



Early Year's Behaviour Policy September 2017

The Head teacher, Mrs Griffiths and the Early Years phase leader, Mrs Coleman have overall responsibility for behaviour management in the Early Years. The Early years phase leader accesses training on a regular basis to keep up to date on relevant changes.

Rationale

Each child's personal, social and emotional development determines their learning in every other area. We believe that all members of our setting are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children.

We also believe that children should be free from humiliation and encouraged to learn from their mistakes. We believe that children should be; polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.

We believe adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes and ensure that children learn from them. We think that adults should be; understanding, caring, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstance. Corporal punishment will never be used or threatened to be used.

In EYFS positive behaviour is rewarded in the following ways:

- Pebbles in jar
- Stickers
- Praise cards
- Wow board
- Praise Pod tweets
- Parent's Proud cloud
- Weekly & Termly merit
- Headteacher's Postie award

Conflict Resolution – Disagreements do happen in early years. Part of our curriculum is to support them to resolve their conflicts in appropriate ways. This is a life skill. All members of the early year's team use the same strategies to support children to become independent in resolving their conflicts.

1. Staff encourage children to have a go at resolving the conflict for themselves. Children are reminded of strategies we used in circle time. E.g. 'Remember how the puppet sorted out their problem when they talked to each other'.
 2. Staff always get down to the children's level and diffuse any highly emotional situations. Children are reassured that they will each be listened to but not until they are speaking quietly.
 3. Staff use emotion photographs to help the children explain how they are feeling. Feelings are acknowledged and children are supported to use the appropriate language.
 4. Children are reminded to tell the truth and the staff reflect back the children's voices 'Let me see if I have got this right, you had the bear and she took it when you put it down'.
 5. Children are asked for possible solutions. Older children are encouraged to sit and talk to each other about what a good solution might be. If children are stuck staff refer back to solutions from circle time. *(Possible solutions include: give each other a hug, say sorry, 'write' a sorry note, draw a picture, go and do something together, tell each other how you feel, rub it better, get a tissue)*
 6. Children are supported if necessary to carry out the solution.
 7. Staff conclude by reminding children that we are all happy now and share the expectation that this will not happen again.
- If appropriate staff will use the whole scenario during circle time.

If a member of staff feels genuinely upset or angry they ask another member of staff to support the children.

If appropriate, staff will deploy team teach strategies. If team teach strategies are used parents will always be informed and asked to sign a record.

Circle times are rigorously planned and take place every two weeks throughout the year. Many of these are based on real examples. Puppets are used to role play these situations and children help to find solutions. During the first half term circle time is used to devise class rules. These rules are written in simple language and displayed throughout the setting. During circle time staff aim to enrich the children's emotional vocabulary. *Possible words to include: conflict, solution, resolve, problem, disagreement, worried, frightened, angry, lonely, scared, brave, proud, cross.*

In each of the Early year's classrooms there is a box of resources accessible to the children containing resources to support the children when they feel 'emotional'. These may include books, photographs, vocabulary to support our psed work, mirror, cushions. Children know that they can use this area if they need some quiet thinking time or need to sort out a problem with a friend.

Each early year's classroom has the same behaviour chart consisting of 3 levels: sunshine, cloud and thunder cloud. All children's names are on the sunshine. Children are made aware that it is good to be on the sunshine.

If a child breaks one of the classroom rules they are brought over to the rules and helped to read it. This is a warning and is nearly always enough to change the behaviour. If the child continues to break the rule their name is moved to the cloud. Children always have the chance to redeem themselves and are supported to change their behaviour and if necessary make the situation better.

It is our aim that the child's name should be moved back by the end of the session. If the behaviour continues they are moved to the thunder cloud. If a child's name is on the thunder cloud the incident is recorded and parents informed. If 2 incidents are recorded about the same child Mrs Griffiths will ask to speak to the parents.

If a child hurts another child they automatically move to the thunder cloud.

If necessary staff will seek support from school Senco and local authority services.