



Busy Bees Preschool

## Section 5. Behaviour Management

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**Safeguarding and Welfare Requirements:** Supporting and understanding children's behaviour

Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

### 5.1 A Positive Approach to Behaviour

Every Child Matters-supporting the 5 outcomes  
Stay Safe  
Make a Positive Contribution



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### 5.1 A positive Approach to behaviour

#### Policy Statement & Aims

Our pre-school believes that children flourish best when their personal, social and emotional needs are met and there are clear and developmentally appropriate expectations for their behaviour.

Children should be free to play and learn without fear of being hurt or unfairly restricted by anyone else and develop an awareness of the views and feelings of other people. We aim to establish a consistent and positive approach across all age groups based on mutual respect and consideration for each other, staff, parents and children alike.

We understand that all behaviour is a form of communication. By understanding this all children shall have their individual needs met and the opportunity to reach their full potential. To achieve this our setting fully endorse the Five to Thrive – Attachment, Trauma and Resilience model-see appendix 1.

#### Procedures

- We have a Behaviour Management Team made up of management team and led by the Room Leaders. The team monitors behaviour across the pre-school with regular behaviour reviews typically each term to ensure our positive methods remain relevant and current to the children in our care. However, all staff have a responsibility to ensure that the Behaviour Policy is adhered to.
- We require the Behaviour Management team to:
  - keep up-to-date with legislation and research and thinking on handling children’s behaviour;
  - access relevant sources of expertise on handling children’s behaviour; and
  - check that all staff have relevant in-service training on managing children’s behaviour. We keep a record of staff attendance at this training.
  - Update the behaviour strategies used for individuals and groups of children as required following staff team discussion.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children’s ages and stages of development — for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school’s behaviour policy and its rules for behaviour.



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- We expect all members of the pre-school — children, parents, staff, volunteers and students — to keep to the guidelines, requiring these to be applied consistently.
- Maintaining positive behaviour is prioritised within the setting by engaging in regular team discussions regarding acceptable and unacceptable conduct with individual children or groups. Implementation of the rules for the children, known as *Things to Remember*, will be appropriate to the age of the child and dependent on what task or activity is being undertaken. These may need to be reinforced at various significant times of the day.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. We will consistently praise the good behaviour rather than concentrating on the negative.
- We are mindful that changes in a child's life may result in out-of-character behaviours being displayed, therefore we foster a culture of information sharing between home and preschool or speak to parents if changes are observed. Staff will use their professional curiosity to sensitively enquire about any changes that may impact a child's behaviour and wellbeing.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of — and respect — those used by members of the pre-school.

### A positive approach to behaviour at Busy Bees

#### The role of the adult

- Staff consistently serve as positive role models and work together to create a welcoming, approachable team environment.
- We sensitively praise and endorse desirable behaviour such as kindness, willingness to share, co-operation and consideration.
- We have realistic expectations of children and are consistent with our approach
- We help children share and take turns by using strategies like a visual sand timer, verbal negotiation, waiting boards, or alternative resources.
- We never force children to apologise but do point out how their actions have made others feel with the aim of developing empathy.
- We connect with children first, acknowledging their feelings and emotions before constructive help and support is given to resolve difficulties. Our key person system supports this.
- We give time and space where needed, sitting calmly with children to co-regulate.

#### Key Strategies

- Things to remember, the rules and boundaries of the setting, age appropriate for each room
- High scope – 6 steps to problem solving and resolving conflict
- 5 to thrive- a positive step by step process to support children's emotional wellbeing
- Tambourines and sand-timers are used to support the transitions of the day
- Visuals to support understanding and to reinforce rules, boundaries and routines
- Some undesirable behaviours are ignored, such as swearing, as to not to draw attention to them. However, if any behaviours become frequent or problematic or the language is explicit a meeting with parents will be arranged to discuss a joint approach to overcoming the issue.



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### Environmental factors

- We will carefully plan the layout of the room to ensure there are different zones to enable children to play and explore
- We endeavour to provide calm, cosy and neutral spaces free from visual noise.
- We provide quiet spaces for children to use if they feel overwhelmed or to help them calm down
- Our curriculum and routines encourage lots of physical play to meet the developmental needs of young children
- We ensure, wherever possible, that there are enough popular toys and resources and sufficient activities available so that children are engaged without the need for conflict over sharing and waiting for a turn

### Process of identifying and supporting behaviour needs

When children behave in unacceptable ways, either physically or verbally, we help them to see what was wrong and demonstrate ways of coping more appropriately. Adults will be aware that some kinds of behaviour may arise from a child who has special educational needs. The SENCO will support staff with individual strategies when dealing with children who have additional needs.

We acknowledge that all behaviour is communication and often the result of an unmet need or triggered by previous experiences. For this reason, we adopt a trauma informed approach which involves building positive relationships with all children.

In accordance with the EYFS, *'Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.'* We will never use any form of physical punishment, such as smacking, shouting or emotional blackmail. Children are never threatened with these. If staff members learn that someone has administered corporal punishment to a child or acted in a threatening manner, they are required to follow Safeguarding procedures for reporting.

### Step 1

- The setting manager, SENCO and other relevant staff members are knowledgeable with, and apply the procedure- Promoting positive behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCO/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a changes in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.



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- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment will be put in place.
- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

### Step 2

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If suitable and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN/additional support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents/carers of the victim of the behaviour and the parents/carers of the perpetrator will be informed. If it has been necessary to apply a physical intervention, we will follow the guidance as set out below. A record of any incidents are recorded, and parents/carers are asked to sign.
- Parents/carers will also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of their child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the IEP/action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Further incidents and positive intervention relating to unwanted/challenging behaviour by the child will be recorded to inform the review of the IEP/action plan in place.

### Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents/carers to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the EYIA, Early Years Inclusion Advisor. This process will help address most developmental or welfare concerns.

- If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures must be followed immediately.



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- Advice provided by external agencies will be incorporated into any Action Plan for the child and regular meetings held to review the child's progress.
- A Early Support Plan/One Plan assessment for the child will be initiated if it's felt that in the future the child's needs may meet the threshold for a statutory assessment to be carried out. The SENCO will then prepare all documentation in preparation for an Education Health and Care Assessment which may lead onto an Education, Health, and Care Plan.

### Use of physical intervention

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school manager/DSL and are recorded on an incident form.

Staff must do all they can to avoid using a physical intervention because this is not the most effective way of addressing children's behaviour. To offer protection to children a range of appropriate graded interventions, such as verbal intervention, listening to the child, being quiet and close to a child to help coregulate or distraction may be needed before physical intervention is applied.

However, there may be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. Physical intervention will then be used to restrict a child's movement to avoid the danger or damage. In most cases this can be applied using the adult's body gently, like a shield, and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use "reasonable force" to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this will be carried out by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

### Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. When there is a need for physical handling we will ensure, wherever possible, there is a staff member to witness the situation. The second person will offer any support required to both the child and staff member. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body



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- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened

### Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm staff will consider the following factors.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this were my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

We do not use techniques intended to single out and humiliate individual children. We never send children out of the room by themselves or use any kind of *naughty chair or time out*. If it is necessary to withdraw a child from a situation due to their own or other's safety, then an adult will stay with that child and when ready, discuss the behaviour and find strategies to change it by reinforcing the rules of the setting. This is called **Thinking time** and is only used as a last resort or to break a cycle of negative behaviour or when a child is overwhelmed.

In cases of serious misbehaviour, such as racial or other abuse towards other children or staff, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. All incidents will be discussed with parents as to any possible cause or reason for the behaviour and the child will be further observed in preschool.

We do not shout or raise our voices in a threatening way to respond to children's behaviour. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

### Supporting children under three

- When children under three behave in unkind ways we recognise that strategies need to be age appropriate and may differ from those used for older children.



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- We recognise that younger children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting and fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Feelings are always acknowledged and supported and the feelings of other children when incidents occur.
- If tantrums, biting or fighting are frequent we will try to find out the underlying cause by sharing our observations and discussing them with parents.
- We focus on ensuring a child's attachment figure in the Preschool, their Key Person, is building a strong relationship to provide security to the child.

### Rough and tumble play

Young children often engage in play that has an aggressive theme, such as superheroes and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and need addressing.

- We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard this as social play and not aggressive or problematic. If any child becomes upset or distressed by the play adults will support play and offer alternative ideas.
- We recognise that fantasy play that contains dramatic scenes such as blowing up and shooting, and that themes often refer to *goodies and baddies* and as such offer opportunities for us to explore concepts of right and wrong.
- We will tune into the content of the play, perhaps offering alternative strategies for heroes, making the most of *teachable moments* to encourage empathy and lateral thinking to explore alternative scenarios for conflict resolution.

### Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is categorised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a cognitive level where he or she is able to carry out premeditated intent to cause distress to another child.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children.
- we explain to the child doing the bullying why her/his behaviour is inappropriate.
- we give instant reassurance to the child or children who have been bullied.
- we help the child who has bullied to recognise the impact of their actions
- we make sure that children who bully receive praise when they display acceptable behaviour.
- we do not label children who bully.
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and



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- we recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express themselves in a negative way- so this is handled in a sensitive way with parents.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist they say sorry unless they show genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Further guidance [SEND code of practice: 0 to 25 years - GOV.UK](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)



## Appendix 1

### 5 to Thrive, a positive method to support children’s emotional wellbeing at Busy Bees. For more information go to [Five to Thrive - An attachment-based approach to positive parenting](#)

**Five to Thrive** is a sequence of relational activities that build healthy brains in young children and maintain healthy brain function throughout life. It is based on five key activities that are the building blocks of healthy communication and brain development.

This 5-step approach is used when children become emotionally overwhelmed in some way, having a tantrum or meltdown. It’s important to remember that when children are overwhelmed/very upset they do not have the capacity to also listen, so following this 5-step approach will help your child to re-regulate their emotion and at the end be able to listen to you.

What are the 'Five to Thrive' steps?		
Step	What's happening?	Importance for the brain
<b>RESPOND</b>	being emotionally available for someone	develops patterns in the brain for feeling safe and belonging
<b>ENGAGE</b>	close proximity between two people so nervous systems can match	develops patterns in the brain for connecting with others and trusting others
<b>RELAX</b>	supporting someone with attachment needs to relax	develops patterns in the brain for self-regulation
<b>PLAY</b>	processing the activity using positive non-verbal communication and stimulating the right brain	develops patterns in the brain for understanding and managing feelings
<b>TALK</b>	creating a narrative and stimulating the left brain	develops patterns in the brain for making sense of experience through the use of words and narrative