



Behaviour Leadership Policy

Pavilion Pre School (Aigburth) CIO uses effective behaviour leadership strategies to promote the welfare and enjoyment of children attending Pre School, Breakfast and After School Clubs. At Pavilion, we believe that every child is unique and that behaviour is a form of communication. Children are still developing the emotional, social, communication and self-regulation skills they need to manage their feelings, relationships and behaviour.

Our approach is therefore based on positive relationships, understanding, consistency, clear boundaries and teaching children the skills they need to manage their behaviour.

We do not view behaviour as simply something to be controlled. Instead, we seek to understand what a child is communicating through their behaviour and provide appropriate support, guidance and teaching.

Pre School

Our approach reflects the principles of the Early Years Foundation Stage (EYFS) and the Development Matters guidance, particularly the Personal, Social and Emotional Development (PSED) area of learning.

Development Matters highlights the importance of strong, warm and supportive relationships in helping children understand their feelings, develop positive relationships, manage emotions, persevere, wait and resolve conflicts peacefully.

The aims of our Behaviour and Positive Behaviour Leadership Policy are to:

- Create a safe, secure, nurturing and respectful environment for every child.
- Promote positive relationships between children, staff, families and visitors.
- Help children understand and express their feelings.
- Support children to develop self-regulation and emotional resilience.
- Teach children appropriate ways to communicate their needs and resolve conflicts.
- Establish clear, consistent and developmentally appropriate boundaries.
- Encourage children to make positive choices and understand the consequences of their actions.
- Recognise and celebrate positive behaviour and achievements.
- Understand the reasons behind behaviour rather than simply responding to the behaviour itself.
- Identify children who may require additional support at an early stage.



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- Work in partnership with parents and carers.
- Ensure that behaviour management is inclusive and takes account of each child's individual needs, development, communication, culture and circumstances.
- Ensure that all staff understand their responsibilities in promoting positive behaviour.

EYFS and Development Matters

Our behaviour practice is embedded within the EYFS, particularly Personal, Social and Emotional Development.

The EYFS recognises that children should be supported to:

- manage their emotions;
- develop a positive sense of self;
- develop confidence and independence;
- set themselves simple goals;
- persist when things become difficult;
- develop positive relationships;
- cooperate with others;
- understand and consider the feelings of others;
- resolve conflicts peacefully.

Development Matters describes self-regulation as including children's growing ability to regulate strong feelings, manage impulses, maintain attention, persevere and adapt their behaviour. Language development is particularly important in helping children to develop these skills.

We therefore recognise that self-regulation develops gradually and that young children need repeated opportunities, adult modelling, support and practice.

Development Matters is non-statutory guidance and is intended to support professional judgement rather than replace it.



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Our Understanding of Behaviour

We recognise that behaviour can communicate a child's:

- emotions;
- needs;
- wants;
- frustrations;
- fears or worries;
- sensory needs;
- communication difficulties;
- developmental stage;
- tiredness or hunger;
- need for connection or reassurance;
- difficulty understanding expectations;
- difficulty managing transitions or change;
- response to their environment or experiences.

A child may not yet have the language or emotional maturity to explain how they are feeling. Their behaviour may therefore communicate what they cannot yet express verbally.

Staff will ask:

"What is the child communicating through this behaviour?"

rather than simply:

"How do we stop this behaviour?"

This helps us to identify the underlying need and teach the child a more appropriate way of communicating.



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Positive Behaviour Leadership

Positive behaviour is everyone's responsibility.

The Leadership Team will:

- Establish a clear and consistent approach to behaviour across the setting.
- Ensure that this policy is implemented effectively.
- Ensure staff understand their responsibilities.
- Monitor patterns and trends in children's behaviour.
- Support staff with individual behaviour concerns.
- Ensure appropriate records are maintained.
- Work with parents and carers when additional support is required.
- Consider whether behaviour may indicate an underlying developmental, communication, sensory, emotional or safeguarding need.
- Ensure that appropriate referrals or specialist advice are sought where necessary.
- Review the effectiveness of behaviour strategies.
- Ensure staff receive appropriate training, support and professional development.
- Promote reflective practice and discussion around behaviour.

Leaders will ensure that behaviour is considered within the wider context of the child's development, wellbeing, relationships, environment and experiences.

Staff Responsibilities

All staff are expected to:

- Model calm, respectful and appropriate behaviour.
- Build positive and trusting relationships with children.
- Know the children in their care and understand their individual needs.
- Use positive language and clear expectations.
- Give children time to respond.
- Recognise and praise positive behaviour.
- Help children identify and name their emotions.
- Support children to develop strategies for managing strong feelings.



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- Encourage children to solve problems and resolve conflicts.
- Maintain consistent boundaries.
- Respond calmly and consistently to challenging behaviour.
- Avoid labelling children.
- Avoid humiliating, shaming or frightening children.
- Reflect on what may have contributed to a behaviour incident.
- Communicate appropriately with colleagues and parents.
- Record and report significant or recurring concerns.
- Seek support when they are unsure how best to respond.

Our Approach to Positive Behaviour

We use a positive, proactive and teaching-based approach.

Staff will:

Build relationships

Children are more likely to develop positive behaviour when they feel safe, secure, valued and understood.

Staff will develop warm and responsive relationships with children and ensure that children have access to a familiar and trusted adult.

Set clear expectations

Expectations will be:

- simple;
- realistic;
- age appropriate;
- consistently reinforced;
- communicated positively.



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For example, rather than saying:

"Don't run."

we may say:

"Walking feet inside, please."

Model appropriate behaviour

Adults will demonstrate:

- kindness;
- respect;
- patience;
- turn-taking;
- sharing;
- listening;
- appropriate language;
- problem-solving;
- managing emotions.

Notice positive behaviour

Staff will actively notice and acknowledge positive behaviour.

For example:

"I noticed you waited for your turn. That was very patient."

"You helped your friend when they were upset. That was kind."

This helps children understand what positive behaviour looks and feels like.



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Teach emotional vocabulary

Children will be supported to identify and name emotions such as:

- happy;
- sad;
- worried;
- angry;
- frustrated;
- excited;
- disappointed;
- nervous;
- calm.

Adults will model language such as:

"I can see that you are feeling frustrated because you wanted the toy."

Supporting Self-Regulation

Self-regulation is a developing skill rather than something that children are expected to have mastered.

We will provide children with opportunities to:

- recognise their emotions;
- talk about feelings;
- recognise emotions in others;
- wait and take turns;
- manage frustration;
- make choices;
- solve problems;
- concentrate and sustain attention;
- persevere when something is difficult;
- calm themselves with adult support;
- develop independence.

Children may need an adult to co-regulate with them before they are able to regulate themselves independently.



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Adults may support children by:

- remaining calm;
- reducing language when a child is highly distressed;
- offering reassurance;
- naming the emotion;
- giving the child time;
- providing a calm space;
- using visual prompts;
- offering appropriate choices;
- helping the child identify what might help them feel calm.

Responding to Challenging Behaviour

When behaviour becomes challenging, staff will remain calm and respond consistently.

Where appropriate, staff will:

1. Ensure everyone is safe.
2. Stay calm and regulate their own response.
3. Acknowledge the child's feelings.
4. Use simple and clear language.
5. State the boundary.
6. Offer an appropriate alternative.
7. Give the child time and space to respond.
8. Support the child to regulate.
9. Talk about what happened when the child is calm.
10. Help the child consider what they could do differently next time.

For example:

"I can see you are angry. I won't let you hit. Hitting hurts. You can tell me 'I'm angry' or we can find somewhere quiet to calm down."

The purpose is not to punish the child but to keep everyone safe and teach the child an appropriate alternative.



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Physical Aggression

If a child hits, kicks, bites, pushes, scratches or otherwise physically hurts another person, staff will:

- ensure the injured child is supported;
- calmly stop the behaviour where necessary;
- maintain the safety of all children;
- acknowledge the child's emotions;
- reinforce the boundary;
- avoid shaming or humiliating the child;
- help the child regulate;
- discuss the incident when the child is calm;
- support the child to repair the situation where developmentally appropriate;
- consider what may have triggered the behaviour;
- identify strategies to reduce the likelihood of recurrence.

We recognise that young children may not yet have the impulse control or communication skills required to manage strong emotions appropriately.

Conflict Between Children

Conflict is a normal part of children's social development.

Staff will support children to:

- communicate their feelings;
- listen to others;
- understand different perspectives;
- take turns;
- share resources;
- negotiate;
- solve problems;
- repair relationships.

Adults will not automatically intervene in every disagreement. Where appropriate, children will be given the opportunity to attempt to resolve conflicts themselves, with adult support when needed.



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Staff may say:

"You both want the same car. What could we do?"

or:

"How do you think your friend felt when that happened?"

This supports children to develop empathy, communication and problem-solving skills.

Supporting Children Who Regularly Display Challenging Behaviour

Where behaviour becomes persistent, frequent or has a significant impact on the child or others, staff will work with the child's key person, parents/carers and leadership team.

We will consider:

- What happens before the behaviour?
- What does the child appear to be communicating?
- What happens after the behaviour?
- Are there particular times, activities or situations when it occurs?
- Are there communication difficulties?
- Is the child struggling with transitions?
- Are there sensory considerations?
- Is the environment appropriate?
- Is the child experiencing frustration or anxiety?
- Are expectations developmentally appropriate?
- Does the child need additional support?
- Are there developmental or SEND considerations?
- Could there be an underlying safeguarding concern?

Where appropriate, an individual behaviour support plan may be developed.

This may include:

- identified triggers;
- early warning signs;



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- preventative strategies;
- agreed adult responses;
- communication strategies;
- regulation strategies;
- preferred activities;
- specific targets;
- review dates.

Inclusion and SEND

Our behaviour approach is inclusive.

We recognise that children with SEND, communication difficulties, developmental differences or other additional needs may communicate through behaviour in different ways.

Behaviour will not automatically be viewed as deliberate non-compliance.

Staff will consider whether reasonable adjustments are required, including:

- visual timetables;
- now-and-next boards;
- visual prompts;
- simplified language;
- additional processing time;
- sensory breaks;
- changes to the environment;
- additional adult support;
- predictable routines;
- targeted communication support.

Where appropriate, the SENCO will be involved.

We will work with parents/carers and relevant professionals to understand the child's needs and agree consistent strategies.



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Transitions

Transitions can be particularly challenging for young children.

Staff will support children by:

- preparing them in advance;
- using visual prompts;
- giving clear warnings;
- using songs or routines;
- providing additional support where necessary;
- acknowledging children's feelings;
- allowing appropriate processing time.

For example:

"Five more minutes and then we are going to tidy up."

followed by:

"Two more minutes, then tidy-up time."

Rewards and Recognition

We believe children should experience the intrinsic reward of being kind, helpful, successful and part of a positive community.

We will primarily use:

- specific praise;
- encouragement;
- positive feedback;
- celebration of effort;
- recognition of progress;
- opportunities for responsibility;
- positive communication with parents.

We will avoid over-reliance on rewards, prizes or competitive systems.



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Praise should be meaningful and specific rather than generic.

Instead of:

"Good boy."

we may say:

"You kept trying even when that was difficult. You showed real perseverance."

Consequences

Where a child makes an unsafe or inappropriate choice, staff will use natural and logical consequences where appropriate and developmentally suitable.

For example:

- If a child throws resources, the resource may be temporarily removed.
- If a child spills something deliberately, they may help clean it up with adult support.
- If a child hurts someone, they will be supported to recognise the impact and repair the relationship where appropriate.

Consequences will always be:

- proportionate;
- age appropriate;
- explained clearly;
- related to the behaviour;
- focused on learning rather than punishment.

What We Do Not Use

We do not use:

- physical punishment;
- smacking or hitting;
- shouting at children;
- threatening children;



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- humiliating or shaming children;
- ridicule or sarcasm;
- withholding food or drink;
- inappropriate isolation;
- intimidation;
- corporal punishment;
- collective punishment;
- punishment that prevents children from accessing learning or essential care.

Any physical intervention must only be used where necessary to prevent significant harm and must be consistent with safeguarding requirements and the setting's policies and procedures.

Working with Parents and Carers

Parents and carers are important partners in supporting children's behaviour.

We will:

- share positive achievements as well as concerns;
- listen to parents' knowledge of their child;
- discuss patterns or changes in behaviour;
- agree consistent strategies where appropriate;
- share relevant information sensitively and professionally;
- seek parental input when developing individual support plans.

We recognise that children may behave differently at home and in the setting.

We will therefore avoid making assumptions and will work collaboratively to understand the child's individual needs.

Recording and Monitoring

Significant or recurring behaviour concerns will be recorded appropriately.

Records may include:

- date and time;
- what happened before the incident;



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- what the behaviour was;
- what the child may have been communicating;
- adult response;
- outcome;
- patterns or triggers identified;
- actions taken.

Records will be factual and objective.

Staff will avoid subjective or judgemental language such as:

"He was naughty."

Instead, staff will record observable behaviour, for example:

"The child pushed another child when they were asked to wait for a turn."

Leaders will monitor records for patterns and consider whether changes to the environment, curriculum, staffing or support are required.

Safeguarding and Behaviour

Behaviour can sometimes indicate that a child may be experiencing difficulties, distress or a safeguarding concern.

Staff must remain alert to significant or unexplained changes in behaviour, particularly where these are accompanied by other concerns.

Any safeguarding concern must be reported immediately in accordance with the setting's Safeguarding and Child Protection Policy.

Behaviour must never be used as a reason to overlook a potential safeguarding concern.

The EYFS requires settings to support children's emotional wellbeing and behaviour appropriately and to maintain effective safeguarding arrangements.



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Curriculum and Behaviour

Positive behaviour is developed throughout our curriculum rather than through isolated behaviour lessons.

Opportunities are provided through:

- stories and books;
- role play;
- small-group activities;
- songs and rhymes;
- circle times;
- imaginative play;
- outdoor learning;
- cooperative games;
- everyday routines;
- conversations with adults;
- modelling by practitioners.

The curriculum supports children to develop the PSED skills they need to form relationships, manage emotions, communicate their needs and become increasingly independent.

Our curriculum is flexible and responsive, allowing staff to use children's interests, experiences and emerging needs as opportunities for teaching and supporting positive behaviour.

The Role of the Key Person

The key person plays an important role in supporting children's emotional wellbeing and behaviour.

They will:

- build a secure relationship with the child;
- know the child's interests and individual needs;
- understand the child's communication style;
- identify potential triggers;



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- support emotional regulation;
- communicate with parents/carers;
- contribute to observations and assessments;
- support individual behaviour strategies where necessary.

The EYFS places strong emphasis on relationships and the key person approach in supporting children's wellbeing and development.

Leadership Monitoring and Review

The leadership team will regularly review:

- behaviour incidents;
- patterns of behaviour;
- individual support plans;
- staff responses;
- parent feedback;
- children's wellbeing;
- training needs;
- the effectiveness of the environment;
- inclusion and reasonable adjustments.

Leaders will use this information to identify areas for improvement and ensure that the setting's approach remains consistent, inclusive and developmentally appropriate.

Ofsted's inspection evidence base also highlights the importance of leaders ensuring that early years provision supports children's personal, social and emotional development and that children feel safe, secure, stimulated and happy.

Staff Training and Reflective Practice

All staff will be supported to understand the setting's approach to behaviour.

Training and professional development may include:

- PSED;
- self-regulation;



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- emotional development;
- positive behaviour support;
- communication and language;
- SEND;
- trauma-informed practice where appropriate;
- safeguarding;
- de-escalation;
- supporting children's emotional wellbeing.

Staff will be encouraged to reflect on their own practice and consider:

"What could we change about our environment, interactions or approach to support this child?"

Development Matters encourages practitioners to use professional judgement and understand children's individual developmental pathways rather than relying solely on age-related expectations.

At Pavilion Pre School (Aigburth) CIO, we believe:

- Every child can learn positive behaviour.
- Behaviour is communication.
- Relationships come first.
- Children need to be taught, not simply told, how to behave.
- Self-regulation develops over time.
- Adults must model the behaviour they expect from children.
- Boundaries should be clear, consistent and kind.
- Children should be supported to understand their emotions.
- We focus on repairing relationships rather than simply giving consequences.
- Every child deserves to feel safe, valued, respected and understood.



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Policy Statement

Our approach to behaviour is rooted in the belief that children learn best when they feel safe, secure, valued and connected.

We will maintain high expectations for children's behaviour while recognising that children are at different stages of development and require different levels of support.

Through strong relationships, consistent boundaries, positive adult modelling, appropriate challenge and carefully planned opportunities for social and emotional development, we aim to help every child develop the confidence, resilience, self-regulation and relationship skills they need for their future learning and wellbeing.

Relevant Guidance and Legislation

This policy should be read alongside:

- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers
- Development Matters: Non-statutory curriculum guidance for the EYFS
- Safeguarding Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Complaints Policy
- Staff Code of Conduct



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Breakfast and After School Clubs

At Pavilion Pre School (Aigburth) CIO we believe that every child attending our Breakfast Club and After School Club should feel safe, valued, respected, listened to and included.

We recognise that children attending wraparound care may arrive with different emotional needs depending on their experiences during the school day, their home circumstances, tiredness, hunger, friendships and individual needs.

Our approach to behaviour is therefore based on positive relationships, clear boundaries, consistency, respect and understanding.

We recognise that behaviour is often a form of communication. Rather than simply focusing on what a child has done, we seek to understand why the behaviour has occurred and what the child may be communicating.

Our aim is to help children develop the confidence, emotional understanding, self-regulation, resilience and social skills they need to manage their behaviour successfully.

Aims of the Policy

Our aims are to:

- Provide a safe, welcoming and inclusive environment.
- Promote positive relationships between children and adults.
- Establish clear and consistent expectations for behaviour.
- Support children to develop independence and responsibility.
- Encourage kindness, respect, cooperation and consideration for others.
- Support children to manage emotions and resolve disagreements appropriately.
- Recognise and celebrate positive behaviour.
- Provide appropriate support for children who find behaviour or emotional regulation difficult.
- Work in partnership with parents and carers.
- Ensure behaviour management is fair, consistent and age appropriate.



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- Consider individual children's developmental, emotional, communication and SEND needs.
- Maintain a strong focus on children's wellbeing and safeguarding.

EYFS and Development Matters

Where children attending our wraparound provision are within the Early Years Foundation Stage, our practice reflects the EYFS statutory framework and Development Matters guidance.

In particular, we support children's development in:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development.

Development Matters recognises the importance of supporting children to develop self-regulation, manage emotions, build positive relationships, persevere and resolve conflicts.

For children who have moved beyond the EYFS, we continue to apply the same principles of positive relationships, emotional wellbeing, respectful behaviour and appropriate support, while recognising their increasing maturity and independence.

Our expectations are therefore developmentally appropriate rather than based solely on age.

Understanding Behaviour in Wraparound Care

We recognise that children attending Breakfast Club and After School Club may behave differently from how they behave during the school day.

Children may arrive:

- tired;
- hungry;
- excited;
- unsettled;
- frustrated;



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- worried;
- overstimulated;
- emotionally drained following the school day;
- affected by friendship difficulties;
- affected by changes at home or school.

The transition from school to After School Club can be particularly significant.

Staff will therefore avoid making assumptions about a child's behaviour and will consider the wider context.

We will ask:

"What is this behaviour telling us?"

and:

"What support does this child need at this moment?"

Positive Behaviour Leadership

The leadership team is responsible for ensuring that a consistent approach to behaviour is maintained across Breakfast Club and After School Club.

Leaders will:

- Ensure staff understand and implement this policy.
- Provide clear expectations and procedures.
- Support staff in managing challenging behaviour.
- Monitor patterns of behaviour.
- Review incidents and identify recurring triggers.
- Work with parents and carers where concerns arise.
- Liaise appropriately with the child's school where necessary and appropriate.
- Ensure safeguarding concerns are dealt with in accordance with the setting's safeguarding procedures.
- Identify staff training and support needs.
- Ensure behaviour management remains inclusive.
- Review the effectiveness of behaviour strategies.



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Staff Responsibilities

All staff are expected to:

- Treat children with dignity, kindness and respect.
- Model calm and respectful behaviour.
- Build positive relationships with children.
- Know the individual children attending the club.
- Understand and respond appropriately to children's emotional needs.
- Set clear and consistent boundaries.
- Use positive language.
- Encourage children to make appropriate choices.
- Recognise and praise positive behaviour.
- Support children to resolve disagreements.
- Remain calm when behaviour is challenging.
- Avoid shouting, shaming or humiliating children.
- Record significant incidents appropriately.
- Communicate concerns to the leadership team.
- Work collaboratively with parents and carers.
- Seek additional support where necessary.

Our Behaviour Expectations

Our expectations are simple and appropriate for children attending the clubs.

We expect children to:

Be Kind

Treat others with kindness and consideration.

Be Respectful

Respect children, adults, equipment and the environment.

Be Safe

Make choices that keep themselves and others safe.



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Be Responsible

Look after their belongings and help to care for the club environment.

Be Inclusive

Include others in play and activities and avoid deliberately excluding or upsetting others.

Be Ready to Learn and Play

Follow reasonable instructions and participate positively in the activities available.

These expectations will be communicated positively and reinforced consistently.

Supporting Children to Make Positive Choices

Children will be encouraged to take increasing responsibility for their behaviour.

Staff will:

- Explain expectations clearly.
- Give children appropriate choices.
- Allow children time to think and respond.
- Encourage problem-solving.
- Discuss the impact of choices.
- Recognise effort and improvement.
- Encourage children to take responsibility for repairing situations.

For example:

"You have two choices. You can continue playing safely with the equipment, or you can choose another activity."

This helps children understand that they have choices while also understanding the boundaries within which those choices can be made.



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Positive Recognition

We believe positive behaviour should be noticed and recognised.

Staff will use:

- specific praise;
- encouragement;
- positive feedback;
- recognition of effort;
- opportunities for responsibility;
- celebration of kindness and helpfulness;
- positive communication with parents.

Praise will be specific and meaningful.

For example:

"I noticed that you included someone who was playing on their own. That was really thoughtful."

or:

"You were frustrated, but you talked to your friend instead of shouting. That was a positive choice."

Emotional Regulation

Children attending After School Club may have had a demanding day and may need additional support to regulate their emotions.

Staff will provide opportunities for children to:

- talk to a trusted adult;
- have quiet time;
- engage in physical activity;
- play independently;
- participate in creative activities;
- spend time outdoors;



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- use appropriate calming strategies;
- take a break from a busy activity when needed.

Children will not be expected to manage strong emotions independently if they require adult support.

Staff will model and teach appropriate strategies for managing feelings.

Conflict Between Children

Friendship difficulties and disagreements are a normal part of childhood.

Staff will support children to:

- explain what has happened;
- listen to each other;
- express their feelings appropriately;
- consider another person's perspective;
- negotiate;
- compromise;
- find solutions;
- repair relationships.

Where appropriate, staff may ask:

"What happened?"

"How did that make you feel?"

"How do you think they felt?"

"What could you do differently next time?"

Children will be supported to resolve disagreements rather than adults automatically deciding who is right or wrong.



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Bullying and Unkind Behaviour

We recognise the difference between an occasional disagreement and bullying.

Bullying may involve repeated behaviour intended to hurt, intimidate, exclude or upset another child.

We will take all reports of bullying seriously.

Where concerns arise, staff will:

- listen to the child;
- provide reassurance;
- establish what has happened;
- speak with relevant children;
- inform the leadership team;
- communicate with parents/carers where appropriate;
- monitor the situation;
- put appropriate support in place.

We will also support children who have displayed unkind or inappropriate behaviour to understand its impact and develop more appropriate ways of interacting.

Physical Aggression

If a child hits, kicks, bites, pushes, scratches or otherwise physically hurts another person, staff will:

1. Ensure everyone is safe.
2. Support any child who has been hurt.
3. Calmly intervene and stop the behaviour where necessary.
4. Use clear and appropriate language.
5. Support the child to regulate.
6. Discuss what happened once the child is calm.
7. Help the child understand the impact of their behaviour.
8. Support appropriate repair or reconciliation.
9. Consider what contributed to the incident.
10. Record the incident where required.



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11. Inform parents/carers where appropriate.

We recognise that behaviour may be linked to frustration, emotional regulation, communication difficulties, conflict or other underlying needs.

Challenging or Persistent Behaviour

Where behaviour becomes persistent, significant or has an impact on the safety or wellbeing of others, staff will work with the leadership team and parents/carers.

We will consider:

- What happened before the behaviour?
- Is there a pattern?
- Does the behaviour occur at a particular time?
- Is the child tired or hungry?
- Are there friendship difficulties?
- Is the child experiencing difficulties at school?
- Are there communication difficulties?
- Are there SEND considerations?
- Are there sensory needs?
- Are expectations appropriate?
- Is the environment contributing to the behaviour?
- Is the child experiencing emotional difficulties?
- Are there safeguarding concerns?

An individual support plan may be developed where appropriate.

Inclusion and SEND

We recognise that children with SEND may require additional support to understand expectations and regulate their emotions.

Staff will consider reasonable adjustments such as:

- visual prompts;
- clear routines;
- simplified instructions;



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- additional processing time;
- visual timetables;
- quiet spaces;
- sensory breaks;
- additional adult support;
- alternative ways of communicating;
- additional preparation for changes and transitions.

The SENCO and leadership team will be involved where appropriate.

We will work closely with parents/carers and relevant professionals to ensure that strategies are consistent and appropriate.

Transition from School to After School Club

We recognise that the transition from school into After School Club can be challenging.

Staff will provide:

- a warm welcome;
- predictable routines;
- opportunities to talk;
- time to settle;
- access to food and drink;
- opportunities for active and quiet play;
- appropriate choices.

Staff will be aware that some children may need time to decompress following the school day before engaging socially or participating in organised activities.

Breakfast Club

Breakfast Club provides an opportunity for children to begin the day in a calm and positive environment.

Staff will:

- welcome children warmly;



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- provide appropriate breakfast and drinks;
- encourage positive social interaction;
- support children to become increasingly independent;
- provide opportunities for quiet and active activities;
- encourage children to prepare positively for the school day.

Staff will recognise that some children may arrive tired or unsettled and will respond sensitively.

After School Club

After School Club provides children with opportunities to relax, socialise, play and participate in activities following the school day.

Our provision will include a balance of:

- child-led play;
- creative activities;
- outdoor play;
- physical activities;
- quiet activities;
- construction;
- imaginative play;
- games;
- reading;
- opportunities for social interaction.

Children will be encouraged to make appropriate choices within clear boundaries.

Consequences

Where behaviour does not meet our expectations, staff will use appropriate, logical and proportionate consequences.

For example:

- A child may be asked to stop using equipment if they are using it unsafely.



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- A child may be asked to move to another activity if their behaviour is disrupting others.
- A child may be supported to help repair or tidy something they have deliberately damaged or disrupted.
- A child may temporarily lose access to a particular activity where necessary for safety.

Consequences will always be:

- proportionate;
- age appropriate;
- related to the behaviour;
- explained clearly;
- focused on learning and responsibility.

Consequences will not be used to humiliate or shame children.

Unacceptable Behaviour

The following behaviours are not acceptable:

- Physical aggression.
- Deliberately hurting another person.
- Bullying.
- Threatening or intimidating others.
- Deliberate damage to property.
- Deliberate unsafe behaviour.
- Persistent abusive or discriminatory language.
- Deliberate exclusion of another child.
- Refusal to follow reasonable safety instructions where this places others at risk.

Where such behaviour occurs, staff will respond calmly and consistently.

Discriminatory Behaviour

We have a zero-tolerance approach to discriminatory behaviour.



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This includes behaviour or language relating to:

- race;
- ethnicity;
- religion or belief;
- disability;
- sex;
- gender;
- sexual orientation;
- family circumstances;
- appearance;
- culture;
- nationality.

Any concerns will be taken seriously, recorded appropriately and addressed in accordance with our safeguarding, equality and behaviour procedures.

Children will be supported to understand why discriminatory language or behaviour is unacceptable.

What We Do Not Use

We do not use:

- physical punishment;
- smacking or hitting;
- shouting at children;
- threatening behaviour;
- humiliation;
- ridicule;
- sarcasm intended to embarrass;
- withholding food or drink as punishment;
- inappropriate isolation;
- collective punishment;
- punitive practices that undermine children's dignity.

Any physical intervention must only be used when necessary to prevent significant harm and must follow the setting's safeguarding procedures and relevant guidance.



Behaviour Leadership Policy

Working with Parents and Carers

We recognise parents and carers as important partners.

We will communicate positively with parents about their child's experiences and achievements.

Where behaviour concerns arise, we will:

- discuss concerns sensitively;
- share factual information;
- listen to parents' views;
- seek to understand the wider context;
- agree appropriate strategies;
- monitor progress;
- review support where necessary.

We will avoid making assumptions about a child or their family.

Recording Behaviour Incidents

Significant incidents will be recorded appropriately.

Records should include:

- date and time;
- what happened;
- what happened immediately beforehand;
- the behaviour observed;
- staff response;
- outcome;
- any injury or safeguarding concern;
- follow-up action required.

Records should be factual and objective.



Behaviour Leadership Policy

For example:

Not:

"Tom was naughty and aggressive."

Instead:

"Tom became upset when asked to leave the construction area and pushed another child."

This allows staff to identify patterns and consider appropriate support.

Safeguarding

Behaviour can sometimes indicate that a child may be experiencing difficulties, distress or a safeguarding concern.

Staff must remain alert to:

- significant changes in behaviour;
- withdrawal;
- unusual aggression;
- anxiety or distress;
- changes in relationships;
- concerning comments;
- unexplained behaviour changes.

Any safeguarding concern must be reported immediately in accordance with the setting's Safeguarding and Child Protection Policy.

Behaviour should never be viewed in isolation where there may be a safeguarding concern.

Working with the School

Where appropriate and in accordance with information-sharing requirements, the setting may work with the child's school to support consistent approaches.



Behaviour Leadership Policy

This may include sharing relevant information about:

- significant behaviour incidents;
- safeguarding concerns;
- friendship difficulties;
- emotional wellbeing;
- strategies that are effective for the child.

Information will only be shared appropriately and in accordance with confidentiality, safeguarding and data protection requirements.

Leadership Monitoring

The leadership team will monitor:

- behaviour incidents;
- recurring patterns;
- individual children's needs;
- times or activities when incidents occur;
- staff responses;
- parent feedback;
- children's wellbeing;
- inclusion;
- staff training needs.

This information will be used to identify whether changes are required to:

- routines;
- staffing;
- activities;
- the environment;
- individual support;
- communication with families.



Behaviour Leadership Policy

Staff Training and Reflection

Staff will receive appropriate support and training in:

- positive behaviour management;
- emotional wellbeing;
- self-regulation;
- communication;
- SEND;
- safeguarding;
- conflict resolution;
- de-escalation;
- positive relationships.

Staff will be encouraged to reflect on their practice.

Following a significant incident, staff may consider:

What happened?

Why might it have happened?

What was the child communicating?

How did we respond?

What worked?

What could we do differently next time?

Does the child need additional support?

Our Behaviour Principles

At Pavilion Pre School (Aigburth) CIO, we believe:

- Every child deserves to feel safe, respected and valued.
- Behaviour is communication.



Behaviour Leadership Policy

- Relationships are central to positive behaviour.
- Children need support and teaching to develop self-regulation.
- Clear boundaries help children feel safe.
- Adults should model the behaviour they expect from children.
- Children should be given opportunities to make positive choices.
- Conflict can provide opportunities for learning.
- We focus on repairing relationships rather than simply punishing behaviour.
- Children's individual needs must be considered.
- Positive behaviour should be noticed, recognised and encouraged.

Policy Statement

Our Breakfast Club and After School Club provide a safe, welcoming and nurturing environment where children can relax, play, socialise and develop their independence.

We recognise that children attending wraparound care may have different emotional and behavioural needs at different points in the day.

Our approach combines clear expectations with warmth, understanding and consistency.

Through positive relationships, appropriate boundaries, adult modelling, opportunities for self-regulation and supportive responses to challenging behaviour, we aim to help children develop the skills they need to manage emotions, build positive relationships and make safe and respectful choices.

We will work in partnership with children, parents, carers, schools and relevant professionals to ensure that every child is supported to participate fully and positively in Breakfast Club and After School Club.

Related Policies

This policy should be read alongside:

- Safeguarding Policy
- Special Educational Needs and Disability Policy
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Behaviour Leadership Policy

- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Online Safety Policy
- Complaints Policy
- Staff Code of Conduct
- Missing Child Policy
- First Aid and Medication Policy

This policy was adopted in February 2022

It will be reviewed annually or as required.

Last updated: 07.10.26

Signed by Chair of Trustees:

Signed by Club Manager: