

Woodside Primary Academy

Early Years Behaviour Guidance

An annex to the whole school behaviour policy

Whole School Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We aim to instil in our children the ability to make the correct choices. This is done through ensuring there are high expectations which are consistently reinforced by the Woodside community.

Our behaviour policy supports children to become leaders of their own learning, even from a young age.

The children learn this through adults modelling use of independent thinking and supporting children to make choices. Explicit teaching of the 7 habits and 7 life values will start when they move on through the school.

At Woodside “We are all leaders of our learning and behaviour.”

We consistently refer to the Seven Habits – ‘Steven Covey’

7 habits	7 life values
✓ Be Proactive	✓ Determination
✓ Begin with the End in Mind	✓ Independence
✓ Put First Things First	✓ Confidence
✓ Think Win-Win	✓ Kindness
✓ Seek First to Understand then to be Understood	✓ Honesty
✓ Synergise	✓ Respect
✓ Sharpen the Saw	✓ Responsibility

At the beginning of the academic year, each class creates a class mission statement. This is specific to each class but reflects both the habits and the life values.

We expect all staff to treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment. We provide a setting where they can grow to become positive, responsible and increasingly independent members of the school and wider community.

Annex: 2

Introduction to the EYFS Behaviour Guidance

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

Please refer to the main document 'Woodside Behaviour Policy' for the complete school context, including 'Our Beliefs, Key Principles and Expectations'. Link below:

Rational about our approach in Early Years

Child Development

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.

Supporting children in making positive choices

When rewarding the children's effort, achievements and choice making the school community consistently refers to the 7 habits and the 7 life values. (Refer page 2)

The school encourages good behaviour, as it believes that this will help create a foundation of high expectation and will develop an ethos of kindness and co-operation.

The school employs a range of strategies in early years when necessary to support the school values and ethos and to ensure a safe and positive learning environment. We employ each strategy in line with the individual age and stage of a child.

Staff Focus

The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

Key behaviour coordinators in Early Years: Early Years SENCO, EYFS AHT, Whole school: SENCO (QTS), Pastoral lead.

Stage 1

- We address behaviours needing regulation/intervention using distraction for our youngest children or those still at the early stage of regulation.
- We use the HighScope resolution approach, which is solution focussed.
- Behaviours that result in concern for the child and/or others will be discussed between the key person/class teacher, and immediate line manager. During the meeting, the key person/class teacher will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context.
- Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents (YGL to support prior) possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the assigned behaviour coordinator and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for addressing the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and assigned behaviour coordinator until progress is noticed.
- All incidents and intervention relating to challenging behaviour by children should be clearly and appropriately logged on CPOMS.

Stage 2

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the assigned behaviour coordinator will invite the parents to a meeting to discuss external referral and next steps for supporting the child.
- It may also be agreed that the child should be referred for an Education, Health and Care assessment.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

How do the school's 7 life values and the LIM apply to the EYFS behaviour management programme?

We align the 7 Habits and our 7 Values through the High Scope principles. (2014)

What are the main principles of HighScope?

HighScope is built on the principles of **active learning and children's initiative**. In order to develop children's critical thinking, self-confidence, and problem-solving abilities, we foster strong teacher-child interactions.

Implementation: adult support for social, emotional development and self-regulation

- Woodside EYFS staff model, support and provide opportunities for children to practise social skills.
- We provide positive interest and concern for children and recognise and help them to express their feelings, without judgement.
- On a daily basis we support the development of sharing and encourage children to work together and include others in their play.
- We support choices and autonomy and provide challenges for thinking and scaffold learning.
- We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development and self-regulation over time.

EYFS staff aim to use positive language such as:

- I can help you think about the choices that you are making (offer choices)
- Stop and think
- We use kind hands/words
- We agree in our class charter that we will keep everyone safe and play together
- Good listening
- Walking feet
- Top Dogs of the Week – KS1/ EYFS – Toys to be taken home for the weekend and special diary.

Staff will refer children to pictures on our behaviour chart to remind them of what they need to do to follow agreed behaviours (where appropriate).

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

- High Scope's Conflict Resolution process provides this type of approach

The expectation is that children choose a significant amount of their play experiences, following their own interests. The intrinsic value of achievement is therefore embedded within the experience.

Positive behaviour strategies include:

- Regular and explicit praise for desirable behaviours is part of our practice, e.g. good listening or thank you for showing walking feet inside
- Daily 'special mentions' for which children are explicitly told of their personal achievements. Teachers keep a record of who has received a mention to ensure equality of opportunity for all.
- In the nursery classes 3-4 there are star behaviours and in the Reception classes there is a 'Star of the day'
- Children are individually praised when they demonstrate behaviours that reinforce their mission statement

As children learn to modify their behaviours in a way that is appropriate for a large group setting, they learn to accept the needs of others and tolerate delay when their own needs are not immediately met. This educational phase sees the development of sharing and turn-taking skills and the development of self-regulation.

It is helpful for practitioners to view conflict as a potential learning opportunity. Conflict resolution involves feelings and ideas. Practitioners should make use of emotional language to support children's ability to express their feelings and facilitate their understanding of events that may have occurred before moving on to LIM 7 Habit terms.

Managing challenging behaviour

It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.

For a few children with specifically identified behavioural needs it may help to motivate and support them by using a reward system. This will only be introduced by the class teacher in consultation with parents/carers.

In all situations of conflict a member of staff will thoroughly investigate to try to establish the original cause and support those involved to a resolution. In such situations practitioners will use a communication tool that is appropriate for each individual child's needs e.g. visual prompts.

All serious incidents need to be reported using the whole school behaviour policy pathways - CPOMS.

If a child becomes highly emotional they can be asked to take time out with an adult – focus on regulation and becoming calm.

Very occasionally it may be necessary to remove a child from their classroom to keep themselves or others safe. In this instance the child may be taken for a calming walk by an adult or take part in calming activities before being reintegrated back in to the room or class.

Safety concerns

- It is very important that we as practitioners avoid situations of confrontation
- Only under special circumstances where there is an issue of safety should children be physically lifted in an attempt to avoid escalation or ensure a safety is maintained

Settling in

- We should be aware at all times that children entering our setting need time to develop relationships with us and encouragement to want to adapt within a large group setting.
- Teachers in Year 1 will support children to transition in to the KS1 and 2 behaviour systems

Conflict Resolution in High Scope (Display in class)

High Scope has a six-step process that can be used to help children resolve conflicts that may arise during their day

Step 1:

- Approach the situation calmly
- Observe the situation, approach the children with a calm voice, and sit with them on the floor. Stop any hurtful behaviour if necessary.

Step 2:

- Acknowledge children's feelings
- Describe the feeling you observe and the details of what you see.

Step 3:

- Gather information
- Ask open-ended questions, directing your questions to one child, and then another

Step 4:

- Restate the problem
- Based on what the children say, clarify the problem and check your statement with the children.

Step 5:

- Ask for ideas for solutions and choose one together
- Encourage the children to talk to each other. Be prepared to give suggestions. When children arrive at a solution, restate it and check with them to make sure they are in agreement.

Step 6:

- Be prepared to give follow-up support
- Sometimes solutions need clarifying as the children begin to play again.
(Highscope 2014)

Parental involvement

- In line with the whole school policy, decisions made by staff should be shared with parents/carers and a plan for future action made collaboratively to ensure a successful school experience for all families.
- It is important to remember that young children may have undiagnosed learning needs. In addition it can be distressing for parent to hear that their child has had a difficult time regulating.

Impact

By the end of the Early Years children are expected to reach the typical development stages below:

Personal, Social and Emotional Development

ELG: Self-Regulation

- Children at the expected level of development will:
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Children at the expected level of development will:
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 - Explain the reasons for rules, know right from wrong and try to behave accordingly;
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Children at the expected level of development will:
 - Work and play cooperatively and take turns with others;
 - Form positive attachments to adults and friendships with peers;
 - Show sensitivity to their own and to others' needs.