



BROMSGROVE
INTERNATIONAL SCHOOL
THAILAND

BEHAVIOUR GUIDELINES

**BROMSGROVE
EARLY YEARS CAMPUS**

Behaviour guidelines

We are required to ensure the safety and well-being of all the EY children and staff and we take great pride in the children's behaviour. At BIST EY we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the wellbeing and welfare of others. It is important that all staff use these behaviour guidelines to support them in their teaching; to ensure that it is consistently and effectively used. This helps create a positive learning environment and allows the children to feel that they have been treated fairly.

Our aim at BIST EY is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately.

Staff will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- To treat problems when they occur in a fair, just and consistent manner
- Have a clear approach to behaviour that is consistent throughout BIST Early Years
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of expected and unexpected behaviour.

Good practice promotes positive behaviour:

We should:

- Organise the learning environment so that it has a positive impact on behaviour in terms of space, access to and choice of activities.
- Support children's self-esteem by enabling them to be successful in play experiences, empowering children to develop confidence and resilience. (Refer to: Development Matters in the Early Years Foundation Stage (EYFS) Personal Social and Emotional Development).
- Plan first hand experiences and challenges, appropriate to the development of children, which encourage sharing, negotiation and co-operation.
- Take a positive and consistent approach towards supporting children to display appropriate behaviour.
- Work in partnership with parents/carers.
- High ratios of adults to children and emphasis on attentive observation will ensure staff can often intervene to guide children before situations escalate.
- Through regular play and learning activities (including circle time, stories, role play, puppets) encourage children to express openly their feelings, likes and dislikes and help them to understand the consequences and effects of their behaviour on others.
- Support children to resolve conflicts with other children.
- Encourage, acknowledge and value appropriate behaviour in all interactions between children and staff as well as between staff, and between children.
- Ensure children are aware of expectations, routines and procedures.
- Encourage children to take responsibility for caring for others and their environment.
- Set, explain and maintain clear, reasonable and consistent limits in a calm manner so that children feel safe and secure in their play. Take the children's level of understanding into consideration.
- Use praise specifically related to children's actions or behaviours e.g. "good sitting"
- Demonstrate that the child is valued, even if the behaviour is inappropriate.
- Respond to and record significant inappropriate behaviour at the earliest opportunity.

Incentive Scheme

This behaviour guideline is to encourage BIST EY children to develop and show good behaviour.

- We use our **BIST Learner Profile** to reward children with Bromsgrove learner profile stickers and Dojo points. Certificates of achievement are presented for: Bronze 25 points, Silver 50 points, Gold 100 points and Platinum 150 points. We look to recognise children that are:
 1. You are **DETERMINED**
 2. You demonstrate **CURIOSITY**
 3. You are **INDEPENDENT**
 4. You demonstrate **KINDNESS**
 5. You are a **RISK-TAKER**
 6. You demonstrate **POSITIVITY**
 7. You are a **TEAM-PLAYER**
 8. You are **REFLECTIVE**
- We use our **BIST Learner Profile** to reward children with Bromsgrove learner profile stickers and Dojo points. Certificates of achievement are presented for: Bronze 25 points, Silver 50 points, Gold 100 points and Platinum 150 points. We look to recognise children that are:

Our procedures:

There will be times when children behave in an unexpected way and they need to be guided towards expected behaviour. It is part of growing up to learn the difference between right and wrong.

We define inappropriate behavior as any behaviour that:

- Interferes with children's learning, development and success at play; is harmful to the child, other children or adults; puts a child at high risk for later social problems or school failure.

This behaviour can be **direct** (e.g. hitting, pushing, biting, kicking) or **indirect** (e.g. teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums).

Problems or concerns will be communicated to care givers in an appropriate way, face to face at the collection time, a phone call or an email.

In some instances the following strategies may be used:

- **Redirect to another activity**
- **Talk to the child** – The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. The adult role is to be a helper in positive problem solving.
- **Thinking time** – 1 minute for every year of a child’s life will calculate the maximum thinking time for individual children. The child will then process the problem verbally with a staff member and any other concerned parties. An adult will stay close to any child who is upset/angry and needs private time to regain composure.
- **Discussion in groups** (circle time)
- **Communication home and meeting with parent/s**
- **Raise concerns with line manager & in staff meetings**
- **Record behaviour on school base**
- **Internal specialists/outside services** - When a pattern of behaviour persists that endangers self, others or property, or significantly disrupts learning, we will work with a child’s family to find solutions, up to and including referral to internal specialists or outside services. In the event that a satisfactory solution is not forthcoming, BIST may recommend that a child is placed in an alternative/specialist educational establishment.

Responsibility for implementation of behaviour guidelines:

The Head of Campus and Phase Leader will:

- Ensure all staff, including students and volunteers, do not use any form of physical punishment.
- Ensure all staff, including students and volunteers, know that no form of physical intervention is used unless restraint is necessary to prevent children from causing harm to themselves or to others. All such incidents should be recorded and reported to parents on the same day.
- Advise staff to always explain to the child that it is their behaviour that they are upset with and not the child.
- Ensure that all staff, including students and volunteers, when responding to unexpected behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- Actively promote high expectations of children’s behaviour within the setting.
- Ensure confidentiality is always kept and information regarding another child’s behaviour is not shared with other parents or members of the community.

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