gestures (visual prompts).
 5. Reiterate key words
 6. Give children time to reply, do not interrupt them or finish their sentences for them and respond to any gestures or body language.
- Children with Special Educational Needs or disabilities should be encouraged to take an active part in all the setting's activities. Be sensitive to children's needs and do not assume because they are disabled that they are unable. (Additional guidelines are available for staff supporting children with additional needs).
- Remember children are not naughty. It is their behaviour that is inappropriate or challenging, therefore it is the behaviour that is brought into question not the child. No child should be humiliated in any way and no physical punishment should ever be used. The group's behaviour management policy is very explicit.

Observing Children

- When observing children please ensure that the written content is factual, concise and sensitive to parent's feelings
- Do not write anything you would not want a parent to read
- Have a positive approach – do not focus on the negative
- Ensure that you note down the time and date of any observation as well as the areas of learning/development and your initials
- Significant achievements should be written in the child's records
- Ensure that any child that causes concern is observed on a regular basis.



When Dealing with Parents

- Please remember parents are the first and most important educators of their children and therefore must be treated as such.
- Make them feel welcome
- Value their opinion
- Time must be allowed at the beginning and end of each session for parents to speak to key persons. This is in addition to open evenings/days
- Parents must be allowed access to their child's records; at no time should they be allowed access to any other child's notes
- Encourage parents to openly appreciate their child's work
- Encourage parents not to expect an end product.

Health and Safety Issues

Please ensure that you have read and understand the settings health and safety and child protection policies. However a few key points to remember are:

- Children must never be left unsupervised in any part of the setting. However hygiene and toileting independence should be encouraged
- Parents must be escorted from the premises to ensure doors are securely locked
- Children may only be collected by an authorised person or in an emergency via a password system
- All accidents must be logged in the accident book and witnessed by another member of staff, and signed by the parents
- Medicines must only be given if there is authorisation to do so
- Any child protection issues should be brought to the attention of the Manager and/ or the Pre-School's designated person for safeguarding, Fay Hart
- Smoking is not allowed in any part of the building or surrounding area (Bolnore Village Primary School operates a No Smoking Policy anywhere on the school site)
- Never lift or move heavy equipment or furniture alone. Never stand on chairs or tables to access boards / high surfaces. If consoling a child, go to their level and offer support or be seated with the child. Do not walk around carrying children, where possible do not lift the children..



ANY QUESTIONS

New staffs are advised to take time to read the group's policies thoroughly. If you have any queries please do not hesitate to speak to the Manager or any of the staff who will be pleased to help and advise you.

Physical touching and holding Policy

(Subsection of Staff guidelines)

It is still appropriate to pick up and have physical contact with children even under the Children's Act 1989. However please note that carrying children around or on your hip will possibly cause damage to your back and is to be discouraged. Please go down to the child's level to comfort them, perhaps by sitting next to them, or sitting on the floor, or hold their hand.

Children need to see staff interacting in a positive way with both children and other adults.

Personal relationships between the staff and children may develop in the following ways:-

- Through physical contact such as holding hands
- Holding children gently to reassure them
- Cuddling children to express delight in their behaviour
- To laugh with the children and to show their enjoyment of situations
- To smile and make funny faces
- To allow a child to sit on your lap to receive comfort or to achieve a goal
- To talk with children about what makes children and adults sad/happy
- To use touch to gain their attention when talking.

Manual handling training is available to staff on request.