



Bowhill Primary School

Early Years (Explore) Behaviour Policy

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Early Years Behaviour Policy

Rationale

We want the children in our school to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We can achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning.

- We believe that good behaviour has a positive effect on progress and learning.
- We believe that children who are treated with respect will learn how to offer that respect to others.
- We believe that we all have a responsibility to help children achieve a high level of positive behaviour and that best results come from working together with regular communication between home and school.

It is essential that there is consistency in dealing with behaviour throughout the Early Years (Reception and Year 1 classes- Explore Phase) and that this links with the methods used in the rest of the school. This policy was therefore written and agreed by all members of teaching and support staff within the Early Years.

Parental support is of crucial importance so parents/carers are made aware of the school's approach to promoting positive behaviour from the time their children enter school and parents are consulted about this policy.

Through both the hidden and taught curriculum we foster a sense of community and caring for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities. We have regular circle times to provide opportunities to develop themes such as friendship, thoughtfulness, sharing, and emotions. Children are given the opportunity and vocabulary to be able to discuss these topics, share their own experiences and identify times when they can help and support others. Children are encouraged to name different sensations in their bodies (i.e. feeling a bit wobbly, fizzy) and recognise how these sensations link to different emotions.

Aims

- To ensure that all children feel and are safe, secure and happy.
- To enable pupils to acquire and develop a range of social skills that will prepare them for life.
- To promote an appreciation of the needs of others and respect for their property.
- To fully involve parents in all aspects of their child's behaviour.
- To foster positive attitudes towards everyone with achievement at all levels being acknowledged and valued.
- To provide a stimulating, caring, purposeful learning environment throughout the Early Years where every child feels valued and is given the opportunity to achieve their full potential.
- To encourage independence, self-discipline and raise self-expectations so that children learn to accept responsibility for their own behaviour and learning.
- To ensure a clear and consistent approach to behaviour throughout the Early Years that is supported by children, staff, parents, governors and visitors.

- To continue to build upon the values of the school as laid out in the school's vision statement.
- To promote an atmosphere where children have good self-esteem and are equipped with the skills to form positive relationships.

Expectations

High but realistic standards of behaviour and positive attitudes are required of all children and adults. Staff work closely together to ensure that expectations are made clear to all children. This is done in a number of ways:

- Consistently noticing and praising positive behaviour;
- Making it clear that it is the behaviour which is unacceptable, not the child;
- Staff playing alongside children and modeling good behaviour;
- Demonstrating expected behaviour in all areas of the Early Years;
- The adults in the setting use 'Conflict Resolution' strategies to help children to develop ways to deal with any issues they may encounter (see appendix);
- The children are taught to recognise good behaviour in each other and are given opportunities to care for and help each other e.g. through their role as special helper;
- Teaching routines for certain activities (e.g. story time, snack times, tidying up, getting ready to go outside);
- Praising children in close proximity to those behaving inappropriately in order to reinforce appropriate behaviour and manage low level inappropriate behaviour;
- A quiet word or a look;
- We set relevant and meaningful class rules and develop an understanding of why we have them.
- Acting out difficult situations and posing questions to enable the children to decide the appropriate way to behave;
- Giving children suggestions as to how they may react to others or to certain issues;
- Prompting children to follow expectations and gradually reducing prompts;
- Considering the provision of sufficient resources and that children are encouraged and supported to stay on task by staff;

Staff responses to children are positive whenever possible. Our aim is to catch the child doing good things, to notice and reinforce positive behaviour. In the Early Years reinforcement and rewards are most effective when they are immediate.

- The child may be commended to other children and other staff members.
- A gem jar is placed in the classroom so that rewards can be instant. Gems can be awarded to children by any staff member recognising a significant development in learning, attitudes and behaviour. When the gem jar is full a class treat is awarded, reinforcing the importance of following class rules and working together to achieve this.
- Showing and celebrating work with others e.g. other Early Years teachers, parents, the Headteacher, children in other classes;
- Parents are encouraged to post on Class Dojo any 'wow moments'. These can be used to pass on any positive behaviour or steps in learning that may take place at home. The wow moments will be shared in class and celebrated with a gem in the jar.

How else do we promote positive behaviour?

- **Playground rules** are referred to regularly and displayed in the playground to promote positive play.
- **The Early Years Foundation Stage Curriculum and The Relationship and Health Education (RHE) Curriculum** are devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.

Consequences

Some children need extra support to enable them to behave appropriately. At all times we demonstrate a just and fair approach to regulating children's behaviour, endeavouring to build each child's self-esteem through praise and recognition of effort and appropriate behaviour. Additionally, we attempt to further every child's self-discipline by encouraging them to think for themselves, use their initiative and make responsible decisions (see 'Conflict Resolution' steps in Appendix 1).

If reminders of the appropriate ways to behave are ignored, there are occasions when consequences are required. These are only appropriate as a last resort and the child should first be given a clear understanding of the consequences of continuing with the behaviour. Consequences for young children must be immediate and short and at all times it is most important for staff to emphasise that it is the behaviour that they wish to improve to support to the child. There are a range of consequences that we use, depending on the severity of the situation.

School 'Smiley face' system in Explore

Early Years children are prepared for the school's box system which starts from Year 2 upwards by an age-appropriate smiley face system consisting of a yellow face, a green face and a blue star (with the word 'gem' written on it). All of the children's names are placed on the green face in small labels. This is where each child starts at the beginning of each learning session. The names can be moved to the blue star for any element of a positive and /or outstanding behaviour and the children (collectively) earn a gem to be placed into a jar. This is rewarded as a class treat when an agreed number of gems have been reached.

If children need a reminder of a behaviour, they are firstly given a verbal warning. If this is needed again, the name is moved to the yellow 'disappointed' straight face. Names are only moved with a clear explanation as to why the behaviour was inappropriate. If a child continues to make a poor choice, their name is placed on 'timeout' within the classroom and the child will be supported in a quiet space away from the rest of the class for 5 minutes. Any serious incidents (e.g. biting, fighting or hurting another child on purpose) and the child is not safe they will be moved to the Phase Leaders classroom. The expectation of future good behaviour is made clear and as soon as they are behaving appropriately they will be praised and their name will be moved back to the green smiley face.

In Early Years, should inappropriate behaviour persist or a serious incident take place, parents will be told at the end of the day, their support requested and a simple oral action plan put in place

which will be reviewed within a specified time. Where necessary the advice of the school's SENDCo is sought.

Outside the Classroom

Outside the classroom it is the responsibility of the adult present to maintain the Early Years Behaviour Policy ensuring that they use appropriate strategies for promoting positive behaviour as mentioned in the expectations above. If the behaviour continues, the child will be removed from the group for a short time by either sitting out or holding an adult's hand.

Partnership with parents/carers

If a child has a pattern of behaviour that causes concern, parents/carers will be informed as soon as possible in order for school and parents to work in partnership to promote positive behaviour. We will work with parents to plan support for their child's development and invite parents to contact their child's teacher if they have any concerns or worries relating to their children's development in the area of personal, social and emotional development.

Monitoring and evaluation

The Early Years Leader, Headteacher and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in the light of reflection or any feedback through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

Conclusion

At Bowhill Primary School our priority is to enable all children to achieve and learn. In school it is our belief that all children should be able to learn in an atmosphere which is both caring and protective. By promoting positive behaviour, we believe that we provide the conditions in which each child can achieve their full potential. Parents are informed of this policy when they first visit the school, through the prospectus and at the talk for new parents. By choosing to send their children to this school, parents agree to support us in our policy.

Appendix 1 Conflict Resolution Strategies

- Approach calmly and with an open mind
- Get down to child's level
- Acknowledge their feelings *'I can see you are angry/sad/upset/annoyed'*
- Gather information from both sides *'What's the problem?'*
- Restate the problem *'So, the problem is.....'*
- Find out what happened, listening calmly to both sides *'What happened?'*, *'Why/how did that happen?'*, *'How did that make you feel?'*, *'How would that make you feel?'*
- Ask for the solution and choose one together
- *'I wonder what we can do to solve the problem/help you feel better?'*, *'What could you do to help?'*
- Talk about the **behaviour** NOT the child. Think about wording, e.g., "you didn't use kind hands" rather than "your hands are not kind."
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g., modeling language to use
- Follow up *'Has that helped?'*, *'How do you feel now?'*, *'What could you do next time?'*