

**Early Years - Behaviour Policy (updated October 2018)**  
**To be reviewed annually**

In both the Kindergarten1 and 2 classes we are committed to establishing a learning environment that promotes positive behaviour. We aim to help each child enjoy the vital early years of education and to develop his or her potential and self-confidence in a happy and secure environment. An environment where children are encouraged to develop good relationships and learn to treat each other with care and respect.

Our setting is inclusive and supports all children in taking increasing responsibilities for themselves and their actions and in considering the welfare and well being of others.

We feel a clear policy and approach to negative behaviour is very important because:

- Good behaviour encourages good self-image that leads to a child's success in school.
- Curricular objectives cannot be achieved if they are impeded by poor discipline.
- Children learn best when they are clear about what is expected of them and when they are consistently encouraged to meet these expectations within a positive and supportive environment.
- Shared and consistent values are likely to have a positive effect on individual pupil behaviour.
- Opinions of the school are greatly influenced by the way the children behave.
- Our school prides itself on the good behaviour of its pupils.

**Our Practice**

- We organise our indoor and outdoor learning environment so that it has a positive impact on behaviour.
- We take a positive and consistent approach towards managing children's behaviour.
- We use our knowledge of child development to ensure we handle issues of behaviour in ways appropriate to each individual child.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We provide children with clear expectations and boundaries for behaviour, appropriate to the child's level of understanding.
- We record all significant incidents relating to behaviour.
- We deal with negative behaviour at the earliest opportunity.
- We implement strategies that encourage positive behaviour.

Staff adhere to the following code of conduct at all times:

- Smile and be happy
- Get down to the child's level
- Create a nurturing, warm, caring and stimulating environment
- Provide appropriate materials which encourage the development of children's emotional, social and personal competence
- Active listening
- Give positive encouragement and praise
- Treat all children fairly and equally
- Speak politely and show children respect
- Give consistent responses to behaviour
- Avoid confrontation
- Make learning fun!

*We believe in and encourage a positive approach to behaviour management*

Our SENCO Jessica Butterworth is the named person responsible for behaviour. She is assisted by Deputy SENCO for Early Years, Pam Baker. She works alongside the class teacher to identify children's behavioural difficulties and plans approaches to help support these children. Progress is reviewed regularly and parents are given frequent updates on their child's progress.

### **Objectives for our children:**

To develop:

- Self confidence and self esteem
- A pride in themselves and their school
- An understanding of the need for boundaries
- Self control and self-discipline
- Consideration and sensitivity towards others
- Respect for others – adults and peers
- Courtesy and co-operation
- Responsibility for themselves and their actions

### **How we encourage good behaviour**

- We recognise and highlight good behaviour.
- We ensure that a child still feels valued even if their behaviour is unacceptable.
- We ensure that children are praised for behaving well.
- We explain and demonstrate the behaviour we wish to see.
- We encourage children to be responsible for their own behaviour and to understand the consequences and effects of their behaviour on others.
- We recognise and reward children for behaving well.
- We model appropriate behaviours in different contexts.
- We involve the children in creating the set of boundaries for appropriate behaviour, in the form of an 'I will...' list, and discuss with them what is acceptable behaviour in all learning and experiences.
- We encourage positive behaviour through play and learning activities.
- We help the children to learn problem-solving strategies to resolve conflicts with other children.
- We help children to develop a high self-esteem by allowing them to achieve and be successful in a variety of play experiences and activities.
- Our regular routine encourages children to share, negotiate and co-operate.
- We encourage responsibility in caring for others and the environment (helping with tidying/setting up activities, lunch time helper, register monitor)
- The Kindergarten1 and 2 classes use various strategies and activities in the classroom situation that:
  - a) encourage positive behaviour and attitudes in young children
  - b) boost self-esteem
  - c) reinforce the boundaries in a fun way

## Rewards and Achievements

- **Stickers** – Stickers are given for a variety of reasons and to acknowledge a child's good behaviour
- **Individual reward chart** - In the Kindergarten classes, children are given an individual reward chart. Stickers are given for good work, good behaviour, being kind and helpful and being polite to others.

Social praise –

- **The house-point system** – This allows all children in the school to gain points as rewards for everything from good behaviour to excellent standards of work, sporting achievements and so on. At the end of each half term a cup is presented to the house that has gained the most points. Once a week the children who have gained a team point will have their achievement recognised during a whole school assembly where they will stand and be clapped by the school.
- **The effort cup** (Kindergarten 2 only) – This is presented every half term to one or two children who have tried particularly hard in any area during the last half term.
- **Excellent work board** – On occasions if a child has produced a particularly good piece of work it may be shown to the head teacher whom may then decide that it can be displayed on the excellent work board outside her office.

## Managing inappropriate behaviour

Where possible good behaviour will always be reinforced by praise and encouragement and inappropriate behaviour will be prevented by distraction or some other form of adult intervention. However, there will sometimes be cases when other strategies will need to be adopted to discourage or stop the unwanted behaviour. Our early years staff aim to adhere to the following stepped approach for managing inappropriate behaviour.

- **Step 1 – Ignore**  
(Praise others who are behaving appropriately)
- **Step 2 – Non-verbal signals**  
(E.g. shake of head, eye contact)
- **Step 3– Proximity control**  
(Move closer to try to de-escalate undesirable behaviour)
- **Step 4 – Verbal rule reminder** (Brief and as private as possible e.g. “Show me how nicely you can sit on the carpet”)  
AVOID USING DON'T STATEMENTS
- **Step 5 – Praise**  
(Praise the child for exhibiting the appropriate behaviour)
- **Step 6 – Verbal warning**  
(Give consequence to behaviour)
- **Step 7 –Repeat previous steps**
- **Step 8– Logical consequence**

If at any point the inappropriate behaviour becomes safety threatening then withdrawal from the activity or area may be necessary.

- **Step 9 – ABC observations**

If undesirable behaviour continues the early years staff will make effective use of ABC (Antecedent, behaviour, consequences) observations to plan a strategy to improve the behaviour.

- **Step 10 – Parental Involvement**

For repeated or serious breaches of conduct, parents will be informed. After discussions it may be decided to continue to monitor the behaviour using observation techniques, set up a report card or if necessary to involve support services or initiate a behaviour programme.

Following this stepped approach would usually resolve any inappropriate behaviour. However, in extreme circumstances, the whole school policy regarding exclusion would be followed.