

# High View Primary School



**Opportunities to Thrive**

## **Early Years Positive Behaviour Policy**

**Autumn Term 2024**

Date for review: Autumn 2025

## Early Years Positive Behaviour Policy

At High View Primary School, we set high expectations of behaviour through encouraging and praising good behaviour. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations of their behaviour. We encourage children to respect themselves, each other, adults and property.

### Procedures

It is the responsibility of the EYFS leader to promote positive behaviour management by ensuring everyone (staff, children, parents, and volunteers) adheres to the guidelines set out in this policy, including familiarising all new staff and volunteers.

Adult handling of behaviour problems will be developmentally appropriate, respecting individual children's level of understanding and maturity.

**Prevention** - anticipation and removal of potential problems.

**Interaction** - plenty of adult attention (so there is no need to misbehave to gain adult attention)

**Praise or reward** - all adults should offer explicit praise for good behaviour, for example turn taking, co-operation, sharing, listening thus drawing attention to the good rather than the bad

**Provision** - provide physically challenging and emotionally satisfying activities

**Clear expectations applied in a positive way** - 'No pushing in line' becomes 'We always stand nicely in line'

**Modelling** - leading by positive examples from adults

### Environment, Routines and Boundaries

We understand the importance of a good environment and clear routines and boundaries. We therefore organise our learning areas to ensure they have a positive impact on behaviour in terms of space, access to resources, choice and routine. We encourage the children to care for their environment by looking after the resources and tidying up throughout the sessions. With the children, clear expectations and boundaries for behaviour are set with consistency, alongside routines that ensure the children feel confident and secure.

### Promoting Positive Behaviour

All adults will model positive behaviour through their actions and words. Good behaviour will be encouraged through positive praise, class dojos, stickers and by reporting positive feedback to parents. Helping children to understand what is acceptable behaviour will be supported through positive behaviour modelling in play, learning activities, stories, role-play etc. The praise given to children will relate specifically to the behaviour rather than the child, e.g. 'good sitting' rather than 'good girl/boy'.

## **Positive Handling** - (please refer to Positive Handling policy for more details)

All Members of staff have the power to use reasonable force to prevent pupils from injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils.

It is important to be familiar with the following definitions:

- **Physical Contact:** situations in which proper contact occurs between staff and pupils eg. to comfort pupils when needed
- **Physical Intervention:** used to divert a pupil from destructive or disruptive action eg. guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Physical Control/Restraint:** the use of reasonable force when there is an immediate risk to pupils, staff or property. Must be recorded in the Bound and Numbered Book

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **Dealing with unwanted behaviour**

We recognise that young children can behave in ways that as adults we consider to be inconsiderate and sometimes hurtful. For children under five, this behaviour is often spontaneous and without intentional malice. Young children will need help and support to manage feelings and sometimes intense emotions that they are not mature enough to deal with independently. When dealing with unwanted behaviour in young children it is important that the adult dealing with the child is a familiar one.

### **Strategies for dealing with unwanted behaviour**

- **Redirection** - distract to another activity or join in with activity
- **Behaviour statement** - a firm 'no' and a clear explanation of why the behaviour is unacceptable
- **Speech** - Speak calmly, clearly and firmly to gain control. Keep sentences short.
- **Warnings** - Give a warning of the consequence if behaviour does not stop
- **Consequences** - Use the consequence, for example removal from the situation or removal of a toy. This must be explained to the child instantly.

Staff will support all children involved in any unwanted behaviour positively. We will explain and discuss the incident at a level appropriate to their understanding. Interventions to support positive behaviour by reminding children of expectations e.g. " We like sharing in our class, who will you share those cars with?" or by refocusing a child's attention on a different task. Staff can use the 'Behaviour Hierarchy' to support when dealing with unwanted behaviour (see appendix 1).

## **Timeouts (Appendix 2)**

Children consistently displaying unacceptable behaviour will be removed from the immediate situation for a short period of time no more than a minute per year of child's age. During this time the child should be spoken to regarding the behaviour. Adults should follow the restorative practice questions. When an incident occurs children will be asked the same questions:

- **What has happened?** (This gives a factual and less emotive account of the incident rather than asking 'why' as this gives a defensive response)
- **Who has been affected / hurt / upset?** (We encourage children to think about the impact of actions on everyone)
- **What can we do to put it right?** (The consequences of the actions should be fitting, explained and agreed by all parties involved)

It is important that this approach is consistently used and only when other positive behaviour strategies, including warnings and consequences, have been ineffective.

All significant incidents or repetitive unwanted behaviours will be recorded on the schools Child Protection Online Management System (CPOMs), to identify any triggers and to assess if strategies being used are appropriate. Parents will always be informed of these incidents.

## **Unacceptable procedures for staff in managing behaviour**

These should never be used, and if seen should be reported immediately to the Head teacher;

- Shouting, criticism and comparison. (Shouting conveys a loss of control)
- Labelling the child rather than the behaviour, as naughty or undesirable
- Use of any form of physical chastisement, including smacking, shaking, poking or rough handling
- Use of any other humiliating and frightening punishment including offensive language, name calling or isolation.

(Please refer to our whistle blowing policy for more information)

## **Parent/carer partnership**

Environments can play a part in how a child behaves so it is important that parents and staff communicate regularly about all behaviours children display at home and school. We will tell parents/carers about their child's behaviour both when it has been positive and if they have displayed some unwanted behaviour.

However, there may be occasions when a pattern of behaviour causes concern and we will then invite the parent/carer into school to discuss strategies for the promotion of positive behaviour and ways to work in partnership.

We will also encourage parents/carers to inform or discuss with us any concern or worries they

may have relating to their child's behaviour or development in the area of Personal, Social and Emotional Development.

### **Monitoring and Evaluation of Policy and Procedure**

This will be undertaken through:


- Ongoing observations of groups and individuals (staff and children)
- Analysis of the use of positive behaviour strategies and sanctions
- Feedback from parents/carers

The EYFS Leader will regularly review this policy and the guidelines and procedure included. Amendments and changes will be made in light of any reflection and feedback. All staff will attend training when appropriate and should be included in an annual EYFS staff revision of policy to ensure it is up to date with staff practices.

## Appendix 1:

### High View Primary School - Behaviour Hierarchy EYFS

		Positive behaviour reward	Response
		<p>Children seen making green choices or modelling SET/school values</p> <p><i>Speaking frames linked to this:</i></p> <ul style="list-style-type: none"> <li>• I like that _____ is showing _____</li> <li>• Thank you _____ for _____</li> <li>• I notice that _____ is _____</li> </ul>	<p>Stickers</p> <p>Dojo - Introduced in Reception</p> <p>Communication with parents (Postcard, phone or email home)</p> <p>Whole class reward</p>
Level I		Inappropriate & unacceptable behaviour Sanctions	Response
1	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	<ul style="list-style-type: none"> <li>• Calling out/interrupting</li> <li>• Disturbing others during carpet time</li> <li>• Failure to follow instructions/rules/procedures</li> <li>• Misusing equipment</li> <li>• Pushing in front of others when lining up/moving</li> <li>• Unkind words</li> <li>• Disrespectful to adults or peers</li> <li>• Spoiling other pupil's work/provoking others</li> <li>• Not telling the truth</li> </ul> <p><i>Disrespectful = feet stomping, shouting back, walking away, eye rolling etc</i></p> <p><i>Speaking frames linked to this:</i></p> <p><i>We/I need you to.....(refer to class rule or value)</i></p> <p><i>You should be.....(refer to class rule or value)</i></p>	<p><b>Strategy</b></p> <p>Non verbal signals.</p> <p>Modelling of correct behaviour</p> <p>Verbal reminder/warning.</p> <p>Final warning</p> <p>Move the pupil to a different place within the class</p> <p>Confiscation of item/equipment.</p> <p><b>Sanction</b></p> <p>1:1 conferencing.</p>
2	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12	<p><b>Repetition of Level 1 despite sanction</b></p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Shove/push (retaliation)</li> <li>• Rudeness or name calling to pupils or staff</li> <li>• Hiding property</li> <li>• Deliberate vandalism eg kicking doors, ripping books etc.</li> <li>• Inappropriate behaviour in the toilets</li> <li>• Repeatedly not telling the truth after opportunities to tell the truth</li> <li>• Discriminatory comments (against protected characteristics)</li> <li>• Stealing with intent to remove from school site</li> <li>• Play fighting that causes harm</li> <li>• Intention to cause harm by saying unkind things</li> <li>• Persistent disruptive behaviours</li> </ul> <p><i>Speaking frames linked to this:</i></p> <p><i>I noticed you chose to . . . .</i></p> <p><i>Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.</i></p> <p><i>I know you can (give example of desired value) by.....</i></p>	<p><b>Strategy</b></p> <p>As above</p> <p>Closer supervision.</p> <p>Restorative conversation</p> <p>Verbal reminder of correct behaviours</p> <p><b>Sanction</b></p> <p>Time out - 3, 4, 5 minute reflection (dependent on age)</p> <p><b>Recorded on CPOMs</b></p> <p><b>Speak to parents</b></p>
3	3.1 3.2	<p><b>Repetition of Level 2 despite sanction</b></p> <ul style="list-style-type: none"> <li>• Inappropriate physical contact eg single kick/push/punch including actions in retaliation and school).</li> <li>• Deliberate spitting or biting someone</li> </ul>	<p><b>Strategy</b></p> <p>As above</p> <p><b>Sanction</b></p> <p>Time out - 3, 4, 5 minute reflection (dependent on age) with phase leader / partner class</p> <p><b>Recorded on CPOMs</b></p> <p><b>Speak to parents</b></p>

4	4.1 4.2 4.3	<p><b>Repetition of Level 3 despite sanction 3 detentions in half term</b></p> <ul style="list-style-type: none"> <li>● Racist incident – deliberate and understood</li> <li>● Bullying</li> <li>● Serious inappropriate behaviour including sexualised behaviours</li> </ul>	<p><b>Strategy</b> As above Meeting with SLT, CT and parents. Behaviour report devised with a member of SLT and CT – reviewed weekly and shared with parents.</p> <p><b>Sanctions</b></p> <p>Majority if not whole break/lunch missed Reflection time with a member of SLT. Recorded on CPOMs Phone call home to parents from SLT</p>
5	5.1 5.2 5.3	<ul style="list-style-type: none"> <li>● Serious defiance/challenge to authority</li> <li>● Severe violence towards a member of staff or pupil</li> <li>● Serious and deliberate damage to property</li> </ul> 	<p><b>Strategy</b> As above Reintegration meeting with parent/pupil and SLT (preferably HT)</p> <p><b>Sanctions</b> <b>Internal Exclusion.</b> Exclusion from lunchtimes. Temporary exclusion (1-5 days). Second period of exclusion. Recorded on CPOMs Phone call home to parents from SLT <b>Permanent exclusion.</b> HT, AHT record on SIMS.</p> <p>Recorded on CPOMs Meeting with parents</p>

**When dealing with unwanted behaviour in young children it is important that the adult dealing with the child is a familiar one.**

## Appendix 2:

### Time out Expectations

- If removed from the immediate situation, time out is for a short period of time no more than a minute per year of child's age
- During this time the child should be spoken to regarding the behaviour.
- Adults should follow the restorative practice questions. When an incident occurs children will be asked the same questions:
  - **What has happened?** *(This gives a factual and less emotive account of the incident rather than asking 'why' as this gives a defensive response)*
  - **Who has been affected / hurt / upset?** *(We encourage children to think about the impact of actions on everyone)*
  - **What can we do to put it right?** *(The consequences of the actions should be fitting, explained and agreed by all parties involved)*
- At the end of the given time the child must be invited back to play.