



**FLASH LEY COMMUNITY PRIMARY SCHOOL  
& NURSERY**

**EARLY YEARS BEHAVIOUR POLICY**

Produced by: Mrs B Kenney/Mrs R Hughes

Approved by: \_\_\_\_\_

To be reviewed: July 2024

### **Intention:**

The Early Years Foundation Stage (EYFS) Behaviour Management Policy is a subsidiary of the school's main policy and has been written to ensure that the needs of younger children are met.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We want to encourage all children to understand and develop qualities such as reliability, honesty, kindness and the ability to consider others in their actions. We understand children between 0-5 years are still in the very early stages of developing their emotional understanding and the ability to regulate their own emotions and behaviours.

Our policy outlines the strategies used across our Early Years provision to support children's holistic development as they navigate learning to behave in socially acceptable ways. This policy also intends to outline the behaviour expectations of adults who use our provision.

### **Implementation:**

We value all children within our setting as individuals, each with their own individual needs, feelings and level of emotional development. Implementing a 'one size fits all' approach is impractical when supporting children in navigating emotions, self-regulation and behaviour. We recognise in children, behaviour is often an indicator of a child's need and aim to discover the source of behaviour issues in order to support children's development. We implement a variety of strategies to support children in developing acceptable behaviour and staff carefully consider children's ages, level of development, understanding and individual needs when selecting behaviour management approaches. All staff receive CPD on positive behaviour management and the behaviour policy is shared with all new staff to the setting.

### **Emotion Coaching**

In Early Years we aim to support children in developing self-regulation skills and understand the behaviour choices they make when responding to their emotions, both positive and negative. Our primary strategy to nurture positive behaviour is emotion coaching.

All staff will recognise behaviour is a response to an emotional need. Staff will apply the **RULER** approach and embed this into daily practise:

**R** – Recognise – Recognise the behaviours displayed when a child is experiencing an emotion.

Examples – tapping feet when anxious, clenching fists when angry, tearing up when upset, screaming when excited. Staff will recognise the emotion within the child to firstly establish a relationship "I can see you are looking angry, your hands are clenched"

**U** – Understand – Understand and empathise.

Staff will draw on their own experiences or those of the child to empathise and validate the emotion. All children will feel heard in their emotions. "Sometimes I get angry too, I understand why you are feeling that way because...."

**L** – Label – Support the child in labelling the emotion.

"I think you might be feeling angry/anxious/frustrated/excited. This feels like.....can you tell me what your body is feeling or what you are thinking?"

**E** – Express – Discuss and support how the emotion can be expressed acceptably.

Children cannot move forward to reflect on their behaviour whilst they are dysregulated. Staff will aim to calm children and support them in expressing the emotion. Children in the early years have yet to develop self-regulation skills; they require an adult to co-regulate with them. Staff will aim to allow children to express emotions in a safe space and offer co-regulation strategies to calm the emotion.

Examples – a hug, lie down, quiet space, calm bottle, sensory circuit, holding a hand

**R** – Regulate – reflecting on and learning to regulate the emotion.

Reflection and regulation takes time for children to acquire. Reflection may need to take place after some time has passed for the child to be in a secure frame of mind.

Staff will validate the emotion, explain the unacceptable behaviour and then work with the child to suggest alternative acceptable behaviours for the future.

"I understand why you were angry, it's hard to share something you love to play with but we cannot hurt others when we are angry. Instead when you feel angry shall we tell someone/go for a walk/sit in the calm space. Shall we try this next time?"

"I know how excited you were to play, that's ok, but we cannot scream inside; instead could we do an excited wiggle dance?"

Further strategies embedded in daily practise are, but not limited to:

- Praise and positive reinforcement of desired behaviours. Instant and cumulative rewards are offered to support children in understanding the correct choice i.e. stickers, golden time
- All children are valued and treated with respect in order to support them in developing positive self-image
- Encouraging a sense of responsibility through supporting children to look after themselves, each other and the environment
- Having clear, consistent boundaries and explaining these in a way that they understand. The school rules will be simplified to an age appropriate level as guidance for positive behaviours.
- Wherever possible the use of positive language is implemented, e.g. "please can you walk" rather than "don't run"
- Visual aids are use within the environment to remind children of acceptable behaviours
- Children are supported in recognising emotions in themselves and others, regulating their own emotions and making positive choices for themselves and others through the Early Years curriculum
- Children are treated fairly and as equals in an environment which fosters team work, friendship and community
- Positive parent partnership is fostered. Parents and carers are encouraged to share any relevant information with the EYFS staff and parents are supported in behaviour management at home
- All staff demonstrate friendly, caring relationships and behave in a manner which reinforces positive behaviours, acting as role models to all children

### **Challenging Behaviour**

We create an environment in which challenging or unacceptable behaviour is addressed consistently using emotion coaching to support all children in learning to manage and regulate emotions and displaying acceptable behaviour. When undesired behaviour continues after emotion coaching has taken place, further strategies may be implemented dependent upon each individual circumstance.

- When children do not respond to emotion coaching strategies and continue to display unacceptable behaviour, where appropriate they may receive a 'time out' from play. An adult is present to supervise and visual timers may be provided. We take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour, as this may be a reason behind behaviour. Adults avoid conversation that is not focused on behaviour during these times
- On occasions where children display harmful behaviour to others, present a danger to themselves or the property of others they may be removed from the classroom with the support the Behaviour Lead.
- Where children have displayed physical behaviours towards another, both sets of parents/carers will be informed and incidents recorded on SIMS as a red card, ensuring privacy and confidentiality when the discussion is taking place
- Physical intervention is only used to prevent serious physical injury to children or adults and/or serious damage to property

If a Behaviour problem persists despite continuous strategies:

- Discussions are held with the Behaviour Lead/SLT
- Where necessary Parents/Carers are invited to discuss behaviour within school and home
- Strategies are agreed on an individual child basis and shared with all necessary staff
- Behaviour is regularly reviewed and strategies adapted
- Where agreed strategies are demonstrating limited impact the school's SENCO will be informed and external agency support may be sought in consultation with Parents/Carers

### Rough and Tumble/Weapon Play:

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour, nor should it be deemed unacceptable. We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. Staff in Early Years create rules for these types of play collaboratively with children and utilise opportunities to explore concepts of right and wrong/feelings and morals. Staff use their judgment to guide these types of play towards positive themes. They tune into the content of the play, suggest alternative strategies for heroes and heroines and make the most of 'teachable moments' to encourage empathy and lateral thinking, exploring alternative scenarios and strategies for conflict resolution. Staff are sensitive to cultural/family backgrounds of children, including whether a child's family has experienced violence, fled war, have family in armed forces etc. Staff are proactive in gently explaining play to families who may be sensitive and discuss any issues that may arise.

### **Adult behaviour:**

It is our intention to keep school safe for children, staff and visitors. All staff adhere to the staff code of conduct to display professional behaviour and act as positive role models to all children.

Parents, Carers and Visitors are always welcomed; however, their behaviour must be appropriate and suitable for school premises. Staff will challenge any behaviours displayed by adults in the setting that is deemed inappropriate or a safeguarding risk. This includes but is not limited to:

- Abusive or aggressive behaviour is not acceptable and any adult displaying these types of behaviour towards staff or others will be removed from the premises
- The use of mobile phones is not permitted in school and staff will challenge adults who are seen with mobile phones on the premises
- The use of appropriate language is implemented at all times. Adults found to be using foul/inappropriate/sexual/derogatory or insulting language will be challenged and if necessary removed from the premises

### **Impact:**

- All children in Early Years are able to navigate their emotions and display appropriate behaviours which enable them to contribute positively to school life.
- Analysis of behaviour incidents are monitored by Behaviour Lead
- Reports are sent to Head Teacher/ Governors
- Individual children causing concern are tracked and actions are put into place to provide support where needed
- Half termly school focus given to staff and shared with children

### Associated policies:

- **Flash Ley Behaviour Policy**