



Positive Behaviour Policy

“Young children behave best when they feel secure and valued and when they are aware of the routines and boundaries in the setting” – Hannah Mortimer 2004

At Bottesford Bunnies, we recognise the need to provide an environment that encourages everyone to be valued and accepted. Our wish is for each child to feel happy and to grow in confidence, whatever their needs. We encourage and support all children to develop friendly, helpful behaviour, respect each other and agree the rules and boundaries that will enable all children in our care to flourish and develop to their full potential, supporting the children’s learning about British Values – See our British Values Policy for further information.

One of the Early Years Foundation Stage (EYFS) (DfE 2025) prime areas is Personal, Social and Emotional development in which children are supported to manage their feelings and behaviour. The EYFS states,

“Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride” (DfE 2023)

For each child to value and respect themselves, other children and the environment around them we will:

- promote good behaviour, that can be shared by all cultures – this maybe a reward sticker (for being on the star) a reward chart, positive body language (i.e., smile, thumbs up etc), verbal praise, hug, ‘high five’, wow stars, educator special stickers etc.
- Demonstrate consistent praise.
- Show the children how to listen to and communicate with each other (educators’ modelling good behaviour)
- Promote sharing as enjoyable.
- Work in partnership with parents and carers keeping them informed of their child’s behaviour and offering advice and guidance when asked
- Provide positive role models, especially through the educators’ own conduct and actions.
- Allow each child/ children the opportunity to express their thoughts and feelings safely.
- Through workshops and training courses develop skills for rewarding positive behaviour as well as handling challenging behaviour in order to work consistently together to promote positive behaviour
- Explain to a child/ children that being unkind and hurting our friends is not accepted
- Not accept unacceptable behaviour – see Safeguarding policy (peer on peer abuse)
- Promote a child/ children’s differences and individual worth.
- Rules on display at all times and visual timetable when needed. Rules are spoken about at welcome times and why they are important.

At Bottesford Bunnies we have strategies and guidelines to follow if children display inappropriate or unacceptable behaviour, which are as follows:

- An appropriate look or reminder of acceptable behaviour or language
- Diverting of the child's attention or where possible anticipate situations.
- Explain to the child why their behaviour is unacceptable.
- Rules on display to remind children.
- A warning will be given, then if the behaviour continues the child will be removed from the activity for a short period of time and engaged in another activity through adult support.
- We will work in partnership with parents/ carer's ensuring a two-way flow of communication, this is done in a variety of ways, either face to face, in private, when necessary or via telephone.
- We will observe, assess and plan individual strategies to address behavioural issues with parents/ carer's, using the local authority behavioural tool (behaviour monitoring sheets)
- At all times, educators will use a firm but delicate approach.
- All educators' will be consistent in their approach for example: using phrases such as 'I need you to' and encourage the child to change their behaviour when running inside to walking etc.
- Educators' will not shout at a child unless they are in immediate danger (or another child is) and the shout is as a warning.
- Children will not be labelled naughty.
- When possible, a child who has hurt someone will be encouraged to say sorry, if they have that understanding. If this is not possible, they will be encouraged to give a cuddle better.
- Thinking time may be used using a visual sand timer of either 1 minute, 3 minutes or 5 minutes, depending on the child's age and understanding.
- Document consistent behavioural incidents, using a behaviour log, to see if there is a pattern of behaviour and put strategies in place to address this. Incidents against other children are logged and analysed for problem areas, conflicts between certain children etc
- We keep records (incident record) of any occasion where physical intervention is used and parents/ carer's must be informed on the same day or as soon as is reasonably practicable. These forms require witnessing and signing by Educator, Manager, Deputy Manager and parents/ carers.
- Any concerns about discipline, or a child's behaviour must be raised with the child's Key Person and Manager of the setting.

Expected behaviour whilst at Pre-School.

In order to promote and encourage positive behaviour, our strategies/boundaries and expectations for behaviour will be developmentally appropriate. We also give the children chance to voice their understanding of these 'rules'. These rules/boundaries are in the form of picture drawing and photographs. They are as follows,

- Sharing is caring.
- We have listening ears.
- We walk when we are inside.
- We say please and thank you.
- We wash our hands.
- We choose it, use it , put it away.

Rough & Tumble Play

At Bottesford Bunnies we believe in the positive impact that energetic and boisterous, rough and tumble play has on a child's overall development.

Rough and Tumble play provides children with valuable experiences which will aid the development of their communication and language skills, personal social and emotional development and physical development as they, use both verbal and non-verbal communication, learn to negotiate, take turns, wait, compromise, and also learn that sometimes they need to dominate play and sometimes they need to hold back.

Rough and Tumble play supports learning about the importance rules and boundaries and also about the effect of their actions on others, helping them to develop and understand empathy.

Rough and Tumble play is very energetic and physical and as such supports gross motor development and is also a good form of exercise for children.

At Bottesford Bunnies we support children in Rough and Tumble play both inside and outside by ensuring that the area is appropriate and safe for this type of play and that they are supervised at all times – visually and by listening to the play.

Educators constantly model positive behaviour and relationships. We discuss the rules and boundaries of play with the children and the importance of keeping themselves and their friends safe at all times so they can all have fun and enjoy themselves.

References to other policies

- British Values Policy
- Communication & Working in Partnerships Policy
- Complaints Policy
- Equality of Opportunities Policy
- Health, Safety, Welfare & Hygiene Policy
- Safeguarding Policy

This policy is also in line with EYFS (DfE 2017) and Every Child Matters – ‘Enjoying and Achieving’, ‘Economic Well-Being’, ‘Staying Safe’ and ‘Positive Contributions’.

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Reviewed/ Amended by:	Jayne Hutton (Manager), Owner and Practitioners Oct 2014
Next Review Date:	October 2015
Reviewed and updated by:	Clare Williams (Owner), Manager and Practitioners November 2015
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