

Portland Spencer Academy

EYFS Behaviour Policy

The Local Governing Body of Portland Spencer Academy adopted this policy statement in **April 2020**

It will be reviewed no later than **April 2023**

Contents

1.1 Introduction	3
1.2 Equal Opportunities Statement	3
1.3 School Expectations	4
1.4 A Positive Behaviour Approach in EYFS	4
1.5 ASPIRE	5
1.6 Rewards	6
1.8 Strategies for dealing with different types of challenging behaviour	7
1.8 EYFS Mountain	8
1.9 Parents	8
2.0 Associated resources and references	8
Appendix 1- Conflict resolution steps	9
Appendix 2- Strategies for responding to challenging behaviours	10

1.1 Introduction

This policy is to be read in conjunction with the Behaviour and Anti-bullying Policy and the EYFS Policy. It is not an isolated policy, but one which recognises that the approach to behaviour taken in Early Years should be adapted to suit the children's stage and age. It is complimentary to the school's behaviour policy which builds on its principles to support children's transition as they move through school. Relationships underpin Portland's ethos. Here at Portland Spencer Academy, we aim to create a positive learning environment where all relationships are based on mutual respect. All members of our school community are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

Our policy sets out clearly and simply that successful behaviour management will focus upon consistently and frequently reinforcing positive behaviours that follows our ASPIRE pact and setting clear and consistently applied sanctions for those who make a choice not to follow our expectations. It has been written to provide support and guidance for all at Portland Spencer Academy with the expectation that it is applied consistently and fairly.

- To ensure appropriate language and behaviour throughout the school.
- To encourage and praise greater effort and motivation in both work and behaviour.
- To ensure a consistent whole school approach to discipline by all the staff in the school.
- To ensure that parents are informed and are aware of disciplinary procedures.
- To provide a system of rewards to encourage good behaviour.
- To ensure a safe, caring and happy environment.
- To promote good citizenship.
- To prevent bullying.

1.2 Equal Opportunities Statement

The staff and pupils are committed to Equal Opportunities in all aspects of their work. We will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language and sexual orientation. The school is committed to supporting and implementing the Equal Opportunities policy. The staff and pupils recognise the personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.

1.3 School expectations

Our ASPIRE pact (Figure 1) ensures we maintain a positive learning environment. It is displayed in classrooms and around the school. All adults within our school have a duty to model these behaviours. Pupils are expected at all times to follow this pact.

Members of the school community will work towards the school aims by:

- Displaying ASPIRE, the rewards and behaviour mountain in every classroom and ensuring that they are referred to regularly by staff and that pupils fully understand what they mean.
- Applying the Behaviour for Learning expectations, rewards and sanctions consistently and fairly.
- Developing and applying strategies to promote acceptable behaviours.
- Ensuring that teaching and learning are of a good or better standard and that lessons are well prepared for.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering a sense of belonging and pride in the school community.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working as a team to implement the policy and support and encourage each other.
- Rejecting bullying and harassment in any form.

1.4 A Positive Behaviour Approach in EYFS

The EYFS provision at Portland actively teaches, encourages and supports the skills needed for positive behaviour through the curriculum. Staff take a proactive positive approach, recognising that social, emotional and behavioural capacities develop at different rates and young children are just developing their self-regulatory skills. We recognise that all behaviour is communication which can be impacted by many things. The relationships we have with our children, together with the EYFS environment support our children in communicating in an appropriate way.

Positive behaviour is encouraged by praising and reinforcing the behaviour we want to see as well as by encouraging sharing and negotiation. They are encouraged to think about the effects of their behaviour on others.

We aim to encourage self-discipline, consideration for each other, our surroundings and property. By praising children and acknowledging their positive action and attitudes, we hope to ensure that children see that we value and respect them. All staff model the behaviour that they would expect from the children and are consistent in their approach to the management of behaviour. Appropriate limits are set for children and maintained consistently by adults. We also provide opportunities for children to learn how to interpret their feelings, by listening to them and offering the necessary support that will enable them to verbalise their own frustrations, hurts and disappointments.

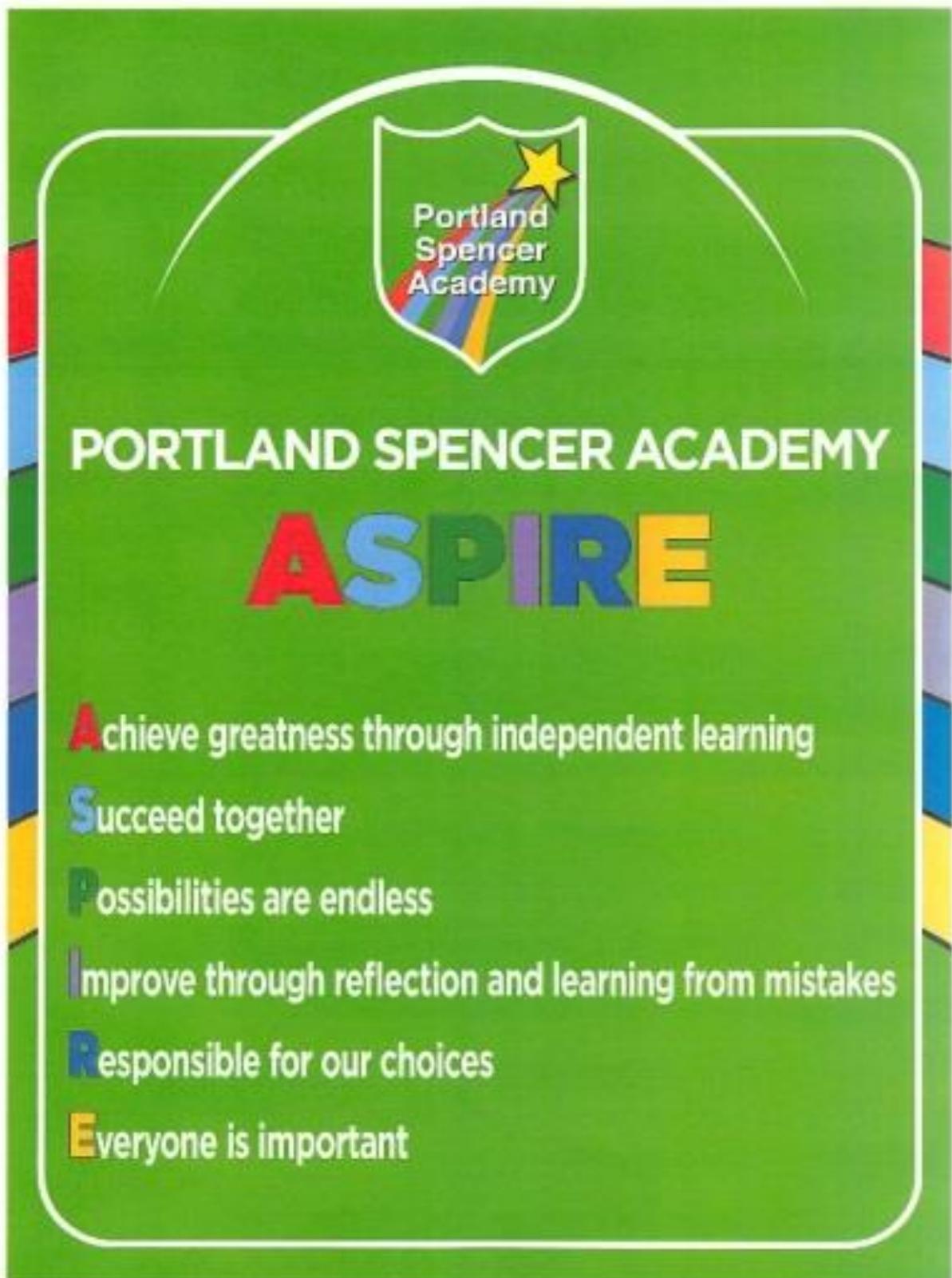


Figure 1 ASPIRE Pact



1.6 Rewards

All members of staff are responsible for the behaviour of children around school and in lessons. We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. There is an expectation that when staff witness positive behaviour, it is immediately rewarded. In the same way, if a member of staff witness inappropriate behaviour, they are expected to challenge it as outlined out in this policy.

All examples of appropriate behaviour and conduct should be subject to celebration and praise within our school community (See Figure 2 Behaviour Mountain). Within classrooms, all members of our school community are to reward positive behaviour for learning with Class Dojo points. Children are rewarded with Portland pounds for positive behaviour and conduct around school. Class Dojo points are individual points which are awarded for behaviours which demonstrate our Portland Pact. Portland Pounds are awarded specifically for children's conduct around the school and taking responsibility in completing weekly jobs within the classroom. They can also be awarded by the Headteacher for completing half termly jobs in the school. For those children who earn 98% green dojos, these can be traded at the Portland Point Shop every Friday. Each class's Portland Pounds are collected in jars and can be used in exchange for rewards such as non-uniform days and visits to the park. Mrs Green also awards one child every week her Headteacher award for outstanding achievements either in or out of school.



Figure 2

1.7 Strategies for dealing with different types of challenging behaviour

In the Early Years observing children is key for assessment. At Portland, the following questions are taken into careful consideration as the children are still developing their prime areas. By thinking about and discussing these questions, staff can gain a greater understanding of the reasons for the behaviour and plan strategies going forward.

1. When does the behaviour happen?
2. How often does the behaviour happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers/Behaviour Lead?
7. Have we got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?

We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them work through their emotions. In order to ensure a consistent approach, all staff follow the behaviour mountain as set out below.

- The initial intervention should be to distract or redirect the child
- One orange mark- the child receives a warning by explaining why the behaviour is not ok and what they should do instead
- Two orange marks- the adults comes to join the child in their activity to model the behaviour that is expected and support the child in their interactions. This is used as a teaching moment.
- Three orange marks- - Thinking time with an adult away from the activity. This should be a restorative conversation that is completed when the child is ready. It can be the same adult or a different adult if it is thought a change of adult may diffuse the incident more quickly.
- Four orange marks- Time out. This should be no longer than the child's age in minutes (eg a 4 year old should have 4 minutes time out). This is an opportunity to give the child some space and should be followed by a restorative conversation.

After any of these stages, it is recognised that the child may need some support in re-entering the setting. This may take the form of an adult playing alongside them for a period of time or allowing them time to play in a quieter area. Further support at this point can be sought from the Behaviour Responder in school or SLT.

1.8 EYFS Mountain

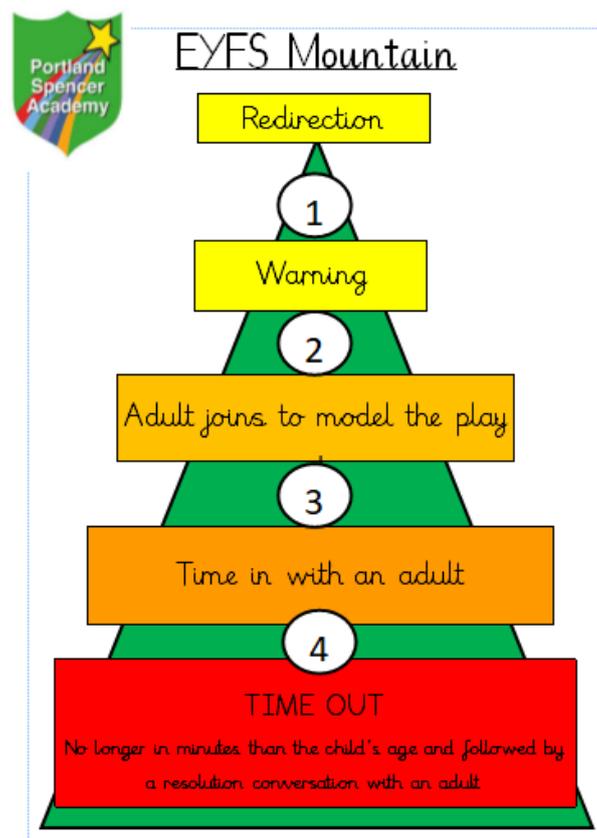


Figure 3

1.9 Parents

We endeavour to enlist the help and support of parents at all times. Using Class Dojo enables us a school to have open lines of communication with parents. Parents are linked to classes and can see in real time how their child is behaving in school. Teachers and parents are also able to send messages to relay information about individual children. These close links enable us to work effectively with parents to maintain the standard of behaviour we expect. On occasions where a child exhibits repeated inappropriate behaviour, parents are asked to co-operate in promoting strategies for improvement eg behaviour contracts

2.0 Associated resources and references

Encouraging Positive Behaviour Management in the Early Years- Collette Drifte

Positive Behaviour Management in Early Years Settings by Liz Williams

EEF Behaviour Toolkit

Appendix 1- Conflict Resolution Steps

1. Approach calmly and with an open mind
Walk over and get down to their level.
2. Acknowledge feelings
Say "I can see you're feeling hurt/cross/upset/angry"
3. Gather information from both sides
Say "What's the problem?"
4. Restate the problem
Say "so the problem is..."
5. Ask for solutions and choose one together
Say "I wonder what we can do to solve the problem/help you feel better?"
6. Be prepared to give follow-up support
Keep an eye out for what happens next and give further support if needed.

With acknowledgement to Rachael Underwood and the High/Scope Educational Research Foundation

Appendix 2- Strategies for responding to behaviours

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive and develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Biting

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

Strategies for when children bite

- Try to divert or distract the child if you think that they are going to bite
- (i.e. Jon come and play with the trucks, let’s ask Miss Sahota for those Peppa pig pots if she has any)
- Saying ‘ouch, it hurts’ with an appropriate facial expression
- Encouraging the child to help looking after the hurt child
- Saying ‘stop’ firmly with an accompanying hand signal
- Regular input on using gentle hands- to be modelled through playing with toys or musical instruments
- Some children might need alternative things to bite on- especially if they are teething
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror
- Praise the child when they are using their mouth to do the right thing.
- Play ‘pull a funny face’ (song from the Gruffalo story’ or ‘brush your teeth’ from British Council Kids

Hitting, Kicking, Pinching or Scratching

These behaviours can be directed to both peers and/or adults.

Strategies when children hit, kick, pinch or scratch include:

- Establish and teach clear group rules, eg: “We are nice to one another”.
- Lead small group activities focused around gentle hands, feet, etc.—.
- Model to children how to play in different situations, model the language of sharing and resolving situations as they arise (pretend to be a child).
- Regular reinforcement of positive behaviours (praise, attention, etc).
- Ensure that there are real consequences in place- follow the behaviour mountain.
- Try distracting and diverting the child- intervene early.
- If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike.
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas).

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff need to decide how important their request is and decide what “battles” they are going to have and which as best left.

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult- led tasks.
- Change the adult giving the instructions.

Difficulty with carpet time

Carpet time difficulties can be as a result of sensory deficits. The child may not be sure where his body is, or he may need more movement to keep him alert. He may be uncomfortable sitting in a large group of children. The group could be too loud, or have too many smells, which result in sensory overload.

Some strategies to support children include:

- Use a visual clue to show the children where the boundaries are (eg a carpet spot taped off).
- Allow the child to have something in their hands.
- Strategically place the child in a place they are less likely to be uncomfortable (eg at the edge, at the back so there is no one behind them).
- Consider a small chair or wobble cushion.
- Use positive praise when the child is joining in, sitting on the carpet.
- Limit time expected to be on carpet.

Transition Times

Younger children need more support at transition time. This includes which when they arrive at the setting and within the session, moving from one activity to another, when they are requested to join in an activity and at tidy time.

Strategies to support them at these times include:

- Visual timetable to show the routine of the day.
- Clear notice (eg a five minute warning when the activity is going to change).
- Physically help them by being beside them.
- Modelling expected behaviour lessons chance of them failing to understand, being anxious or upset.
- A transitional object between home and school (eg a teddy bear, a car etc).
- Have an agreed first task to support them coming into school.
- Allow the child to finish their current task.

Emotional Literacy

Extending vocabulary key issue. With a wider vocabulary, children can better express their feelings which in turn helps them to regulate their behaviour. Without the language to articulate how they feel, children can 'act out' their emotions.

Strategies to support include:

- Adults modelling facial expressions to match the words so children can pick up on the visual clues.
- Adults to model what children could have done. (eg I'm sad today. Because I'm sad, I'm going to the Peace Table to...)
- Using a mirror to make faces, show emotions and develop associated language
- Adults to articulate their emotions. (eg I felt upset that I could not go to my friend's party last night)
- Matching pictures to the emotion words
- Sharing stories (eg On Monday when it rained by Cheryl Kachenmeister; Glad Monster, Sad Monster: A Book About Feelings by Anne Miranda & Ed Emberley; My Many Colored Days by Seuss, Steve Johnson, Lou Fancher; When Sophie Gets Angry-Really, Really Angry... by Molly Garrett)
- Singing 'If you're happy and you know it' and changing words and actions to match different emotions)