



EYFS BEHAVIOUR POLICY

Rationale

We believe that all members of our early years setting are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes. We believe that children should be; polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and the whole school and to show the ability to listen and respond to adults.

It is important that adults are able to share responsibilities, knowledge and concerns and they are confident to deal with a variety of situations and behaviour issues. We believe that adults should be good role models and are understanding, caring, patient and sensitive to individual children's needs. We believe that all children from all backgrounds should be included, respected and valued.

We do not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Purposes and Outcomes

We want

- ◆ A safe and secure environment where all children and adults are valued.
- ◆ Positive behaviour management techniques and praise to underpin all our strategies in the early years.
- ◆ Rewards and sanctions to maintain positive behaviour patterns and to emphasise routines.
- ◆ All individuals to feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- ◆ An effective learning environment that stimulates, motivates and engages all children.
- ◆ Staff to be confident to pre-empt behaviour problems to limit their occurrence.
- ◆ Adequate supervision and interaction with children at all times to limit their occurrence.
- ◆ Adults to be effective role models – being kind, tolerant, gentle, patient, supportive and understanding.

Broad Guidelines

Reviewed: October 2020

Next review: October 2021

To achieve these outcomes we will;

- ◆ Give children positive, clear instructions.
- ◆ Reach the eye level of the child and maintain eye contact when giving instruction or addressing behaviour.
- ◆ Use a firm tone if and when necessary.
- ◆ Praise children – making praise explicit, ensuring children who are behaving appropriately receive the attention they deserve, using praise of others to motivate those less eager to respond.
- ◆ Avoid labelling children.
- ◆ Be discreet and limit children and adults over-hearing any interactions addressing behaviour.
- ◆ Engage and involve children positively in activities that they will readily enjoy to avoid confrontation and boredom.
- ◆ Provide a stimulating environment where children can make their own decisions and choices.
- ◆ Provide rewards for positive behaviour (rainbow stickers for children who go onto the rainbow)
- ◆ Discuss concerns about any persistent behaviour problems with the Head.
- ◆ Employ positive behaviour strategies first (engaging child, giving praise for appropriate behaviour, setting clear boundaries. When these fail to work - use sanctions!

How we support behaviour

Our aim is to promote good behaviour and choices. The children are told that we don't get cross with them but they make us 'sad' if they constantly misbehave or do something they know they should not be doing. It can take a while for the children to get to know all our rules and expectations and we are quite lenient in the early days and they are given plenty of reminders. However, there are certain rules that we do expect the children to adhere to. Before moving on to the traffic light system, which the rest of the school use, we approach it in a slightly more 'gentle' way. In **Pre-Reception** we use our Sun, Cloud and Rainbow Board. Every day the children self-register by placing their name around the sun. The idea is that they will stay on the sun all day but if there are occasions when their behaviour makes us 'sad' they will move down onto the cloudy board. Our rainbow board is very special. Children can move from the sun to the rainbow for good sitting, good looking, good listening and good sharing. They can also be our 'star of the day' and will be awarded a special sticker. All the names are moved back to the sun at the start of each day to encourage the children to behave well and act as a positive incentive.

We believe that every day is a new start and we encourage all children to do their best sitting, listening and looking to remain on the sunshine or move onto the rainbow.

In Reception, the approach is very similar to that of Pre-Reception. We use the Sun, Rainbow, Cloud and Rainy Cloud every day. The children all start on the sun and any "spectacular" or "excellent" behaviour, moves their name onto the Rainbow. If the children have to be reminded or asked not to do something on a number of occasions, they will move to the cloud. The rainy cloud is very rarely used as we like to encourage positive behaviour, but if a child is consistently misbehaving or not adhering to the class rules, they will move on to the rainy cloud. This could include physically hurting another child on purpose or saying unkind and hurtful things.

At the end of each half term a child will be awarded a 'Superstar trophy' and a special certificate in our 'Celebration Assembly'.