

Thirsk Community Primary School



EYFS Behaviour Policy

Date of creation :	January 2021
Date of Policy Adoption Governing Body :	February 2021
Date for next Review:	2022
Review date with minor amendments agreed with Governing Body:	January 2024
Date for next Review:	January 2026

AIMS

The Unique Child – all the staff across Thirsk Community Primary School EYFS value that each child is unique and endeavour to identify their strengths in order to emphasise them and 'catch them being good.' We value and respect the unique families and work closely with them to support the children in learning and developing personally, socially and emotionally.

Positive Relationships – as experienced Early Years practitioners we understand that positive relationship between children, their family members and school staff have a significant impact on the personal, social, emotional development of the children. We aim to provide a secure base from which the children can explore, learn and develop.

Enabling Environments – all staff ensure they are emotionally and physically available to the children.

Learning and Development – staff analyse where positive and negative behaviours are displayed by children. They build on their analyses to ensure children experience more positive experiences and see themselves in a positive light.

GUIDELINES

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

- Aiming to prioritise good progress in children's PSED to enable them to be effective learners throughout school.
- Developing each child's Characteristics of Effective Learning.
- Responding warmly and showing care and respect for all children.
- Learning and applying the Ready, Respectful, Safe approach
- Rewarding behaviour related to our School Values of Compassion, Perseverance, Respect, Enjoyment and Excellence.
- Using clear and consistent boundaries by modelling.
- At all times, all adults are pro-active and deal with low level behaviour before it escalates.
- Communicating and modelling positive behaviour, using a variety of strategies and props to support this e.g. Makaton and visual timetables.
- Noticing and acknowledging positive behaviours e.g. stickers, certificates.
- Explaining the consequences of behaviour and offering choices.

- Sharing information with parents/carers about their children's behaviour both at school and at home.
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Recognising and acknowledging feelings to encourage empathy, using props to support this e.g. daily emotional check-in. Encouraging children to move their own name across different emotions during the day, if need be.
- Using opportunities to talk about emotions and the behaviour as two separate entities. This supports children to recognise their emotions and moderate their associated behaviour - as it occurs as well as planned opportunities e.g. at Circle Time.
- Modelling the recognition of staff's own emotions as well as those of the children's e.g. moving their own name on the emotional check-in.
- Using good role models to promote positive behaviour e.g. by grouping children in mixed ability groups.
- Promote listening and attention skills through the Super Scholar skills of Fantastic Focus and Ready.
- Helping children to accept changes sensitively by adults giving children choices and opportunities to return to activities e.g. adult offers to care for a special toy/model whilst child takes part in focused group work.
- Encouraging children to be independent and assertive regarding unwanted behaviour from others e.g. child holds up their hand and says "Stop doing that I don't like it."
- Involving the children in problem-solving by using restorative practise.

RESTORATIVE PRACTISE in EYFS

Adult asks 'wronged' child i.e. Child A "What happened?"

Child A explains.

Adult asks Child A "How are you feeling?" or adult narrates "I can see you are feeling.....because....."

Adult asks other child i.e. possible 'wrong doer' /Child B

"How is feeling?" (to check they have listened).

Adult tells Child B "That's because..." (adult links this to Ready, Respectful and Safe)

Adult asks Child B to look after Child A/play with them to cheer them up to show that they are really sorry.

ESCALATING SANCTIONS

1. **Verbal warning** given.

2. **Teaching moment**

Child spends approximately 3 minutes with an adult looking at examples of positive behaviour. Adults aim to 'catch them getting it right' ASAP after that.

3. **Managed Move**

Child is asked to leave an area and choose somewhere else to work/or two children may be separated into two different areas. Adults aim to 'catch them getting it right' ASAP after that.

4. **Removal** from class

Child is asked to move to another class. Adult will offer their hand to the child; explain in a supportive way about the need to spend thinking time in another class before they return to their own class.

5. **Home-School communication**

Class teacher speaks to parent at the end of the day.

6. **Further support** is sought if the class teacher feels this is required.