



Hayes Meadow Primary School Early Years Behaviour Foundation Stage policy

Our Ethos

At Hayes Meadow Primary School, we believe that all children and adults in our Early Years setting have the right to be treated with respect and to be in an environment which is calm and safe. We recognise 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.

Young children need time to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. We understand that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

This policy provides a range of strategies which can be used to promote positive behaviour as we aim to be consistent in our approach. However, we also recognise that each child is individual and develops in their own way and at their own rate. Therefore, we understand the need to be flexible when supporting individual children in our care. This policy takes into account guidance from *The Statutory Framework for the Early Years Foundation Stage 2017* which clearly outlines the roles and responsibilities for behaviour management in the early years setting. In addition, we use the *Early Years Outcomes* which supports practitioners in implementing the statutory requirements of the EYFS. It also provides a programme of work for promoting the personal, social and emotional development of our youngest children. We also ensure we promote *British Values*.

Aims

To encourage children to develop positive attitudes towards themselves and to learning.

To encourage children to show consideration for others and to exercise self-discipline.

To help to provide children with the skills to manage their own behaviour and to solve their own problems through talk.

To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the setting.

To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.

To work in partnership with parents in managing their child's behaviour both at home and at school or nursery.

The **Lead Person** responsible for Behaviour Management within the Early Years setting is **Nicola Morgan** (Foundation Stage Leader)

Framework for Promoting Positive Behaviour

At Hayes Meadow Primary School, we are dedicated to providing a warm and welcoming learning environment where all children can progress and experience success. Building positive relationships between parent, child and the key person is seen as a priority. On entry, staff gather information from parents/carers about children's interests, development and needs. In addition, staff also try to gather information from previous settings the child has attended. This information feeds into our planning to ensure activities provided meet the needs of all the children in our care.

Creating a framework for positive behaviour involves all aspects of the life of the Early Years setting.

Framework for Positive Behaviour

Consistent expectations of how children should behave.

Promoting positive and respectful relationships between staff, children and their parents.

Using positive language.

The organisation and routines of the setting.

Keeping Records

Consistent Expectations of how Children Should Behave

Rules that are just and fair are an important part of daily life for any community and set the parameters to protect us and to teach us right from wrong. The purpose of rules is to:

- Clarify expectations and create limitations and boundaries
- Teach appropriate behaviour
- Provide safety and security
- Protect rights and encourage responsibilities
- Underpin British Values of democracy, law, liberty, mutual respect and tolerance

At Hayes Meadow Primary School, we believe it is important to have clear, shared and consistent expectations with regards to appropriate behaviour. We have a whole school Behaviour Code.

Early Years staff use a range of strategies to promote positive behaviour.

Praise Children showing appropriate behaviour

If a child is displaying an unwanted behaviour, praise a child sitting close who is displaying the correct behaviour in a positive tone of voice. *For example, 'I like the way you are sitting with your hands in your lap.'*

State the positive

Aim to use positive language and focus on 'do' rather than 'don't'. For example, rather than stating 'No running,' staff should say, 'Walk inside, it is safer.' Instead of saying 'No, don't throw your toys,' you could say 'Let's put the toys in the box together.'

Offer a choice

Provide children with a choice can be empowering for the child. For example, if a child wants the same toy that another child is using, '.....has the orange car, you can have the blue or green one.' When going on a walk a child may be given the choice to; 'Hold my hand or go back to the classroom.'

Divert children's behaviour

It is important that staff intervene to prevent a situation becoming worse, especially if it could result in an aggressive attack taking place or a child hurting themselves or another child. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together.

Express feelings

In Early Years, we acknowledge that children can have strong and changing emotions. We encourage children to express themselves by providing the words children need to describe their feelings. E. g. 'You look very angry' or 'You don't look very happy, what's the matter?'

Assertiveness

In Early Years, we are keen to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child, we try to encourage the children to explain what they did not like. For example, *'Don't pull my hair, I don't like it.'* Or use 'I feel' statements. *'When you pull my hair I feel sad because you hurt me.'* Staff can also use 'I feel' statements. E. g. *'When you won't come when I call you, I feel sad because I have to come and get you.'* Children in the early stages of language acquisition can also say 'stop' and use a hand signal.

Explaining rules

There are times when children do not understand what is expected of them therefore Early Years staff should always strive to explain the reasons behind what is expected behaviour.

Promoting Positive and Respectful Relationships between Staff, Children and their Parents

At Hayes Meadow Primary School, we recognise that positive behaviour is built primarily on good relationships and communication. With this in mind, all staff:

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents.
- Build mutually respectful relationships with parents, ensuring we talk to parents about their child and keep them informed of significant incidents.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Avoid shouting or raising their voices in a threatening way.
- Are confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour.
- Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Will ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Are willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.
- Are aware that some kinds of behaviour may arise from a child's special needs and be sensitive towards this.

To maintain a positive learning environment, we believe that children's emotional needs must be met and supported. In Early Years, we make the most of any opportunity to

talk about feelings with children. This is achieved through both indirect and discreet teaching.

Small group time/Circle Time

These times can be used to talk to the children about their feelings or any problems they may have encountered. Early Years staff encourage all children to become involved in creative problem solving. Visual images, stories and puppets are used to support children in the early stages of language acquisition or who have English as an additional language. Children are provided with the opportunity to identify and discuss boundaries and why they are there.

Using Positive Language

At Hayes Meadow Primary School, we understand that positive feedback is the best and most effective way to promote positive behaviour and discourage inappropriate behaviour. This encourages the development of self-confidence and self-esteem.

Children need to know they are getting it right through staff using:

- Warm, positive body language and facial expression i.e. a smile
- Physical comfort if necessary i.e. a hug, holding a hand
- Warm tone of voice
- Praise and compliments
- Encouragement
- Attention
- Rewards and privileges e.g. stickers, special helper
- Specific praise e.g. *'Well done for picking up the Duplo. That's really helpful.'*

Organisation and Routines of the Setting

Routines and structures underpin a framework for good behaviour by allowing behaviours to become habits or 'just what we do.' They help to reinforce rules and create an opportunity to practise responsibilities and exercise rights. Furthermore, young children find routines safe and reassuring and are more likely to behave positively within a structure they feel comfortable with. It is therefore important that in Early Years we have consistent routines for the school day whilst allowing some flexibility for individual children's needs. Visual timetables and other symbols are used to support children's understanding of the daily routines. At the beginning of the year, parents are given an induction pack which explains the daily routines.

Supporting Transitions

Staff try to give children warning of any change to the daily routines. Any changes are explained to the children, and staff work closely to support those who may find transitions difficult. We try to allow children time to finish something when they are engrossed. We provide visual symbols as well as auditory aides to show what is happening next. Counting down or similar strategies such as tidy up music are also used to give children the opportunity to get ready for the next activity, session or change in routine. For example, *'When I get to ten, I want you to come and sit on the carpet.'*

Tidy up times

All of the children in Early Years are encouraged to put things away as they go along, before getting new things out. Children are given notice when it is nearly tidy-up time. *'When this timer is finished it will be tidy-up time,'* or *'It's five minutes until tidy-up time.'* Children are provided with a visual and auditory signal that it is tidy-up time such as; an instrument, song and sign. All children are encouraged to help during tidy-up sessions. Resources are clearly labelled to support children in becoming independent

learners. Children's constructions can be photographed to keep a record if they need to be cleared away. However, there will also be times when they can be kept to share with the class or parents.

Large Group times

Staff try to ensure group sessions meet children's different learning styles. This may include providing visual props, intonation or opportunities for movement and participation. We also use visual prompts to support the expectation of '*Good sitting,*' '*Good looking,*' '*Lips closed,*' '*Good Listening,*' and '*Good thinking*' (or Brain boxes switched on!)

Keeping Records

Staff should keep positive observations of children's personal, social and emotional development as part of their individual learning journey. However, when a child has hurt another child or displayed inappropriate behaviour, an **ABC behaviour incident sheet** should be completed and filed in the Behaviour Incident Folder.

This should include:

A - Antecedents (events that occurred before the incident took place).

B - Behaviour (what actually happened).

C - Consequence (what happened afterwards and how children are to be supported).

Parents should also be informed about the behaviour at the end of the session or as soon as is reasonably practical.

Class teachers should regularly monitor the behaviour records and highlight any concerns. If you have a concern about a child's behaviour, the following steps are taken:
Share concerns with colleagues.

Share concerns, strategies and plans with parents/carers.

State clearly what the behaviour is that concerns you.

State clearly what you would like to see the child do instead.

Agree strategies and monitor behaviour

If the behaviour persists, inform SENCo and draw up a Personal Education Plan

Review ILP with parents/carers.

Seek advice from outside agencies with parental consent if necessary

Where a child **continues** to display inappropriate behaviour staff should work in partnership with parents using observations and the incident records to establish an understanding of the cause. Parents may also be invited to meet with the SENCo and a Individual Learning Plan (ILP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important and any sanctions must be fair and consistently applied by all staff. If the situation continues to occur, Outside Agencies may be contacted to offer constructive, confidential advice with parental consent. If a child's behaviour causes injury to themselves or others a risk assessment may also need to be completed.

Procedures for Dealing with Inappropriate or Challenging Behaviour

Types of behaviour that are deemed inappropriate are as follows:

- Physical incidents: fighting and conflict, biting, kicking, hitting, pinching, hair pulling, scratching, tantrums, destructiveness
- Verbal incidents: swearing, racist or derogatory comments
- PSED incidents: unwillingness to share, uncooperative child, withdrawn or distressed child, superhero and gun play

- Bullying

Physical Incidents

Staff should always interrupt and stop any inappropriate physical behaviour calmly and firmly saying, 'No thank-you! We are kind to each other.' **Deal with any injuries first.** Use the **steps below** to support the children involved.

1. **Approach Calmly** - This will help to reassure children that things are under control and can be worked out to everybody's satisfaction.
2. **Acknowledge Feelings** - Children need to express their feelings before they can let go of them and think about possible solutions to the problem.
3. **Gather information** - Staff should be careful not to make assumptions or take sides.
4. **Restate the problem**
 - Say exactly what the problem is. Use words like *'so the problem is....'* Use the needs and information the children have described.

Be prepared to give follow-up support as needed

- When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like, *'So you're going toand you're going to.....'*
- Staff should help children begin to carry out their solution, making sure that no one remains upset. If necessary, repeat one or more steps until all the children return to their play.
- Acknowledge the children have solved their problem by saying words to the effect of *'You did it! You solved the problem!'* This helps to build children's confidence in their capabilities as problem solvers.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

Repeated incidents of physical harm

If a child continues to cause physical harm to others, the Lead Person responsible for Behaviour Management will work with the class teacher and the SENCo. Together with parents, they will decide the best course of action to take which may involve contacting outside agencies. Using the details from the completed ABC record sheets, an Individual Learning Plan (ILP) will be written to support the child's specific needs. (See Appendix)

Physical Intervention

At Hayes Meadow Primary School, we follow the statutory guidance set out in the Early Years Foundation Stage.

'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents/carers informed about it on the same day.'

Destructiveness

- Point out what has happened and reinforce expectations by saying, *'We look after our toys and books here.'*

- Encourage the child to clear up the mess or reconstruct a child's work that has been damaged.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

Verbal Incidents

- Staff should reinforce expectations by saying in a firm voice, '(Child's name) No thank-you! We don't use those words here.'
- Praise child's use of appropriate language.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

PSED Incidents

Sometimes, young children need time to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. We recognise that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

Unwillingness to share

- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Structure turn-taking by using a sand-timer.
- Praise children for being 'kind' when they willingly share equipment.
- Monitor behaviour.

Uncooperative child

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.
- Monitor behaviour

Withdrawn or Distressed Children

Staff should:

- Work closely with parents/carers and may need to 'resettle' the child
- Provide a visual timetable

Use symbols to help communicate with the child

- Provide a bag or basket of personal items.
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. using puppets or small world play.
- Provide lots of opportunities for fun and laughter.

Bullying

In Early Years, we follow the school's **Anti-Bullying Policy** which states:

At Hayes Meadow School we:

- Do not tolerate bullying
- Inform all parents of our policy before their child starts school
- Work towards the prevention of bullying through the planned SMSC sessions, circle time and class assemblies

- Deal with bullying as and when it occurs
- Support victims of bullying

Consequences and Sanctions

Consequences and sanctions are used as a last resort once the strategies outlined have not made a difference to a child's behaviour. At Hayes Meadow Primary School, we tell children ahead of time what will happen if they choose to behave in a particular way. Children can then make a choice about their behaviour. If a child continues to demonstrate inappropriate behaviour they are given a warning and thinking time. The adult might comment, 'This is a warning, I would like you to think about your behaviour. If you choose to kick another child, you will choose to miss 3 minutes of your play.' If the behaviour continues, the child could be shown a sad face and told to sit or walk with the adult for a set amount of time (e.g. 1 minute per year of age). The adult may say; 'I cannot let you hit/bite/kick.'

If a child continues to display inappropriate behaviour the next sanction would be to remove the child from the immediate environment and spend time in another area e.g. another room in the Early Years setting. On occasions, such as extreme violence or language, or persistent aggressive or disruptive behaviour, senior management should be consulted and parents informed.

Rewards and Incentives

Rewards and incentives also form an important part of our behaviour management. At Hayes Meadow we believe the purposes of rewarding children through a framework of incentives are as follows:

- To reinforce the values and standards of good behaviour as set out in our Behaviour Code
- To promote positive attitudes to the process of learning and relationships with others through praise and encouragement
- To reinforce standards of good work but also recognise the efforts that have been made
- To recognise 'non-academic' achievements

Framework for Rewards and Incentives

Natural Rewards

Words of praise, reassuring smiles and other forms of non - verbal communication are commonly seen and heard around the school.

Stickers

Class teachers award children with stickers for effort and achievement.

Certificates

Class teachers send out certificates to children who they feel have demonstrated good academic or social achievement.

Star of the Week

Each week a star pupil will be chosen by the class teacher for outstanding behaviour, effort or achievement or for their personal input into school e.g. courtesy, helpfulness, cheerfulness etc. Each star pupil will be awarded a badge which they will wear for the following week. The child will also take home the class bear or cuddly toy for the weekend.

Head teacher Award

Children may be sent to see the Head teacher to share examples of good academic or social achievements. They also receive a special Head teacher's reward (i.e. special sticker). This would be considered an extra-special award.

Inclusion

At Hayes Meadow Primary School, we believe in providing care and education which meets all children's needs. We are aware that some children may need additional support in managing their behaviour during their time in Early Years. Staff should actively encourage all children to play together and be aware of their different needs.

Strategies to support children with significantly delayed language skills

Children with significantly delayed language skills can become easily frustrated if they are unable to communicate their wants and needs.

Use gesture, body language and supplementary signing systems to aid understanding.

Visual materials should be used as much as possible.

Give simplified instructions using the child's name.

Pre-empt any outbursts.

Strategies to support behaviour in young autistic children

Aim to ensure routine, structure and predictability through the day. Use visual timetables and social stories.

Use the child's interests as rewards.

Find ways of using the child's interests to engage them in new learning experiences.

Provide the child with clear and consistent boundaries.

Strategies to support children with attention difficulties

Provide children with special responsibilities and encourage other children to see them in a positive light.

Practitioners encourage parents/carers to introduce clear routines at home.

Encourage the children to think positively about themselves by promoting positive self-talk. *'You sat really well today, how do you feel?'*

Use the child's name at the beginning of the sentence.

Check they have understood by asking them to repeat the instruction.

Procedures for Recording Behaviour Incidents

Filling in ABC Observation Record Sheets

- Record the date and time the behaviour took place
- Record where the behaviour took place
- Record what happened before (Antecedent)
- Record what happened (Behaviour)
- Record what happened afterwards (Consequence)
- Record which other children and/or adults were involved
- Write down observations immediately or as soon as possible after the event
- Be as objective and factual as possible
- Show only what happened, not your opinion
- Inform parents of the incident

