



Uffculme Primary School

Early Years Foundation Stage (EYFS) Behaviour Policy

Approved by The Local Governing Body on: 23.11.17

Next review date: November 2018

EYFS 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 Foundation Stage 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 Foundation Stage.

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 use the Social and Emotional Aspects of Learning (SEAL) materials, reinforced by 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 Foundation Stage 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 Foundation Stage 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 Foundation Stage;
- 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;
- The class develop their own rules through the Golden rule stories that are referred to regularly, particularly in relation to developing understanding of why we have these rules.
- Reminders of the rules and why we have them, and reinforcing learning about good behaviour (e.g. through Circle Time);
- 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 Foundation Stage reinforcement and rewards are most effective when they are immediate.

- The child may be commended to other children and other staff members;
- Stickers or house points are awarded to children throughout the week by any staff member recognising a significant development in learning, attitudes and behaviour.

A house chart is placed in the classroom so that rewards can be instant and the children earn certificates that they receive in assembly.

- **Star of the Day:** At the end of each day a child is selected to be 'Star of the Day.' The teacher tells the class why the child has been selected. The child then sits on the special 'star chair' for the duration of the next day.
- **Class Toys:** Each day two soft toys go home with children that show amazing learning in phonics and outstanding listening skills in class.
- **Class rewards (collecting 5/ 10 stars):** This is a group award for working as a team. The class work towards this by caring for each other, their classroom, being helpful etc. The class are then awarded with extra time on the bikes, playing with new games, extra time on the adventure playground etc.
- **Busy Bees:** This occurs later in the year when the children have settled into their learning. Busy Bees are awarded when children work towards their learning targets in class. They work to get ten busy bees in order to trade them in for an 'educational treat.'
- Showing and celebrating work with others e.g. other Foundation Stage teachers, parents, the Headteacher, children in other classes;
- Each term every parent is given a set of 'wow certificates' which they are encouraged to use to pass on any positive behaviour or steps in learning that may take place at home. These are returned to school where they are shared with the class and displayed.

How else do we promote positive behaviour?

- **Playground rules** are referred to regularly and displayed in the playground to promote positive play.
- **The Foundation Stage Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies** take place every week. A child, group or even the whole class are identified who have achieved particular success or demonstrated positive attitudes or behaviour. Their name is placed onto a learning leaf which is displayed in the school hall. All names are recorded termly and included in the children's half termly newsletters.

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 misdemeanour that they disapprove of not the child. There are a range of consequences that we use, depending on the severity of the situation.

School 'box' system

Reception children are introduced to the box system during their second term in Reception. Each classroom has a box system depicting a blue box for outstanding behavior, green for good which is where each child starts at the beginning of each learning session. There are then yellow, amber and red boxes which reflect the number of warnings in place and a child's name is moved through these boxes according to the behaviour that that has been observed. They are given an explanation as to why the behaviour was inappropriate and how their behaviour is making everyone feel (this is in line with the system used in KS1 and KS2). 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 box.

- However, if the inappropriate behaviour persists it will be made clear that there will be a consequence if they continue e.g. missing some play time/being asked to have some 'time out' away from the classroom/being removed to another classroom for a short time.
- If the child's behaviour is seriously disrupting the other children or threatening their safety (e.g. fighting or hurting another child on purpose) their name is placed directly onto the red box. The child is then sent out of the classroom for some 'time out' (max. 10 minutes).

If unacceptable behaviour is repeated and the above strategies have been ineffective then the Head Teacher may need to be involved. In Reception, 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 SENCo is sought.

When a pupil's behaviour cannot be modified by the school's procedures as outlined, the advice of outside agencies is sought e.g. Behaviour Improvement Team. Parents are informed and involved as soon as such action is being considered. The ultimate sanction used by the school is to exclude a pupil. This is always a last resort and rarely used.

Outside the Classroom

Outside the classroom it is the responsibility of the adult present to maintain the EYFS Behaviour Policy ensuring that they use appropriate strategies for promoting positive behaviour as mentioned in the expectations above. However, there are occasions when a child behaves inappropriately, in which case the following will take place:

- Any incident will be investigated using the 'Conflict Resolution' procedures and the

member of staff will express their disappointment appropriately giving an explanation of why the behaviour is not allowed and an expectation of future good behaviour made clear;

- If the behaviour continues, the child will be removed from the group for a short time by either sitting on a bench at the side of the playground or holding an adult's hand.

When the children return to the classroom it will be the responsibility of the member of staff involved (teacher/LSA) to inform class teachers of any incidents and they will decide whether further action is necessary. Further details are listed in Appendix 2.

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 Foundation Stage 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 Uffculme 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?'*

(NEVER silly or naughty girl/boy- criticise the **behaviour** NOT the child)

- 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?'*

Appendix 2: Outside classroom and break time guidelines

- During morning break times three staff members will be present. They should move around the playground so they are visible to the children and can see the entire playground.
- During outside classroom times staff members will interact, work with, play alongside, support and extend individuals and groups of children.
- For safety reasons, pupils are not allowed to play on the ramps or the steps.
- All minor accidents will be dealt with by the staff on duty following the guidelines outlined in the 'EYFS Behaviour Policy'.
- In the event of a major accident, duty staff should immediately send for help and stay with the child until it arrives (see Health and Safety policy for further details).
- At the end of the outside classroom session/break time a staff member should stand in the middle of the playground and put their hand into the air ensuring that all children are quiet and still. The children then line up to go inside. The staff on duty will ensure a safe and ordered entry into the classrooms.
- During wet playtimes, children will remain in their classrooms with a member of staff.