



Behaviour management

At Little Crickets Forest School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to have set boundaries of behaviour for their own and others safety. Within the Forest School we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the program for promoting personal, social and emotional development.

We believe that children and adults flourish best in an established routine where they know what is expected of them and where children can play freely and learn without fear of being hurt or hindered by others. Our aim is for children to develop their own self-discipline and self-esteem and to be encouraged in a safe but relaxed and happy environment.

- At Little Crickets Forest School we require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Children will receive one-to-one adult support to discuss what is wrong and to work to resolve the problem or cause.
- During children's first couple of forest school sessions children will be shown our calm areas (yurt and designated sensory area outside). The children will be able to go to this place whenever they are feeling upset, annoyed, fed up or angered. This allows children time to take themselves out to emotionally calm down and self-regulate.
- We actively promote considerate behaviour such as kindness and respect.
- At forest school we encourage positive behaviour by focusing on activities that require sharing, negotiation and cooperation.
- We support each child in developing self-esteem, confidence and feelings of competence.

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- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We help young children develop prosocial behaviour, such as resolving conflict
- We support social skills through modelling behaviour
- Children and the forest school leader create a set of rules that are revisited during the beginning of each session.
- We teach children to follow simple instructions appropriate to their individual stage of development.
- Develop skills of concentration when involved in both self-initiated and adult-directed activities.
- We demonstrate good manners at all times.
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.

By having a Behaviour Management Policy, staff working at Little Crickets Forest School recognise that most children, at certain stages in their development, demonstrate behaviour that is generally considered negative. On occasion, children may demonstrate negative behaviour through physical responses such as biting or

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kicking, or may vocalise their displeasure, for example by swearing. Regardless of their behaviour, all staff are required to respond to children in a calm and positive manner.

When children behave in unwanted ways:

- Staff respond to unwanted behaviour in a manner, which matches the child's age, stage of development and behaviour.

Various strategies used include:

- Distraction and redirection to another area or activity
- Sharing timer
- Removal of toys/resources and eye contact made to give a verbal reason as to why behaviour is unwanted
- Restorative, for example asking child to address another child to help rebuild or give back resources
- 'Reflection' – Child to reflect on actions. This should be done with adult support. staff will get down to the child's eye level and explain what the child did and the consequences of that behaviour, for example another child has been hurt, something was unsafe etc. The staff will use visual prompts to help the child Reflection is intended to remove a child from a situation and then have time with an adult to address the behaviour.
- Positive re-enforcement to children in proximity displaying desired behaviour, this often prompts children to adjust their behaviour to gain praise.
- Staff will not raise their voices in a threatening way.
- Physical punishment such as smacking or shaking will never be used or threatened.
- Children should not be physically restrained, unless to prevent physical injury to children or adults and/or considerable damage to property. If physical restraint is required, this must be recorded and communicated to the DSL and Parents in detail.
- Parents will be informed if their child is unkind to others or if their child has been upset.
- Parents may be asked to meet with staff to discuss their child's behaviour.
- Confidential records of persistent negative behaviour should be kept, parents will be asked to read and sign any entries concerning their child.
- ABC (Action, Behaviour, Consequence) chats may be used to pinpoint behaviour triggers.

The Staff at Little Crickets Forest School recognise that on occasion, young children may be the victim or perpetrator of bullying. Although it is hoped that such situation will occur infrequently children do need their own time and space, and it is not always appropriate to expect a child to share and it is also important to acknowledge children's feelings and to help them understand how others might be feeling. However, children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. Bullying takes many forms, it may be physical, verbal or emotional, and it is the repeated behaviour that makes other people feel uncomfortable or threatened. Staff should ensure sensitivity in their management of any child who bullies another. They should ensure that the inappropriateness of the behaviour and that of the consequences are made clear, taking account of the child's

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maturity and level of understanding. Staff will receive support in developing positive strategies for responding to and managing children's behaviour from the Behaviour Management Designated Person, Abbie Reynolds. Opportunities to develop staff knowledge of effective behaviour management through staff meetings and attending relevant training will be identified and used. The designated member of staff for behaviour management will update their training and knowledge regularly.

General Rules:

- we never call a child 'naughty' or 'bad'
- It's the child's negative behaviour we may disapprove of, never the child

We strongly believe in positive reinforcement and will use any of the following strategies to encourage positive behaviour:

- Verbally – we use praise to motivate and encourage positive behaviour
- Special helpers
- Polly (Soft toy Forest School mascot) for sleepover
- Forest School rules
- Staff use different styles of voice (not raised voices)
- On the spot responsibilities
- Sharing timer up to max 5 minute