

Behaviour Management Policy – Promoting Positive Behaviour

This policy has been written following the guidance of:

- Statutory Framework for the Early Years Foundation Stage, 2024,
- Surrey Early Years Educational Effectiveness team guidance – Supporting the Social and Emotional Well-being of Children in Early Years Settings, Jan 2023
- The Therapeutic Forest Community Interest Company – accessed Aug 2023.

It is Bus Stop Pre-Schools aim to provide a positive, caring and stimulating environment, where children are encouraged to express themselves freely, creatively, to manage their own risk taking, to challenge their thinking and to support them to think about their actions and consequences. Bus Stop Pre-School believes that it is important to have firm and consistent rules and boundaries, within which children have the freedom to play. The Bus Stop team is consistent in ensuring the rules are adhered too, thus promoting the positive behaviour of children.

The Behaviour Management techniques discussed within this policy are also used during Forest School days and during Trips away from the Pre-School woodland site.

The Behaviour Management Officer is Kelly Haines. The Behaviour Management Officer is responsible for ensuring all adults understand the methods and intervention techniques that are used by Bus Stop Pre-School. The Behaviour Management Officer has attended appropriate Behaviour Management training and ensures this is shared with all staff members.

During the Induction process all staff members, volunteers and students are asked to read the Pre-Schools Behavioural Management Policy.

Promoting Positive Behaviour

Bus Stop Pre-School promotes positive behaviour in all children through using praise and positive reinforcement. For example, if a child has helped his peer, a staff member will praise the child and explain that their actions were kind.

Bell Tent classroom and woodland rules are used to promote positive behaviour within the environment. Children are encouraged to do 'Good sitting', 'Good waiting', 'Good listening' and to have 'Kind hands', 'Kind words', reminded to run only in the woodlands and to tidy away toys when they have finished playing. The Bell tent classroom and woodland rules are explained/demonstrated and role-modelled to every child during the settling in stage and continual support and reminders are given by staff members.

Forest School rules are used to promote positive behaviour and to support the children to keep safe in the woods. Children take part in safety talks and are encouraged to recall the rules supporting their understanding during each Forest School day.

Staff members work closely with children to ensure they share and negotiate with their peers. Sand timers are used in the Pre-School to encourage fair turn taking. The sand timer is used as a visual aid to the children, allowing them to take ownership of turn taking, waiting and negotiating.

Staff members watch, wait and stand back (when it is appropriate) giving children the opportunity to find solutions to disagreements with their peers for example, if a child has taken another child's toy, the adult will wait for the child whose toy has been taken to respond, before making the decision to step in to support the children. This approach is of course dependent upon the children's ages.

Staff members encourage children to understand the consequences of their behaviour, for example if a child has hit another child the adult will encourage the child to think about how their peer may be feeling. Staff members will encourage children to feel confident to tell adults if they are upset because of others actions.

Staff members use praise to highlight good behaviour even when an individual child's behaviour has previously been unwanted behaviour. This supports a child to understand that when they demonstrate positive behaviour, they will then receive positive reinforcement from the adults.

Staff members act as children's role models for positive behaviour. Staff members are calm and patient, as children imitate others behaviour, particularly adults. Staff members use encouragement and praise to reinforce good behaviour and explain in an age appropriate way what is acceptable behaviour and what is not, for example with very young children, distraction is a good strategy which focuses their attention on to something else.

Staff members consult with children when deciding rules/boundaries for the Pre-School/activities/Forest School rules/boundaries. Rules are clearly displayed ensuring they can be easily referred too by children/adults and encourage children to learn to take responsibility of their actions and their environment. Rules and boundaries are reviewed annually with the children, unless an incident occurs which requires immediate updating and discussion.

Bus Stop Pre-School provides children with a large range of activities and equipment offering children challenging opportunities and ensuring there is adequate amount of resources for children to use.

Understanding Children's Behaviour - Theories/Philosophies and Approaches used to promote positive behaviour

At Bus Stop Pre-School we understand that children's behaviour can be affected by many different factors, for example, Social, Biological, Environmental, Cognitive development and Self-esteem. As a team we are mindful to these factors and understand the importance of recognising when a child's behaviour has changed. Below are several theories and approaches used at Bus Stop to support and understand children's behaviour.

Supporting children to regulate their Emotions

At Bus Stop Pre-School we understand the importance of validating children's emotions and helping them to regulate their emotions. Below are two examples of techniques used:

1. Square Breathing - This technique is used when a child becomes overwhelmed by their emotions and they lose control of their breathing. We encourage a child to visualise a square and with our finger we draw a square, taking a slow deep breathe in as each side is drawn. This technique helps them re-regulate their breathing, calming them down, so they are ready to explain how they feel.
2. Validating children's Emotions - We use this technique when children become overwhelmed by an emotion and struggle to voice why they are feeling in this way. For example, a child who is angry and shouting, a staff member will calmly say "I can see that you are cross, but you should not shout at me, you are making me feel sad...I wonder why you are feeling like this...were you angry because..."

By using and teaching children emotional vocabulary, but naming their emotions, it can support a child to process their emotions, they learn to understand them and this helps them become calm. (Therapeutic Forest School, 2023).

Ferre Laefer - 5 Levels of Involvement and Wellbeing

Bus Stop Pre-School has adopted the 5 Levels of Involvement and Wellbeing approach as created by Ferre Laefer, known as the Leuven Scales.

Involvement Scales:

- Level 1 Low Activity

- Level 2 A frequently interrupted activity
- Level 3 Mainly continuous activity
- Level 4 Continuous activity with intense moments
- Level 5 Sustained intense activity

(Detailed '5 Levels of Involvement' sheet is at the end of the policy).

Bus Stop Pre-School uses the 5 Levels approach when observing children at play, the Levels support staff members to understand when a child's play should be left uninterrupted and when a child may need an adult to guide and extend their learning.

Staff members use the 5 Levels as a guide when supporting individual children and groups of children at play enabling them to see if activities are engaging and interesting. If activities are engaging and interesting then this in turn can promote positive behaviour. The Levels of Involvement are used in all areas of the Outdoor and Indoor classrooms and at Forest School to inform the staff members if the activities/areas need to be altered or changed completely.

Well-Being Scales:

Level 1 Extremely Low - In an extreme low state of emotional well-being, a child in obvious distress.

Level 2 Low - In a low state of emotional well-being. A child is uncomfortable in their atmosphere.

Level 3 Moderate - A child appears neither happy or sad, they are engaging in a task, but appear uninspired.

Level 4 High - Obviously happy child, they are content and explore their surroundings.

Level 5 Extremely high - A child is comfortable, at ease in their environment, fully engaged.

Bus Stop Pre-School uses the 5 Levels of Well-being to observe children's emotional wellbeing and this then enables staff members to support children's individual needs, promoting them to feel safe, supported and comfortable.

Schematic Play

At Bus Stop Pre-School we understand that children go through a stage of Schematic play, known as Schemas. A Schema is a stage of learning where a child repeats actions, concepts and ideas in their play. In our experience sometimes a child's Schema can be mistaken for unwanted behaviour, for example a child who throws equipment, may be viewed as misbehaving, however by taking time to understand a child's Schema, you can understand that this child is demonstrating a Trajectory schema and so provide them with appropriate activities to support their schema, for example throwing balls into a tyre. By understanding a child's Schema you can help a child become engaged in learning

and developing their thinking and knowledge. For more information about Schemas, please ask the Management team for an info sheet.

The 'ABCC' of Behaviour, 'Time In' and the 'Time Out' techniques have also been adopted by Bus Stop Pre-School to support staff members to support children's positive behaviour, to help support children to regulate their emotions and to reduce unwanted behaviour.

ABCC:

- **Antecedent**- what has led to this behaviour;
- **Behaviour**- what is the type of behaviour;
- **Consequences**- what are the consequences of this behaviour;
- **Communicative Function**- why the children might be doing the behaviour.

This approach can be used alongside the approaches detailed above, for example the 5 Levels of Involvement scale, if a child does not find an activity engaging or interesting they may become restless at the activity and or disruptive, thus the 5 Levels approach can be used to change the activity to meet the individual child's needs, thus engaging the child and promoting positive behaviour.

Time - In Approach:

This approach is used to help regulate a child's emotion, being with them, validating their emotions and helping them work through them. Please see the regulating emotions statement above.

Time - Out Technique:

The Time- Out technique is put into practice when a child regularly repeats unwanted behaviour and the behavioural approaches for supporting positive behaviour within this policy have been ineffective.

Time- Out Technique

The Time-Out technique can take place anywhere within the Pre-School ensuring the child has been moved away from the activity/or upset child.

- Step 1 - Give a child 2 chances to carry out the desired behaviour. After 2 chances the adult should explain the behaviour and reason for Time Out.
- Step 2 - Move child away from activity/group of children,
- Step 3 - Explain to the child why you have sat them in Time Out i.e. you are sitting in Time Out because you pushed Timmy. **Remember to use a firm and calm voice,**

- Step 4 - Child to sit in Time Out for 1 minute for every year of their life i.e. a 3 year old child must sit for 3 minutes.
- Step 5 - Once Time-Out is completed, the adult needs to ask the child "why have you been sat in Time Out?" Adult to also remind the child why they have been sat in Time Out i.e. you are sitting in Time Out because you pushed Timmy, how does Timmy feel that you pushed him?
- Step 6 - The child is encouraged to say sorry for their unwanted behaviour and to explain how they think their peer/adult might be feeling. The Time-Out technique is differentiated depending upon a child's age and development.

If a child gets up from Time Out, the adult must take them back and Time Out is started again. This is repeated until a child completes Time Out. **Remember to praise the child for good behaviour.**

Always running alongside the above approaches, the staff team will be in communication with a child's parents/carers and whereby the approaches above do not have the desired outcome, families can signposted to gain further support for example, by accessing a local Parenting Puzzle course or by completing an Early Help assessment.

Bullying and Corporal Punishment

Bullying is unacceptable behaviour and will not be tolerated from children, by members of staff, from parent/carers, students or from volunteers. Bullying can be in the form of inappropriate attitudes towards others and either emotional, verbal or physical. Please see Staff Hand Book and Parent Childcare Contract.

In the case of a child bullying, parents will be informed and strategies will be put in place. If unacceptable behaviour continues an action plan will be drawn up with parents/carers to manage the unacceptable behaviour. By developing successful partnerships with parents/carers Bus Stop Pre-School aims to be able to discuss with parents/carers the particular needs of their individual child. This will enable staff to share information and strategies when dealing with difficult behaviour and create joint decision making.

When working with parents / carers staff members will be sensitive when explaining the undesired behaviour and listen to their views. Staff members will be positive and not over play the behaviour and alarm parents/carers by suggesting their child is uncontrollable. Staff members will help parent /carers seek professional advice and work with parents/carers and outside agencies where appropriate.

In extreme cases of bullying or unacceptable behaviour a child will be excluded if it is felt that their behaviour was a danger to themselves or to other children/adults. This

would be decided after detailed discussions with the child's parents/carers and staff members and outside agencies.

In the case of a member of staff being bullied by another staff member, the Management team will follow the grievance procedure stated in the Employment terms and conditions. Please see Staff Members Contracts and Staff Handbook and Whistle Blowing policy. In the event that a member of staff reports being bullied by a parent/carer, student and or volunteer the Management team will seek advice from the Surrey Early Years Educational Effectiveness team.

Information regarding bullying and unacceptable behaviour will be kept confidential and only discussed with parents/carers and outside agencies involved. Staff members will avoid discussing issues regarding children's behaviour in front of the child, or parents/carers that are not directly involved. Regular parent/carer volunteers, students and volunteers visiting the setting are asked to sign a Confidentiality Agreement form agreeing to keep information they may hear or see during their visit confidential.

It is Bus Stop Pre-School's policy not to use words such as naughty, stupid and silly as these words create low self-esteem and a poor self-image. Bus Stop Pre-School does not humiliate, segregate, withhold food or use a naughty chair in the Pre-School in the management of children's behaviour as this can be detrimental to their self-esteem. Please see the Positive Interaction display located in the hallway.

Under no circumstances will any form of corporal punishment or the threat of it be used towards any child. During the Induction process for all staff/volunteers/students and staff working indirectly with children, it is clearly explained to them that corporal punishment must not be given. If a child's behaviour is challenging, strategies to distract and channel this unwanted behaviour will be used through positive reinforcement.

Physical Intervention

Physical intervention from adults may be appropriate in some circumstances for example if an adult is averting danger of personal injury and injury to the child or to another child or adult or to the damaging of property. Incidents will be recorded and parents/carer will sign their awareness of the incident on the Physical Incident sheet on the same day or when reasonably practicable. The Physical Incident sheet will be completed by an adult, this includes:

- Full name of child.
- Name of adult who used physical intervention.
- Previous intervention techniques used prior to the incident.
- Time, date and place.

- Circumstances of the incident.
- Factors that led to the incident.
- The nature of the physical intervention used.
- Full name of witnesses.
- Any injuries that may have occurred during the incident.
- Any further action taken.
- Space for parent/carers signature.

The Physical Incident sheet is stored in the Template file.

All children are different and may have different opinions and ideas. Each child will be encouraged through positive role modelling from staff to respect each others views. They will be encouraged to take turns and share fairly, be polite and have respect for others property.

Superhero, Popular Culture and Weapon Play

Bus Stop Pre-School believes in supporting the needs and interests of individual children and to provide them with an environment that respond to their interests, including those children interested in superhero, popular culture and weapon play.

Children who enjoy playing superhero, popular culture and weapon play are supported by staff members to remember that children that are not playing their game cannot be captured/blasted by a superhero/weapon, they are reminded that they must only play with the children wishing to play the game.

Early Help

In the event that it is felt a family may need wider multiagency support for their family, an Early Help Assessment form can be completed with the family with their permission. The Bus Stop Management team can also contact the Surrey Early Years Effectiveness Advisor for advice on how best to support a family.

Forest School Play Scheme

Forest School enables children to freely explore, take risks and investigate the environment around them. However, it is also important to ensure this is enjoyed in an environment where children understand they need to keep themselves safe and keep their peers safe by behaving appropriately.

Children that do not attend the Pre-School are able to book onto the Forest School Play Scheme and these children may not have experienced a Forest School session and may not be aware of the rules and boundaries set, thus it is Bus Stop Pre-Schools policy to ensure that before leaving to go to Forest School and whilst out in the woods, safety

rules and boundaries are clearly explained to all children (old/new) and understood by them. The children take part in the following discussions whilst at Forest School:

- Safety Circle:** Children and adults work together to think about dangers i.e. stranger danger and not eating flowers/fungus.
- Fire Square Safety:** Children are taught to move safely around the fire square.
- Tool and Equipment Safety:** Adults explain and demonstrate how to use tools safely.
- Counting Circle:** To check that our friends are not missing.
- Continual support from staff.

During Forest School Play Schemes if a child consistently does not follow the safety rules and it is felt their behaviour is a danger to themselves or to others whilst out at Forest School, the child's parent/carer will be contacted to collect them immediately. Parents/Carers are informed of this during the play scheme booking process.

Useful Resources and Website:

- Surrey County Council: www.surreycc.gov.uk
- ACAS (Advisory, Conciliation and Arbitration Service): www.acas.org.uk
- Statutory Framework for the Early Years Foundation Stage, 2021.
- Kidscape: Tel- 0207 730 3300, www.kidscape.org.uk (correct for Sept 2019).
- Directgov: www.direct.gov.uk
- Unicef: www.unicef.org
- Childline: www.childline.org
- Bullying Information: www.bullying.co.uk
- Managing Behaviour in the Early Years, by Janet Kay
- Book by Anna Ephgrave (2018) 'Planning in the Moment with Young Children - A practical guide for Early Years Practitioners and Parents', published by Routledge, London.
- Ferre Laever - 5 Levels of Engagement (Please see overleaf).
- Schema Sheet (Please see overleaf).
- www.learningjournals.co.uk - What is the Leuven Scale and how to use it.
- www.thetherapeuticforest.org

Links to Legislation:

- Children Act 1989 and 2004
- Conventions on the Rights of the Child, UNICEF 1989
- Data Protection Act 2018
- General Data Protection Regulations (GDPR) 2018

This policy was adopted September 2006 to be reviewed annually.

This policy was reviewed September 2024 to be reviewed September 2025.

Signed by Owner _____ Manager _____