



Sherwood Pre-School
Community. Learning. Progress.

STAFF BEHAVIOUR POLICY

The pre-school views its staff as professionals and recognises that they are its most valued resource. How the staff manage themselves, how they work, talk, behave and interact with each other and with the children should be exemplary and always of the highest standard and quality.

1.0 STAFF AS ROLE MODELS

Each member of staff must always be a positive role model for the children. This can be done by demonstrating the following behaviours:

- 1.1 by talking and listening to others with obvious interest
- 1.2 by communicating with positive body language
- 1.3 by being encouraging and enthusiastic
- 1.4 by praising and commending whenever this is appropriate
- 1.5 by using a measured tone of voice in a calm way
- 1.6 by being available and pro-active, helping others
- 1.7 by noticing when and where to intervene sensitively
- 1.8 by demonstrating good table manners when eating with the children

2.0 ENGAGING WITH CHILDREN

Each member of staff should engage positively with all children at all times.

- 2.1 Always use positive body language, smiling and nodding.
- 2.2 Talk and listen to children with respect, taking what they have to say seriously.
- 2.3 Ensure that children are called by their given or preferred name.
- 2.4 Go to the child to speak to them specifically.
- 2.5 Encourage and praise, commenting positively and specifically, avoiding a generic “good boy/girl”.
- 2.6 If writing a child’s name on any work ensure that it is spelt correctly; always encourage children to have a go at writing their own name first. Do not correct this but note their name on the back of the work if necessary.
- 2.7 Write in lower case letters with capital letters only when appropriate.
- 2.8 Remember that children are naturally inquisitive so let them investigate and find things out for themselves.
- 2.9 Remember it is often the process and not the product that is of value to children and therefore do not expect an end result.
- 2.10 Be proactive but sensitive to children’s needs without taking over.
- 2.11 Observe what it is the children are doing and anticipating what they might need next to extend an activity.
- 2.12 Intervene sensitively to provide a commentary about what is happening, introducing relevant new vocabulary to the children during their play.
- 2.13 Intervening sensitively to reinforce rules and routines in a meaningful context.
- 2.14 Intervene appropriately and in a timely fashion when frustration is shown or issues around health and safety are likely.
- 2.15 Stimulate children without constantly asking questions, but prompt appropriately.
- 2.16 When asking questions, make sure they are open ended, which will draw them into conversation.
- 2.17 Develop language awareness by using a mispronounced word or sentence correctly; never repeat any mispronounced or wrong words
- 2.18 When dealing with children with communication difficulties or who have English as an additional language:
 - 2.18.1 Face the child
 - 2.18.2 Use short, simple sentences
 - 2.18.3 Point to what is being talked about and repeat the key words
 - 2.18.4 Use a running commentary, using props, hand and facial gestures as visual prompts
 - 2.18.5 Reiterate key words
 - 2.18.6 Give children time to reply, do not interrupt them or finish their sentences for them and respond to any gestures or body language.



- 2.19 When dealing with children with Special Educational Needs or disabilities, encourage them to take an active part in all activities. Be sensitive to children's needs and do not assume because they are disabled that they are unable. (Refer to Inclusion Policy).
- 1.1 Remember that children are not bad; it is their behaviour that is inappropriate or challenging. Therefore it is the behaviour that is brought into question not the child. Never infer personal blame when a child demonstrates unacceptable behaviour.
- 2.20 No child should be humiliated in any way.
- 2.21 Never use bribery to manage a child's behaviour.
- 2.22 Never use or threaten physical punishment, such as smacking or shaking; any member of staff using such behaviour will be dismissed immediately.

3.0 WORKING PROFESSIONALLY

The following guidelines help develop a positive ethos at the pre-school, as staff engage with each other and other adults. As professional adults, staff must:

- 3.1 Provide a warm welcome to all who enter the pre-school.
- 3.2 Provide positive role models to colleagues and welcome all new members of staff.
- 3.3 Use a measured tone of voice and adopt a calm approach at all times.
- 3.4 Never humiliate another person.
- 3.5 Avoid talking about the children in a concerned or negative way when in their presence.
- 3.6 Work to consistent, clear, agreed, common goals.
- 3.7 Be sensitive to the needs of co-professionals and the general situation and environment at all times.
- 3.8 Have high expectations at all times, in what is done as well as what is expected from the children.
- 3.9 Challenge all unacceptable behaviour.
- 3.10 Avoid social chat with colleagues when on duty.
- 3.11 Ensure comments made in public are always positive and professional.
- 3.12 Demonstrate mutual respect and behave courteously at all times.
- 3.13 Have due sensitivity to the feelings of parents or carers, especially when discussing matters of concern relating to their child.
- 3.14 Remember that others might misinterpret one's actions, no matter how well intentioned they are.
- 3.15 Ensure that someone else always knows where each member of staff is; if engaged in a meeting, the door to the room should have a glass panel or be left ajar.
- 3.16 Keep notes of all formal meetings or discussions and confirm outcomes with all participants in writing as promptly as possible.
- 3.17 Follow and refer, as necessary, to all policies, especially the Safeguarding Policy and report all suspicions or allegations of abuse; and adhere to the guidance for physical touching and restraint.

4.0 WORKING AS PART OF A TEAM

When working within a team, staff should:

- 4.1 make sure that they know and understand what is expected of them and, if unsure, ask the supervisor or colleagues
- 4.2 be familiar with daily routines and refer to the curriculum plan
- 4.3 show respect for and consideration to fellow workers
- 4.4 never use inappropriate language
- 4.5 make themselves available to attend team meetings, in order to participate and contribute to the group's overall provision and curriculum
- 4.6 respect confidentiality at all times; situations arising in the group must only be discussed with relevant staff and at appropriate times.

5.0 INTERACTING WITH PARENTS

Parents are the first and most important educators of their children and therefore must be treated as such.

Staff should:

- 5.1 make parents feel welcome
- 5.2 value parents' opinions
- 5.3 allow time at the beginning and end of each session for parents to speak to key persons if they wish to
- 5.4 allow parents access to their child's records whilst encouraging them to give 24 hours' notice so all records can be brought up to date; at no time should they be allowed access to any other child's notes



- 5.5 encourage parents to openly appreciate their child's work
- 5.6 encourage parents to value the process rather than to expect an end product

6.0 MANAGING OR ATTENDING MEETINGS

When managing or attending meetings, staff should:

- 6.1 ensure that, when arranging a staff meeting, there are agreed start and finish times which make efficient use of limited staff time
- 6.2 circulate the agenda for any meeting at least a day in advance
- 6.3 arrive punctually at all staff meetings
- 6.4 ensure that, at staff meetings, all those present aim to keep to the business in hand and only make relevant contributions
- 6.5 listen to, respect and value the contributions made by colleagues to running of the pre-school
- 6.6 make use of 10 minutes, before the start of each session i.e. 8.50am and 12.35pm, for short, informal staff meetings to inform staff about which activity and areas of development are to be targeted that session and advise on any children that need targeting in a particular activity.

7.0 USING SOCIAL NETWORKS

Social media and communications technology is developing rapidly. These policy statements may become out of date but the purpose behind them should be honoured irrespective of the media or technology available.

- 7.1 It is inappropriate for staff to use social media to 'friend' children that attend or have attended the pre-school. Therefore no member of staff should accept social media 'friendship' requests from children who are or have been in the pre-school's care.
- 7.2 The pre-school would prefer staff not to indicate on social media that they work at this specific pre-school. This reduces the likelihood of children who are or were in the pre-school's care from making contact through social networking.
- 7.3 In addition, the following restrictions to use of social networking and profiles apply to all staff.
 - 7.3.1 Never refer to pre-school children by name.
 - 7.3.2 Never discuss the pre-school or any situation or incident that has arisen within the pre-school on a social network nor refer to organisational matters.
 - 7.3.3 Never use derogatory or offensive language about fellow colleagues or children.
 - 7.3.4 Never post images of themselves in inappropriate dress or situations, especially when it can be accessed by children and young people.
 - 7.3.5 Avoid publishing information which could identify where you live.
 - 7.3.6 Be alert to the way that personal information can be spread and accessed freely.

8.0 ELECTRONIC WORKING

- 8.1 For security reasons, staff should never have confidential pre-school information (including contact lists, names and personal details) on their personal computers or laptops or on memory sticks which are removed from the pre-school.
- 8.2 Staff should not create web-pages, contact lists or any other material relating to the pre-school on their own computers without the express permission of senior staff.

9.0 BABY SITTING

It is the pre-school's strict policy that current employees should never baby-sit or care for children who attend the pre-school in any setting away from the preschool for the following reasons.

- 9.1 There could be an actual or perceived conflict of interest if staff members baby-sit a child currently attending the pre-school.
- 9.2 The member of staff who is babysitting may be accompanied by another adult and the pre-school cannot guarantee that they will have relevant Disclosure and Barring Service clearance and be suitable to care for or be with children unsupervised.
- 9.3 Baby-sitting a child away from the pre-school could lead to that child being treated differently or without appropriate impartiality; it is important that all families and children are treated equally.
- 9.4 Confidentiality may be compromised.
- 9.5 Health and safety standards may not meet the standards expected by the pre-school.
- 9.6 Allegations made against a babysitter, working in a setting other than the pre-school with regards to a child who attends the pre-school, would fall outside the disciplinary scope of the pre-school and yet would still compromise the effective working of the pre-school.



- 9.7 The ONLY exception to Section 9 of this policy is when a member of staff is a parent or close family member of a child who attends the pre-school. In this situation, the member of staff is expected to inform the manager of the setting if or when children from the setting attend the house of the child in a social capacity so that as much transparency of circumstance is maintained as possible.

10.0 PREPARATION AND MAINTENANCE OF AREAS AND RESOURCES

Staff should:

- 10.1 ensure all areas are prepared and ready before the children come into the pre-school
- 10.2 ensure that all staff are in their timetabled area at least three minutes before the session is due to start, to provide a positive warm welcome for the children
- 10.3 ensure that a senior member of staff is at the door to help those entering the pre-school to feel that they have been expected and are welcome
- 10.4 note, when setting up or clearing away, any resources which are damaged or have pieces missing and report these to the manager
- 10.5 note and report to the manager any defective furniture or fittings, in order to minimise any danger or risk to any one working in the setting

11.0 SELF-DISCIPLINE

Staff have a personal and professional responsibility to behave with appropriate self-discipline, conforming to the laws of the land and accepted moral code. In addition, the following points must be adhered to. Members of staff must never:

- 11.1 engage in sexual activity with a young person (even if they are over 18) whom they have met through their duties within the organisation; this would be an abuse of trust
- 11.2 invite a child home or arrange to see them outside the pre-school's set hours
- 11.3 give out personal contact details or contact children unnecessarily outside activity hours
- 11.4 give a child gifts personally; any appropriate gifts, such as token birthday gifts, should come from the organisation
- 11.5 accept gifts from children unless they are small token-gifts appropriate to a celebration; all gifts received must be reported to the manager
- 11.6 lend or borrow any money or property
- 11.7 be drawn into inappropriate attention-seeking behaviour
- 11.8 make suggestive or derogatory remarks or gestures in front of children
- 11.9 jump to conclusions about others without checking facts
- 11.10 either exaggerate or trivialise child abuse issues
- 11.11 show favouritism to any individual
- 11.12 rely on their good name or that of the pre-school as protection
- 11.13 take a chance when common sense, policy or practice suggests another more prudent approach
- 11.14 allow or tolerate abusive peer-activities e.g. initiation ceremonies, bullying or horse-play.

12.0 STAFF HARASSMENT or BULLYING

If a member of staff feels that they are being harassed or bullied by another member of staff, the following action should be taken:

- 12.1 challenge the bully and explain what is found to be offensive
- 12.2 insist that the behaviour stops
- 12.3 keep written records or times dates and places and the nature of the incident.
- 12.4 If the behaviour which is deemed offensive does not stop, the member of staff should refer the matter to the manager or, if it concerns the manager, to the Chair of Trustees.
- 12.5 It is then the responsibility of the manager of Chair of trustees to mediate by:
 - 12.5.1 talking to both parties
 - 12.5.2 explaining the detrimental effect on each other and others, including the children, when there is tension within the staff team
 - 12.5.3 setting out clear parameters for future interaction between the parties
 - 12.5.4 arranging for the situation to be monitored
 - 12.5.5 determining a date in the future (no later than a fortnight, initially) when the situation will be reviewed
- 12.6 If harassment or bullying continues, this will be deemed a disciplinary matter and addressed in the following manner. This procedure will also be followed when a formal complaint is made against a member of staff. Unless the offender is the manager, this will be undertaken by the manager; if the offender is the manager, this will be undertaken by the Chair of trustees or any other member of staff appointed by the Chair for this purpose.



- 12.6.1 Obtain a formal statement from the alleged victim
 - 12.6.2 Obtain a formal statement from the alleged offender
 - 12.6.3 Gather personal evidence, written records, times, dates and the nature of the incident from any others concerned
 - 12.6.4 Gather statements from any witnesses
 - 12.6.5 Conduct appropriate enquiries, interviewing those concerned
 - 12.6.6 Give a first official warning if evidence is substantiated
 - 12.6.7 Where the matter is serious, it should be referred to trustees and an HR professional; a formal hearing may then be convened.
- 12.7 In the event that the offender is the Chair of Trustees, advice should be sought from the Local Authority or PLA. Matters may also be referred to Ofsted or A.C.A.S. (Advice Conciliation and Arbitration Service) on 0845 7474747 or contact their web site on acas.org.uk.

13.0 WHISTLE-BLOWING

The pre-school is committed to maintaining the highest possible standards of openness, reflective practice and accountability. In line with this commitment, it is expected that members of staff who have serious concerns about any aspect of the pre-school's work come forward and voice those concerns. Staff should refer to the separate whistle-blowing policy.

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Tel: 020 8405 4193 | Mobile: 07960 161429

Website: www.devsolution.co.uk/sherwood

Email: sherwoodpreschool1@gmail.com

Address: 7 Nottingham Road, South Croydon, CR2 6LN

