





Early Years Behaviour Policy

	Name	Signature	Date
Prepared by:	Karen Filiz		23.2.22
Checked and Reviewed by:	Sam Drake, Headteacher		9.3.22
Approved by:	Curriculum and Standards committee Name: Madhavan Raman (Chair)		9.3.22
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1. Principles

This policy refers to children in Nursery, Reception and Year 1. The document should be read alongside the whole school Behaviour Policy. At the centre of both are clearly defined rights, rules and responsibilities. We encourage mutual respect through a code of acceptable behaviour understood by everyone in the school. This policy is based on the following principles:

Respect: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the school environment including equipment and property.

Understanding and compassion: to help children understand other people's views and experiences and to be caring and tolerant towards others.

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff should demonstrate this behaviour in their actions.

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

Support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self- esteem.

We:

- never use raised voices or humiliation to manage behaviour;
- use developmentally appropriate strategies for managing behaviour;
- record incidents of inappropriate behaviour and liaise with parents where necessary;
- allow time for reflection of and resolutions to any negative behaviour with the class teacher or another key person.

2. Golden Rules

The whole school follows Jenny Mosley's Golden Rules which are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

There are slightly modified versions of the same rules for the playground and the Dining Hall.

To support these rules each class must spend time teaching these expectations and provide visual prompts to help children remember them, these could take the form of photographed prompts, e.g., children being kind or displaying good table manners. Unacceptable behaviour must always be addressed.

Staff should make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents and carers will join with us in partnership.

3. Praise and Rewards

A major aim of this policy is to encourage children to practise good behaviour by operating a system of praise and reward for all children. Rewards are given to praise children for acting responsibly and for following the Golden Rules.

Good behaviour is shared with parents through conversation, newsletters and displays.

Incentive stickers are available and in addition, adults should give verbal or written praise as often as possible.

Children are encouraged to display their achievements through class and school display areas.

Special awards for exceptional work, progress or behaviour may be awarded. Staff should write notes home, award certificates or special stickers. They could also inform a member of the Leadership Team who will do the same.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

‘Circle Time’ should be used to reinforce good behaviour or any issues arising from daily provision.

i. Examples of strategies to promote appropriate behaviour

Very young children display a range of behaviours, most of which are to be expected for their age and in particular when they are new to a school environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy-up time etc.

Intervention should be low key and may include one of the following:

- **Using a positive statement**, e.g. “if you want to throw something you could go outside and throw a ball”
- **Explaining any concerns**, e.g. “if you lean back on a chair like that you might fall over and get hurt”.
- **Giving choices**
- **Having a group discussion or circle time**, using visual prompts about appropriate behaviour
- Staff should deal with more challenging behaviour by:
- **Labelling the behaviour not the child**, e.g. saying “I don’t like it when” or “It’s not OK to”
- **Using non-confrontational language**, e.g. “When sand is thrown” not “When YOU throw sand”

Where behavioural difficulties continue, parent/carers should be invited into school to talk with relevant staff. By working together home and school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home.

4. Sanctions

Sadly, there will be times when children will not follow the Golden Rules. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline should generally be dealt with by the adults working in class, in a caring, supportive and fair manner, using the strategies outlined above. Children need to be made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. However, it is important that there is flexibility regarding the developmental age of the child, as far as these sanctions are concerned.

To be effective sanctions used must:

- be clearly defined
- be made clear to pupils as to why they are being applied
- incorporate what changes in behaviour, organisation and attitude are required to avoid future sanctions
- make a clear distinction between minor and major offences

There is a sliding scale of sanctions if rules are broken:

All classrooms have a display with a sun, a partially covered sun and a cloud. All children start every day with all of their name pegs on the sun. If a child makes a poor behaviour choice there is a defined procedure to help them follow the Golden Rules.



1. Gentle reminder of the Golden Rules, a look or gesture is often enough for this.
2. Firmer reminder, possibly leading the child to a change of activity
3. If this is deliberately ignored the child's name should be moved from the sun to the partially covered sun. The child should then be spoken to by an adult who will remind them of the Golden Rules, ensure that the child is focussed on a productive activity and that they know the appropriate way to behave.
4. Should inappropriate behaviour continue to persist, the child's name is moved to the cloud and they will have a time out from their current activity.
5. In the unlikely event of a child continuing to break the Golden Rules after this, they should be taken to the EYFS lead, or a member of the Leadership Team who will make sure that they miss some playtime for 'reflection time'. This will be recorded on CPOMS and will be reported to parents at the end of the day.

Each day provides a fresh start for the children; therefore if Golden Rules are not followed in a new day, the scale of sanctions should be followed from step one.

Serious misconduct such as bullying or behaviour, which is dangerous or can affect the wellbeing of others, should always be reported to the EYFS lead or a member of the Leadership Team as soon as possible.

Physical restraint should only be used to prevent a child from harming him or herself, other people or property, and the child told clearly that they will be restrained. Staff should not put themselves at risk and restraint should involve minimum force. A calm and measured approach to these situations is required.

Restraint should only be seen as an act of care and control and not as a threat or a punishment (see the school's Physical Intervention Policy).

When incidents of a serious nature occur, it is necessary for members of staff involved and any witnesses to make a detailed report of the incident as soon as possible. The report should be signed and dated.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents or carers may involve setting up an Individual Education Plan (IEP) or a behaviour support plan (BSP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support or assessment, (but only with the parent or carer's agreement).

5. Outdoor learning

In order to make best use of the space available class teachers should spend time at the beginning of each term explaining the Golden Rules in the playground and modeling how to play good playground games.

In order to ensure consistency, rewards and sanctions in the playground mirror those in the classroom. Praise and stickers should be given frequently in the playground, as in the classroom, with a reason given.

6. Biting

Many children go through stages in their development where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Temper tantrums are another form of behaviour that most children of a similar age of developmental stage go through. Happily, just as temper tantrums eventually diminish with age, so usually does biting.

The following procedures should be adhered to in the event of a child being bitten:

1. Comfort the bitten child and administer appropriate First Aid.
2. Explain to the biting child why biting is unacceptable, that it hurts the other child and show the mark or bruise.
3. Remove the biting child from the circumstances that provoked the biting for a short period of time.
4. Always inform the parents of the bitten child.
5. Inform the parents of the child that has bitten and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere.
6. Discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
7. Should a further incident occur the EYFS leader should be informed.

7. Parents and Carers

Parents and carers can help the implementation of this policy:

- by recognising that an effective behaviour policy requires close partnership between parents, teachers, support staff and children
- by discussing the Golden Rules with their child, emphasising their support and assisting when possible with their enforcement

- by attending parent's evenings, parent's functions and by developing informal contacts with school
- by knowing that learning and teaching cannot take place without firm boundaries
- by remembering that staff deal with behaviour problems patiently and positively

Meeting Record

A record should be kept on CPOMS when staff and parents/carers hold a discussion or conversation regarding details of a child's progress, behaviour or background necessary to the wellbeing of the child.

The person responsible for behaviour management issues in the EYFS is Karen Filiz (EYFS leader).

Appendix 1

“It is impossible to understand a person correctly unless one recognises the purpose of their behaviour....”
(Rudolph Dreikurs)

There are four main needs that children show through behaviour and it helps to consider the child's feelings which lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

The need for attention

Child feels: afraid of being abandoned.

Adult feels: frustrated, worn out, irritated by constant interruption, resentful of time spent.

Basic strategies: increase the amount of praise for appropriate behaviour; use distraction, ‘the look’ and praise; try to give time (one to one) with the target child.

The need for power

Child feels: insignificant. powerless,

Adult feels: challenged as an adult, angry, locked into a battle of wills.

Basic strategies: think through possible triggers and plan how you would react; avoid confrontation (positive rule reminders); respond to initial problem behaviour. Try not to get caught up in secondary behaviour; give choices – positive and negative; provide opportunities for the child to have age appropriate responsibilities

The need for revenge

Child feels: hurt and vengeful.

Adult feels: angry or shocked, hurt, disappointed by apparent lack of remorse.

Basic strategies: look for triggers for the behaviour; try to mask your feelings of hurt; do not be tempted to hurt back; help the child to feel listened to; be as fair as you can; give praise and encouragement when the child has been helpful and supportive.

The need to display inadequacy

Child feels: discouraged.

Adult feels: irritated by constant whining, inadequate to help, resentful of time spent.

Basic strategies: relax pressure; use hover support; agree non-verbal signals, e.g., thumbs up etc; praise and acknowledge effort; give lots of attention when the child is behaving appropriately; set small targets and record their successes visually.