

## **9.1 EYFS Behaviour Management Policy**

### **Part 1**

The person responsible for behaviour management issues in the EYFS is Mrs C Macnair (Deputy Head and Foundation Stage Coordinator)

#### **Aims**

- To maintain a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values.
- By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the Early Years Foundation Stage, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for the children.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between and across year groups.

#### **Code of Conduct**

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment and the school environment.
- Litter should be put in the bins provided.
- Children are asked to be well-behaved, well mannered and attentive.
- Children must walk (not run) and be quiet when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Children should be polite, kind and helpful at all times.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Correct school uniform should be worn. Jewellery, other than for religious reasons, or trainers should not be worn. Hair attire should be simple and in the school colours.

- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning.

### **Code of Conduct for Pupils**

- 1 We look after everyone and everything in our school.
- 2 We behave well, following School Rules.
- 3 We keep ourselves and the School clean and tidy.
- 4 We always do our best.

Oaklands is a safe happy school where we enjoy learning.

### **Incentive Scheme**

A major aim of this policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

Headmistress's special awards for exceptional work, progress or behaviour may be awarded. Staff should inform the Headmistress who will write recommendations for these awards in the book in her office.

Incentive stickers are available for everyone. In addition, each key worker/class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in assembly, in concerts and through class and school display areas around the School.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Sanctions**

'Circle Time' is used to reinforce good behaviour or any issues arising.

Sadly, there will be times when children will be badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the key worker/class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include:

- a verbal reprimand and reminder of expected behaviour;
- moving to sit somewhere else in the classroom;
- other age appropriate sanctions;
- name on the board.

If inappropriate behaviour continues, the child may be sent to the Foundation Stage Co-ordinator, with an explanation of the bad behaviour concerned. The Foundation Stage Co-ordinator will then:

- supervise the child in their own classroom;
- if appropriate, keep the child in at break or lunchtime (for an age appropriate amount of time).

Either the key worker/class teacher or Foundation Stage Co-ordinator will explain to the child what he/she has done wrong and remind them of expected behaviour.

## **Further Sanctions**

If the sanctions above still do not have the desired effect, the child should be taken to the School Office to arrange a time to see the Headmistress. The child's name will be entered in the School Discipline Book and parents will be contacted.

Serious misconduct such as bullying or behaviour, which is dangerous or can affect the well being of others, should always be reported to the Headmistress as soon as possible. (See Oaklands School Anti-Bullying Policy).

Prolonged misbehaviour, which does not improve after various degrees of in-house sanctions have been applied, could possibly lead to suspension or exclusion.

## **Playtime**

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Children may bring small toys into school to play with at playtime and Games equipment hoops and soft balls are available in the playground to play with. With this aim in mind, playground rules have been drawn up in discussion with the pupils and are displayed next to the playground. We recognise that the space available on the playground is restricted which in itself causes some problems. In order to make best use of the space available class teachers may choose to spend time teaching children to play new playground Games.

In order to encourage all children to follow the playground rules, the following system of rewards and sanctions has been agreed by the staff:

### Rewards

- A class or individual child who has behaved well on a particular day may be awarded stickers.

### Sanctions

1. A verbal warning from a member of staff/lunchtime staff.
2. Time out on a playground bench.
3. If, following a warning and time out the child continues to misbehave, he/she will be kept in at lunchtime on the following day for between 10 and 20 minutes. Parents will be informed and the child's name will be entered in the School Discipline Book (available in the Headmistress's Office).

The Foundation Stage Co-ordinator will supervise Early Years children kept in at lunchtime and their parents will be informed.

## **Parents**

Parents can help:

- By recognising that an effective early years behaviour policy requires close partnership between parents, key workers, teachers and children
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending parents' evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

## **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class

### **Discipline Book**

This is to be used to record any acts of bad behaviour which result in

- personal injury
- loss, theft or damage to property
- any other matter of a serious nature. (e.g. bullying)

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest.

Details should be recorded in the “Discipline Book”, kept in the Headmistress’s Office.

### **Encounter Record**

This form is filled in when staff and parents hold a discussion or conversation regarding details of a child’s progress, behaviour or background necessary to the well-being of the child. It is placed in the child’s file in the office having been circulated to the Headmistress, Deputy Head and Assistant Head (Pastoral). If the encounter from contains sensitive information about a child, a parent or member of staff, it will be kept locked in a file in the Headmistress’s office. Sometimes it is advisable to have another member of staff present when such an interview takes place. Blank forms can be obtained from the staffroom.

### **Classroom Rules**

Everyday discipline is carried out by individual key workers/class teachers and is part of their classroom management. To help children behave with decency towards others the children should help to plan their own classroom rules which describe the system or code of good conduct towards each other. These can take the form of photographed prompts, e.g., children washing their hands.

## **Part 2**

“it is impossible to understand a person correctly unless one recognises the purpose of their behaviour...” Dreikurs, 1982.

According to Dreikurs, there are four main needs that children show through behaviour. It can help to consider the child’s feelings which lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

### **1 The need for attention**

Child feels: afraid of being abandoned.

Adult feels: frustrated, worn out, irritated by constant interruption, resentful of time spent.

Basic strategies:

- increase the amount of praise for appropriate behaviour;
- use distraction, the look and praise;
- try to give time (one to one) with the target child.

### **2 The need for power**

Child feels: insignificant.

Adult feels: powerless, challenged as an adult, angry, locked into a battle of wills.

Basic strategies:

- think through possible triggers and plan how you would react;
- avoid confrontation (positive rule reminders);
- respond to initial problem behaviour. Try not to get caught up in secondary behaviour;
- give choices – positive and negative;
- provide opportunities for the child to have age appropriate responsibilities.

### **3 The need for revenge**

Child feels: hurt and vengeful.

Adult feels: angry or shocked, hurt, disappointed by apparent lack of remorse.

Basic strategies:

- look for triggers for the behaviour;
- try to mask your feelings of hurt;
- do not be tempted to hurt back;
- help the child to feel listened to;
- be as fair as you can;
- give praise and encouragement when the child has been helpful and supportive.

### **4 The need to display inadequacy**

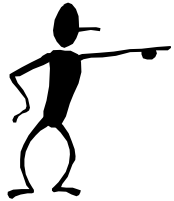
Child feels: discouraged.

Adult feels: irritated by constant whining, inadequate to help, resentful of time spent.

Basic strategies:

- relax pressure;
- use hover support;
- agree non verbal signals, e.g., thumbs up etc;
- praise and acknowledge effort;
- give lots of attention when the child is behaving appropriately;
- set small targets and record their successes visually.

# Steps to Success



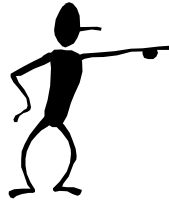
Level 1

Praise

Tactically ignore low level behaviour

Stink look

Non-verbal prompts



Level 2

Proximity praise

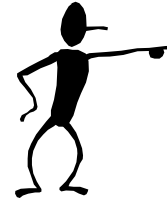
Positive rule reminder

Simple direction

Use:

“Where should you be?”

“What should you be doing”



Level 3

Warning and choice:

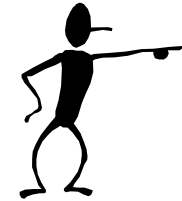
“Shall I put the ball away or will you?”

You need to...or you will have to...”

Use “When...” and “then...” statements

“When you have...then you can...”

**Then walk away giving take up time**



Level 4

Carry out logical consequence

e.g.

thinking time

drawing a sorry picture

# What We Say and How We Say It!

Unclear and Vague	Effective
Stop running	Walking thanks
You shouldn't be in here	Where should you be?
You're not supposed to be doing that	What should you be doing?
Don't shout at me	Remember indoor voices
Don't hurt Tom	We use kind hands and feet
That's not how you use the rope	This is how you use the rope
Don't swear at me	We use kind words in nursery
I've already told you about that once	What's our rule about..... (direct child's attention to photographed prompt)

These are just a few examples of how to change an unclear direction into a clear direction/rule reminder.

## Suggested Questions to Encourage children to problem solve:

**What is the problem?**

*(listen to all sides of the story)*

**How can you make it better?**

*(allow children to offer solutions and decide what they will do)*

**Do you need any help or can you do that by yourself?**

*(encouraging independence)*

### **Thinking Time**

Thinking Time can be a really useful way of managing behaviour if it is used in the right way. Below you will find some tips for successful use of Thinking Time with children, but remember **Thinking Time is a time away from attention** – a chance to cool down and think about what has gone wrong.

- **Be prepared** before you use Thinking Time, tell the child what is going to happen and decide where your Thinking Time space will be.
- A general rule of thumb is one minute Thinking Time for each year of the child's life. **Thinking Time longer than 5 minutes is not effective.**
- Should only be **used as a choice** against the behaviour you want to see.
- Use Thinking Time **after rule reminders and warnings.**
- **Time out is not about punishing**, it gives children an opportunity to sit still and think about their actions.
- Once the child is calm ask, **“What happened?”** and **“What can you do to make things better?”**

Further reading:

How to Promote Children's Social and Emotional Competence  
by Carolyn Webster-Stratton

# Coping with Confrontations

- ◊ Be aware of your own flash points. Each day remind yourself not to over-react
- ◊ Watch your own body language – is it threatening?
- ◊ Remain calm, control your own anger
- ◊ Be polite
- ◊ Speak with quiet authority - do not shout, plead, threaten or use sarcasm
- ◊ Try to have a quiet, private word with the child without an audience
- ◊ Avoid being drawn into arguments – you decide what is the important issue
- ◊ Avoid competing with children where they have the edge, e.g., chasing them
- ◊ Only condemn the action not the child, e.g., “Kicking is dangerous and hurtful” rather than, “You are really naughty”
- ◊ Describe what you think and feel e.g., “I feel sad when I see people being hurt” rather than “you” statements e.g., “You have made me cross”
- ◊ Give the pupil the chance to back down or to make amends

