

BEHAVIOUR MANAGEMENT, PHYSICAL INTERVENTION, ANTI-BULLYING & ANTI-RACISM POLICY

Amendment History

Revision	Author	Description of change	Date updated
Original	Karen Walls	Amendment history added to policy and general changes in policy wording	November 2005
1	Karen Walls	Name amended to Behaviour Management and reporting line added	April 2006
KASC policy	Carol Hooper	Adapted from existing policy	August 2006
2	CH/SM	Review, no change needed	April 2007
3	CH/SM	Merge Playgroup and KASC policies, update footer	February 2008
4	CH/ SM/ Alison Foulds	Add reference to Anti-Bullying Quality Standard	June 2009
5	CH/AF	Change reference to golden rules to and children monitoring and reflecting on their own behaviour.	May 2010
6	CH/AF	Reviewed; no changes	May 2011
7	CH/HS	No substantive changes	October 2012
8	CH/KG	No substantive changes	September 2014
9	CH	No substantive changes	May 2015
10	CH	Reviewed; no substantive changes save adding 'physical intervention & anti-bullying' to title of policy	October 2016
11	CH & SF	Reviewed; no substantive changes	February 2018
12	CH & SF	Reviewed; no substantive changes	January 2020
13	CH	Reviewed; no changes	July 2022
13	CH, TH & XF	Reviewed; no substantive changes	July 2023
14	TH	Racism specific guidance added	August 2025

BEHAVIOUR MANAGEMENT, PHYSICAL INTERVENTION, ANTI-BULLYING & ANTI-RACISM POLICY

This policy outlines how we encourage appropriate patterns of behaviour in children attending our setting. It is underpinned by the values encompassed in our Ethos Statement and Play Charter.

Encouraging and Affirming Good Behaviour

The welfare of the child is best met when staff, parents and outside agencies (including other settings involved with the child) work in partnership. Playgroup and KASC cannot work in isolation. To ensure progress, everyone concerned with the child should work together to develop a consistent approach.

We seek to run an orderly, safe and caring community expecting good manners and an awareness and understanding of the beliefs and views of others. We treat each other with respect and care for our environment. We have high expectations of appropriate behaviour supported by positive reinforcement, which encapsulate the values of our Ethos Statement and Play Charter in a child-friendly way.

The children are actively encouraged to discuss and formulate these standards of behaviour themselves in an age-appropriate way; these standards are regularly revisited and updated. Certain rules relate to specific areas or activities, e.g. riding the bikes in the outdoor area, Forest School activities. Where appropriate these rules are written down and displayed on visual cue cards. Children are actively encouraged to consider their own behaviour and to work together to help and care for their friends. Care is taken to ensure children understand the behaviour expected of them, and to consistently enforce such expectations in a way which is appropriate to the age and understanding of the child.

We seek to inspire children to achieve high standards of appropriate behaviour by praise, encouragement and positive reinforcement; children are 'learners' all the time they are in our setting. Every adult is a role model for a child's personal, social and emotional development.

We encourage children to reflect on their own behaviour and to consider future ways to avoid similar issues in the future. Members of staff talk to the child concerned and give them space and time to consider their actions. Parents are part of this positive strategy and are informed of the behaviour of their child on a regular basis.

Any Behavioural Management issues will be reported to the session supervisor in the first instance and discussed with other staff members as appropriate.

Exclusions

In accordance with Warwickshire Educational Guidelines, the Manager (with board support) may decide that a child's behaviour, over a period, or after a particularly serious isolated incident, represents an unacceptable threat to health and safety standards or to the educational process of others. The child may be excluded from Playgroup and/or KASC for a temporary period, or permanently.

Children with Emotional and Behavioural Difficulties (EBD)

Children with acute emotional and behavioural needs will be supported in accordance with our policy for Special Educational Needs (SEN). Where Playgroup or KASC support proves to be insufficient within a realistic time frame, matters will be discussed further with the child's parents, and the childminder, or the headteacher or SENCo of their primary school (as appropriate). If considered of help, following a discussion with parents a referral may be made to the appropriate specialist agency for further assessment and diagnosis of the child's needs, and support for them at Playgroup or KASC.

Physical Intervention

Most children do not behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and pre-emption are always the first measures.

However, certain situations may arise for Playgroup or KASC staff in which physical restraint may be required in dealing with conflict. We follow Warwickshire Education Authority Guidelines for Physical Intervention. A member of staff may, in relation to any child at Playgroup or KASC, use such force as is reasonable in the circumstances for the purpose of preventing the child from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the children themselves)
- Engaging in any behaviour prejudicial to the maintenance of good order at Playgroup or KASC or among any of the children

It applies where a member of staff is:

- On the setting's registered premises, or
- Elsewhere at a time when, as a member of staff, they have lawful control or charge of the child concerned.

If physical intervention and restraint is used, an incident record form is completed, and parents will be notified on the same day.

A personalised individual written handling plan and risk assessment will be drawn up for any child whose behaviour requires repeated physical intervention due to their physical or developmental needs.

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Bullying

What is bullying?

There is a distinction between a child who is being bullied and the 'fallings-out' with friends that are part of every child's experience. However temporarily distressing for the child the latter may be, it is not the same as bullying. Children will be supported to learn strategies to learn to manage such situations and to develop their own emotional resilience.

Bullying usually includes the intention to hurt physically and/or emotionally – and to exercise emotional 'power' over the victim. It can be a one-off occurrence, but more frequently it is persistent.

Responding to Bullying

Bullying will not be tolerated. Reported incidents will be investigated fully.

Any problem with bullying will be handled using the following strategies:

- Prompt and appropriate action will be taken when bullying is witnessed or raised with members of staff
- Any bullying will be treated immediately, and staff will ensure that there are no times when, or areas where, children are not under direct supervision (visual or hearing) without being unnecessarily restrictive or intrusive
- The issue will be explored in circle time (i.e. informal discussions between children and staff, whether in a small or large group)
- Through circle time or regular contact with the children in question, separately or together, they will be encouraged to build better relationships in accordance with our ethos
- All staff undertake regular child protection and safeguarding training
- The setting is a 'listening' setting – for children, parents and staff

Racism

What is Racism and how can it affect children?

- Racism or racial bullying can be overt or openly hostile, such as being called racist names or being sent threats.
- Racism and racial abuse or bullying can be really distressing for children and young people.
- It can lead to feelings of isolation, depression, anger or even shame about their race or how they look.
- It can be harder to recognise and challenge subtle comments that put a child or young person down and devalue their experience or identity.
- Any form of racism is distressing for children and young people and can have a significant impact on their mental health.

Responding to Racism

Racism will not be tolerated. If a child tells us they've experienced racial bullying or abuse, whether they're being called names, excluded because of their race, attacked or threatened, it's important we know how support them. We will do so in the following ways:

- Listen non-judgementally to what a child or young person is telling us. Their experience is real, it's painful and they have come to you to talk about it.
- Don't tell them to ignore it. Because experiencing racism might include seeing it in the media or hearing about it on social media, it's impossible to ignore it or avoid it completely.
- Recognise the trauma of being bullied in this way.
- Show them they can trust us by letting them know we are there if they want to talk and thank them for confiding in us.
- Remember that it's never a child's fault if they're experiencing racial abuse or bullying.
- Get support for the child and/or family affected.
- Report the incident, as it is a matter of safeguarding and refer to our best practice guidance around safeguarding. This may mean:
 - excluding the person responsible for racial bullying or abuse
 - involving the police
 - further staff training
 - revision and changing of our policy
 - further educating the child's peer group on diversity and inclusion