

EARLY YEARS BEHAVIOUR POLICY

Context

We are required to ensure the safety and wellbeing of all the EY children and staff and we take great pride in the children's behaviour. At BIST EY we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the wellbeing and welfare of others. It is important that all staff use these behaviour guidelines to support them in their teaching; to ensure that it is consistently and effectively used. This helps create a positive learning environment and allows the children to feel that they have been treated fairly.

Aim

At BIST EY we aim to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately.

Staff will:

1. Praise children for good behaviour on a regular basis.
2. Model good behaviour by treating children and adults around us with respect.
3. Create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment.
4. Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
5. To treat problems when they occur in a fair, just and consistent manner
6. Have a clear approach to behaviour that is consistent throughout BIST Early Years
7. Observe children closely and use our weekly planning to provide for their individual needs.
8. Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

Reward systems

Stickers - All classes Throughout the Early Years campus we use Bromsgrove Learner attribute stickers to reward good behaviour, academic achievement, anything that demonstrates one of the 8 learner attributes:

1. *Independence*
2. *Team Player*
3. *Positivity*
4. *Reflective*
5. *Curiosity*
6. *Risk taker*
7. *Kindness*
8. *Determination*

EYFS classes have a laminated sticker chart for each child (20 places for stickers), when full please present to the child in front of the class and celebrate the child's success. Print out a new one and laminate for the child. The stickers link to Dojo points for Reception & Year 1.



Dojo Points: Reception & Year 1

In Reception & Year 1 we use Dojo points which are displayed on the screen for the children to see. We continue to reward the children using our learner attributes through the use of Dojo points in conjunction with stickers. Once children have collected a certain amount of Dojo points they receive a certificate:

- 50 Dojo points = Bronze Certificate
- 100 Dojo points = Silver Certificate
- 150 Dojo points = Gold Certificate
- 225 Dojo points = Platinum Certificate

The Head of Early Years will hand out certificates during Friday Line Up celebration.

On Friday's when we have house competitions the house that wins can each get one "Team player" dojo point

Star of the Week: All Year

We have star of the week which happens on a Friday. 1 child from each class is awarded star of the week and receives a certificate in Friday's assembly.

Marble Jar EYFS (Reception)

This is a class reward and motivator. A Marble can be put in the jar for collective responsibility (tidying up, respectful listening, team work etc). After the jar is full (50) the class will be given a treat, such as an extra soft play session, special activity/craft, additional water fun session etc encourage the class to contribute to suggestions. Once completed please start again.

Marble Jar - Year 1 Only

'Marbles' should be given for whole class actions or individual actions relating to positive behaviour, manners, acts of kindness etc, and whole class actions relating to learning as well e.g

- Sensible transition to Specialist lessons
- Displaying Bromsgrovian Learner Profile Traits
- Whole class focus in lesson
- Tidying classroom
- Helping each other
- A kind gesture to another person

- 100 Coloured Marbles
- 200 Coloured Marbles
- 300 Coloured Marbles
- 400 Coloured Marbles
- 500 Coloured Marbles

Marble jars run across each term and the class will be decided upon their class reward.

PN/N/R Rainbow

Children start the day on the sunshine, they can move up to the star or down to the rainbow giving time for children to reflect on their actions and behaviour. This is used a visual reminder to support children in their expected choices

Good practice promotes positive behaviour

We should:

1. Organise the learning environment so that it has a positive impact on behaviour in terms of space, access to and choice of activities.
2. Support children's self-esteem by enabling them to be successful in play experiences, empowering children to develop confidence and resilience. (Refer to: Development Matters in the Early Years Foundation Stage (EYFS) Personal Social and Emotional Development).
3. Plan first hand experiences and challenges, appropriate to the development of children, which encourage sharing, negotiation and cooperation.
4. Take a positive and consistent approach towards supporting children to display appropriate behaviour.
5. Work in partnership with parents/carers.
6. Through regular play and learning activities (including circle time, stories, role play, puppets) encourage children to express openly their feelings, likes and dislikes and help them to understand the consequences and effects of their behaviour on others.
7. Support children to resolve conflicts with other children.
8. Encourage, acknowledge and value appropriate behaviour in all interactions between children and staff as well as between staff and between children.
9. Ensure children are aware of expectations, routines and procedures.
10. Set, explain and maintain clear, reasonable and consistent limits in a calm manner so that children feel safe and secure in their play. Take the children's level of understanding into consideration.
11. Use praise specifically related to children's actions or behaviours e.g. "good sitting"
12. Demonstrate that the child is valued, even if the behaviour is inappropriate.
13. Respond to and record significant inappropriate behaviour at the earliest opportunity using our EY Behaviour Log.

Where a student's behaviour is inappropriate:

The student is reminded of the appropriate behaviour, and encouraged to modify their behaviour, use the 'expected' display cards and language to remind them or ask what they are 'expected' to do.

1. A discreet discussion should take place between the teacher and the student, with the aim of the student acknowledging poor choices and deciding proportionate consequences.
2. Behaviour continues depending on age or action, another word and age appropriate time in the class calm corner.
3. Staff should fill in the behaviour log to track all incidents.
4. Please communicate any changes in behaviour to parents, a gentle word at pick up or a friendly note of concern through phone call / email.
5. Seek support from colleagues, Phase leader or HoEYC.
6. If a child continues to exhibit unexpected behaviour the teacher should record the behaviour and consequences on the EY Behaviour Log and if required a meeting should be scheduled with AHoEY or HoEYC.
7. In the light of serious incidents or safeguarding concerns please use the CPOMs online platform. The concern should be followed up with a conversation, phone call to the DSL or in their absence DDSL by the end of the school day.
8. Various steps will be taken to support the child, including parent phone calls/ meetings, reward charts, referral to outside agencies / school counsellor.
9. If a child continues to display inappropriate behaviour, or in the event that their behaviour has seriously harmed themselves, school property or another person, the following steps will be taken:



10. The Head of School will meet with all relevant parties, and discuss whether or not we can continue to provide for the child's needs at the school, a child can be given time to reflect or learn at the office, have break times removed, parents may be called to collect their child, or internal suspension enacted. If, after reviewing all the evidence of the incident, it is decided that a suspension from school is warranted, the Head of School will decide upon the length of the suspension, appropriate to the incident and this will normally range from one day to seven days. The suspension will normally be served at home. Parents will be asked to seek advice from a professional.

Behaviour Expectations

Moving around School

1. When moving around the school, children should always be expected to walk.
2. When walking down the ramp, children should be taught to walk on the wall side away from the drop to prevent accidents.
3. When walking up or down stairs, children should always hold onto a handrail and where appropriate should be taught to hold the rail on the wall side away from the drop.
 - a. Children should always walk when on the stairs.

Playtime

1. There will always be staff on duty
 - a. When a member of staff is off the person who is on playtime the following day will swap duties.
2. Children are not allowed to play on the balcony or ramp area.
3. Gun games are strictly prohibited.
4. Playground duty is from 10:10-10:30.
5. Play fighting is prohibited.

Lunchtime

1. There is strictly no running in the hall.
2. Children will be provided a nutritionally balanced meal and staff will encourage students to try new foods.
3. Children are encouraged to stay hydrated. Staff will remind students to drink regularly throughout the school day.
4. Children must wait at the lunch table. An adult will inform students when they can clear their trays.
5. All class teachers and TA's plus specialist staff supervise the lunchtime hall.
6. Children remain in the hall until 12:30.
7. Outside duty is from 12:30-13:00.
8. Children are not allowed to play on the balcony or ramp area.
9. Gun games are strictly prohibited.
10. Play fighting is prohibited.



In class:

1. Positive behaviour is always acknowledged first.
2. Children must be taught how to use scissors safely. When using scissors, children must do so under adult supervision and in designated areas of the classroom. When walking with scissors children should always close the scissors and then hold the metal part with the handle pointing to the ceiling.
3. Children must sit at the table to eat their snack and not on the floor.
4. There is strictly no running in the classroom.
5. Children must keep their shoes on in the classroom.

Specific Behaviour

Please refer to our specific policies for:

EY Biting Guidance

Settling in Policy and Attachment Disorder Procedures

Date implemented: May 2017

Reviewer: CR & HB

Review date: Sept 2019

Reviewer: AB

Review date: Sept 2022

Reviewer: AB

Reviewed : May 2024

Reviewer: AB

Next review May 2025