



# AVANTI COURT

## PRIMARY SCHOOL

### EYFS Positive Behaviour Policy

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2020 Review July 2021

Date: Ratified: July

## **Introduction:**

The Early Years Phase leader (H Sahota) is responsible for ensuring that the 'Positive Behaviour policy' is understood by all staff and is consistently implemented and shared with parents. A safe, caring and happy environment enables maximum learning to take place.

At Avanti Court in the Early Years the role of the Early Years practitioner is to explain, model and ensure all children understand the expectations of the setting with regards to behaviour by promoting emotional, social and cognitive skills in young children. The key person has a particularly important role to play within the team ensuring that there is excellent communication with parents and other members of the team about any issues, which may arise with individual children. The Early Years department must make provisions for the development of these skills. EYFS encourages the development of 'positive behaviour' such as:

- Emotional Intelligence: promoting the management of feelings and behaviour.
- Social skills: Encouraging infants to form positive, respectful relationships
- Cognitive skills: increasing self-confidence and self-awareness

To develop reasoning and problem solving (i.e. cognitive skills), make use of activities, structured and free play, and games that encourage curiosity. Children learn by playing, listening, watching, asking questions, and doing. Practicing the alphabet or counting, sorting shapes and colours, jigsaws, singing, and playing with interesting toys and objects.

Social development will happen every day. Use structured group play to encourage positive and respectful relationships.

To help children develop emotional intelligence, you have to a) recognise their emotional needs and b) acknowledge them by articulating them.

## **School Expectations:**

Avanti Court Primary School uses the system of 'Stay on Green', which is underpinned by our 'Five Golden Expectations'. The expectations are designed to focus on positive action (be respectful) rather than what children should not do (do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

The 'Five Golden Expectations' are displayed in all classrooms and communal areas. Everyone is responsible for behaviour of all children and adults should reinforce the rules whenever appropriate.

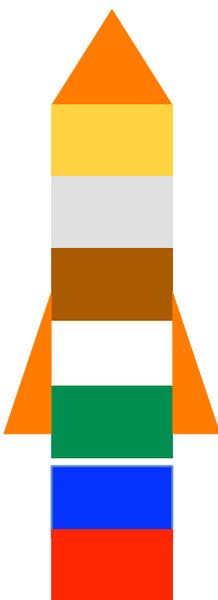
## The Golden Expectations:

### Golden Expectations:

1. Be kind, helpful and gentle: think of others
2. Be respectful: listen and act respectfully, use good manners
3. Be honest and responsible: think before you act, tell the truth
4. Be safe: care for people and property
5. Be courageous: Learn Brilliantly!

EYFS practitioners should use the 'Stay on Green' behaviour strategy. In the Early Years a rocket system (as shown below) is used which helps young children to understand they always want to reach for the stars (reach for gold). All children start the day being on 'green'.

Children who present positive behaviour should be praised by going on bronze, silver and for exceptionally good behaviour, children are awarded with the gold award. All golden awards are given out by H Sahota.



If children present negative behaviour, EYFS practitioners will take the following steps:

1. Remind the children of the rules of the classroom
2. Ask the child to come and play alongside you (adult to model how to play etc)
3. In Nursery children to have some time to reflect with their keyperson. In Reception children will have time to reflect on a thinking chair (duration→4 years old=4 minutes)
4. Child will go on to 'Blue'
5. Child will go on to 'Red' and to see Miss Sahota (EYFS Phase Leader), class teacher to speak to parents.

6. If behaviour continues a meeting is to be arranged with the class teacher (CT to minute the meeting).
7. If the situation has not been resolved CT. The EYFS Phase Lead will meet with the parent and draw up an action plan, which includes behaviour strategies for home and school.

### **Strategies for dealing with different types of challenging behaviour:**

In the Early Years observing children is key for assessment. The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas. Important information can be gathered such as:

1. When does it happen?
2. How often does it happened?
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/EYFS lead?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed to join approached to this behaviour?
9. Have we agreed ways forward?
10. Are there child protection concerns?

### **Biting**

Biting is reasonably common in toddlers up to 2 1/2 years old, but it is a behaviour that causes lots of concerns amongst adults and 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, lets ask Miss Sahota for those Peppa pig pots if she has any*)
- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging 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 Grufallo story' or 'brush your teeth' from British council kids
- Circle time

## **Hitting, Kicking, Pinching or Scratching**

Many children arrive at a setting and display these behaviours- directed to peers and adults.

These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

Strategies when children hit, kick, pinch or scratch:

- Establish and teach clear group rules, eg: "We are nice to one another"
- Do small group activities focused around gentle hands, feet, etc. Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
- 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 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.

## **Tantrums**

Tantrums are normal part of development for most children between the ages of 18 months to 3 years. Often referred to as "the terrible twos" children want things and get very frustrated if they are not given what they want

immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adults give children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

- Diversion/ distraction- if the tantrum can be spotted early. Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: "It is ok"
- Provide a special place where the child can go and calm down. A special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them. Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property.

### **Inappropriate language**

When toddlers swear or use bad language they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean, but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them.

Strategies to use:

- Selective deafness and the occasional "We don't use those words here"
- Ensuring that the same strategy is used at home at the same time. Maybe both parties can choose to ignore everything for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.
- Practitioners might need to check the language and get the support of any older children that they might look after.
- Activities around "Words are not for hurting" by free spirit publishing.

### **Using time out or thinking time in Early Years:**

With very young children (Nursery age) thinking chairs should not be used. Adults will need to ask the children to play alongside them (inside or outside) until the child is calm. The main aim of all staff is to avoid getting to this point in the first place.

In Reception a thinking chair can be used which is timed according to the child's age (4 years old=4 minutes).

An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; "what you did was not nice and the wrong thing to do, you now need to be with me until you are ready to join in sensibly"

The child holds the adult's hand and stays by their side for a few minutes (3 years old= 3 minutes) No talking, they need to know that they are missing out on whatever they were doing before. They are not having a "chat" with the adult... speaking at this time would be considered as a reward.

Once that thinking time is finished, the adult speaks to child about playing nicely and models the apology together for the child. "I am very sorry that I hurt you, I will not do that again" (do not insist in the first child saying sorry)

Adults should look out for any opportunities for the first child doing the right thing and praising them for it.

### **Communication procedure- if class teachers have concerns:**



### **Encouraging positive behaviour**

In the Early Years at Avanti Court we:

- use praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards (Bronze, Silver and Gold stickers)
- refocus the child's attention on another activity and then praise immediately
- focus on activities and routines that encourage sharing, negotiation and co-operation
- encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- model appropriate behaviours in different contexts and set good examples
- consult with the children to draw up rules for behaviour within our setting

- involve parents in establishing rules for appropriate behaviour and our Golden Rules are published in the Welcome Handbook.
- demonstrate that the child is still valued even if his/her behaviour is unacceptable
- discuss with children what is acceptable behaviour in all areas of learning and experiences
- encourage the children to express openly their feelings/likes and dislikes
- help the children to understand the consequences and effects of their behaviour on others
- support the children to resolve conflicts with other children
- have a strong pastoral element to our work in class and staff continually reinforce the golden rules during the school day

**REMEMBER: PRAISE, ENCOURAGE, AND BE POSITIVE. WHEN DISCIPLINARY MEASURES ARE NEEDED, BE FAIR, BE CONSISTENT.**