

**Early Years Foundation Stage**

**Behaviour**

**Policy and Procedures**

Our Burton Hathow community prides itself on being a caring community, whose values are built on mutual trust and respect for each and every individual.

Our Behaviour policy is designed to reflect this and maintain the way in which everyone can exist and work together in a supportive way to ensure that both children and practitioners feel safe, secure, valued and happy.

We acknowledge, however, that there may be times when issues surrounding negative or challenging behaviour will require intervention and as a consequence may need the support of the Behaviour Management Policy & Procedures.

***The use or threat of corporal punishment or any form of punishment which could have an adverse impact on a child’s well-being is forbidden.***

**Aims and Values**

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage and children must be provided with the support to help them to develop a positive sense of themselves and of others through mutual respect, the development of social skills and a positive disposition to learn.

Taking into account children’s ages and stages of development we recognise that expectations may differ at home from those in the Nursery, we therefore work closely with parents / carers to share how we can promote our message of positive behaviour.

At Burton Hathow we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

* **Respect**: to encourage all children to have respect for themselves, for other people, their feelings, beliefs and values and for the nursery and school environment including equipment and property.
* **Understanding and compassion**: to help children to understand other people’s views and experiences and to be caring and tolerant towards others.
* **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
* **Fairness and equality**: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance, within the context of everyone having different needs. All staff are expected to demonstrate this behaviour in their actions.
* **Kindness**: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
* **Support and the use of positive reinforcement**: to acknowledge considerate behaviour, reinforcing positive behaviour to support children’s developing confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the practice of supporting positive behaviour through providing clear, positive and consistent guidelines. Staff will make every effort to act as good role models through their own behaviours, therefore creating an atmosphere of consideration and a consistent approach to possible causes of negative behaviours.

Physical intervention will only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. **ANY** occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed.

The named people at Burton Hathow with overall responsibility for behaviour are Mr Nigel Hardcastle; Deputy Head and Mrs Claire Lyons, Deputy Head for Pastoral Care.

**Supporting behavioural strategies and procedures**

Where negative behaviours are recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

**We help children to look after themselves by:**

* Praising them by focusing on the positive things they do
* Helping them to recognise their feelings and express themselves in an acceptable and appropriate way
* Encouraging them to ask for help from their peers as well as adults
* Reinforcing their attempts and identifying their needs
* Strengthening their self-help skills to encourage independence
* Enabling them to recognise the good behaviour in others
* Learning from others

**We help children to care about others by:**

* Using conflict resolution and keeping calm
* Modelling appropriate behaviours
* Working on and reinforcing the understanding of how we and others are feeling
* Using the appropriate vocabulary to make feelings clear
* Be aware of the consequences of our actions
* Encouraging children to reflect on their behaviours and engage in meaningful conversation
* Being aware of the power of language through not being confrontational or negative
* Boosting their self-esteem
* Listening and acknowledging their responses in a sensitive manner

**We help children to be polite by:**

* Acknowledging others either verbally / non verbally
* Saying “Good morning” “Please” and “Thank you.”
* Staff modelling the behaviours we believe are appropriate
* Encouraging them to take turns
* Listening to others without interrupting
* Learning to be patient when someone is already speaking
* Giving children clear messages and setting appropriate examples for behaviour and attitudes

**We ask children to look after equipment by:**

* Encouraging children to use equipment appropriately
* Teaching them about health and safety
* Encouraging them to help mend broken toys and equipment
* Playing games and considering “How do we look after this?”
* Helping the adults to wash equipment
* Reminding them to speak up about breakages
* Looking after equipment, ourselves and adults modelling our expectations.

**We help children to care about the environment by:**

* Ensuring that the children are aware that it is their space and they must share the responsibility of caring for it
* Organising a daily system of cleaning
* Making it appealing and interesting
* Providing appropriate storage at the correct height to facilitate resources being returned to the correct place
* Making them aware of recycling paper and the disposing of general waste in the correct bin
* Celebrating their work by creating imaginative displays

Keeping the outdoor area clean and tidy

* Explaining the proper care and use of each designated area
* Noticing, acknowledging and praising ‘careful handling’

**Steps for the Management of Behaviour**

Children display a range of behaviours in their early years and in particular when they first access an unfamiliar environment. Staff may have to deal with outbursts at inappropriate times, children displaying rage, taking resources from another child and ignoring an instruction.

Intervention will be discreet and direct

* Using a positive statement - “If you want to throw something, you could go outside and throw a ball”
* Explaining a concern - “If you lean back on your chair you may fall over and bang your head”
* Giving a child choices
* Having a group discussion at Circle Time
* Having visual codes – Happy face / Sad face
* Labelling the behaviour not the child - “I don’t like it when…..” or “It’s not ok to….”
* Using non-confrontational language - ”When sand is thrown…..” rather than “When YOU throw sand…”
* Talk to the child about why you feel their behaviour is a concern and what you think is a more appropriate way to behave

If challenging behaviour continues Parent/Carers will be encouraged to discuss the issues with relevant staff. By working together to explore possible underlying causes and share positive strategies, a consistent approach between setting and home may be appropriate. If in the event further strategies are required the Early Years SENCO may become involved. The outcome of this may result in an action plan to be agreed, monitored and reviewed.

A minority of children may, however, need additional or a different level of support beyond that of other children of the same age. Support for these children, in collaboration with Parents/Carers may involve setting up an Additional Support Plan with specific targets related to the behaviour. (Please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with Parent/Carers consent.

In the event that additional support and interventions are required, a core-group will be established in liaison with Parent/Carers under the guidance of the Lincolnshire Early Years Childcare and Support Service.

In an extreme situation, where the above strategies are not successful, a meeting will be arranged between the Head Teacher and the child’s Parents/ Carer.

**Strategies for behaviour management:**

* Removing the child from the conflict and allowing time for the child to calm themselves, supported by an adult
* Suggesting the child takes ‘Time-Out’ to reflect on their attitude or behaviour
* Intervention by the Nursery Manager
* Intervention by the Head of EYFS
* The child being collected by the Parent/Carer before the end of the session

**Supporting Children in Making Positive Changes:**

* Discuss observations or concerns with other colleagues and management who work closely with that child
* Collate a series of written observations of the child taken on different days and at different times. Look for potential triggers/challenging times of day
* With parental consent, carry out video observations that can be shared with other professionals/parents
* Invite parents in for a consultation and discuss next steps to support child’s behaviour and make positive changes
* If necessary, put together a support plan with measurable targets that will be reviewed at the end of each half term
* If targets are not met, review whether other strategies need to be implemented or whether external intervention may be needed

*This Policy was adopted on*: September 2021

*Next review due:* September 2022 (or earlier if necessary)

*Signed on behalf of Burton Hathow Preparatory School EYFS*:

Miss J South / Mrs G Pearson

Head of EYFS/ Nursery Manager