



PRIORY SCHOOL

EDGBASTON

EYFS Promoting Positive Behaviour

Mission Statement

Priory School is a thriving Independent Catholic school which welcomes those of all faiths and none.

We love, live and learn joyfully as children of God.

In partnership with parents or guardians, we provide a caring community with high standards of teaching and learning, enabling all pupils to achieve success.

Approved by Risk & Compliance Committee 19 January 2018

1. The governors and staff of Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.
2. The staff, governors and pupils are committed to the Child Protection and welfare of students and staff.
3. To meet the needs of our school community all our policies, including this one, can be made available in different formats to help meet your needs such as different font sizes or styles, colour or alternative languages.
4. The Governing body understand that it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

PRIORY SCHOOL

EARLY YEARS- PROMOTING POSITIVE BEHAVIOUR

Promoting Positive Behaviour

At Priory School, we believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. Here at Priory School, we encourage and praise positive, caring and polite behaviour at all times and provide an environment where children learn to respect themselves, other people and their surroundings.

At Priory School,

- We recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting.
- We encourage self-discipline, consideration for each other, our surroundings and property.
- We encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- We promote treating children with the upmost respect and all staff are expected to lead by example.
- We praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- We promote non-violence and encourage children to deal with conflict peacefully.
- All staff must demonstrate positive role modelling to the children which will develop a positive caring attitude for their future. Children will receive reassurance and comfort when required and **MUST** not be told to stop crying. Staff must develop trusting relationships with children to support their personal, emotional and social development through offering comfort and space sensitivity
- Through the support of trusted adults, children will be nurtured and engaged in activities and learning opportunities that capture their interests and allow them to achieve their full potential.
- We encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- We work in partnership with parents by communicating openly to lay foundations upon which children can develop into happy, self-confident individuals.
- We provide a key person system enabling staff to build a strong and positive relationship with children and their families. We provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.

Use of praise and rewards

Great care is taken to praise achievement and desirable behaviour such as kindness and a willingness to share. All staff are aware of the privileged position they have in order to shape the children's social behaviour, providing an environment in which the children can learn and develop.

Early Years staff share a positive manner towards both children and each other. Staff must thank one another, praise, and share and consistently show acts of kindness, which enables staff to demonstrate praise and these types of behaviours to the children, and therefore leading by example.

Rewards are given to promote good behaviour by way of praise, stickers, and 'a treat from the silver box'. Children are encouraged to clap and praise their peers at every opportunity.

In order to use verbal praise effectively, staff should

- Praise the child of good behaviour.
- Make a big effort to give praise for every bit of good behaviour, not matter how small.
- Make sure they are below the child's level and have eye contact.
- Be enthusiastic and genuine.
- Tell the child exactly what they are praising him/her for.
- Only talk about the good behaviour you have just seen. Don't confuse the child by being critical at the same time.

Stickers are used as a form of praise and reward, where staff are encouraged to write on the stickers why the child has received the sticker. This helps the child understand exactly what they are being praised for, and creates more opportunity for recognition by fellow peers, staff and parents/carers.

Here at Priory School, we focus on the positive behaviour and therefore the system is used to praise, reward and identify positive and desired behaviour. To praise, reward and identify positive and desired behaviour, we use the 'Reach for the Stars' system which is used in our Nursery and Reception class to encourage and reinforce positive behaviour.

Use of positive language

We support the positive development of children's behaviour and all staff are encouraged to use positive language and behaviours.

1. Say what you DO want, rather than what you DON'T want. For example, "I'd like you to walk into nursery", rather than, "Don't run in nursery".
2. Say yes rather than no. For example, "Yes, we can have story time once we have tidied up", rather than "No, not yet, we have to tidy up first".
3. Use 'when' and 'then' to encourage respectful bargaining and sharing goodwill. For example, "When we've picked up the toys, then we can sit and have our snack".
4. Pro-active praise good behaviour, limit attention on negative behaviour. For example, "Good Job" and "super hand-washing".
5. Recognise that children can seek attention through negative behaviour.

Managing unwanted behaviour

- The focus is always on promoting positive behaviour and the prevention of unwanted behaviours.
- Our starting point is to take into account a child's age and stage of development to decide how to handle a particular type of behaviour.
- We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.
- Staff challenge the behaviour without adopting a negative attitude towards children who may be behaving inappropriately. All approaches used in managing inappropriate behaviour must have a positive effect on a child's development. Consistency is key.
- Approaches will be suitable depending on the child's understanding and circumstance of behaviour. This may be through a discussion with the child as to why their behaviour was not acceptable, re-direction to alternative behaviour or activities, removal of equipment, or removing the child from the situation if necessary.
- Staff will not shout (other than to keep children safe) and will instead model compassionate behaviours in everyday practice, and encourage children to learn positive behaviour.
- If inappropriate behaviour is repeated, we ask any child to sit in **'thinking time'** for no longer than up to one minute for a year of their life. The idea of 'thinking time' is for children to reflect on their actions and how they would like to do something different. Children will never have 'thinking time' isolated on their own, and will always be beside an adult. The staff will calmly talk to the child, providing a secure space for them to talk about actions and behaviour. At all times, positive language will be used to help the children understand their negative behaviour and encourage positive ones.

All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate. Staff should be **below the child's level** and gain eye contact with the child to ensure their full attention and understanding.

- Staff must not use the word naughty or silly and must not use a designated area, corner or mat for thinking time or as a punishment, Children won't be deprived of food or drink, and be told to stop crying or commented on for doing so.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking. We believe that aggression breeds aggression and if children witness adults behaving in this way they will think that this is an acceptable way to interact with others. All discipline must have a positive effect on a child's development.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- If a child has been the subject of any form of inappropriate behaviour that causes distress or injury, details regarding the incident must be recorded on an accident/incident form.
- We work very closely with our parents here at Priory School, and therefore parents will be informed of their child's behaviour. This is very important as the parents/carers may be able to offer an explanation for the change in behaviour or successful strategies used at home.
- If the unwanted behaviour continues, the Early year's manager must be informed who will offer guidance and advice.
- At times, there may be behaviour displayed that is repetitive or concerning, or the individual may need more support dealing with this behaviour. This will be managed on an individual basis and in an appropriate way.

Consistent unwanted/inappropriate behaviour

When a child is exhibiting repeated patterns of inappropriate behaviour and doesn't respond well to the usual forms of behaviour management, the child's key worker/class teacher and the setting SENCO will observe the behaviour.

If necessary, the key worker along with the early year's manager/deputy or the Head of Prep will request a meeting with the child's parents/carers to voice our initial concerns, covering any potential issues/difficulties and discussing any support of other professionals that may be appropriate. It also enables to ensure consistency between their home and the setting and on most occasions, this will lead to an agreed plan of action.

Any meetings will have clear aims and information and will be recorded and a copy sent to all parties involved.

If any parent has a concern about their child at any time, a member of staff will be available to discuss those concerns. It is only through co-operation and partnership between the staff and pupils that we can ensure the child feels confident and secure in their environment, both at home and at Priory school. All concerns will be treated in the strictest confidence.

At times, we may sought additional advice and support from external professionals which may lead to them also being involved. This may include the area SENCO, behaviour specialist, Health visitor, child psychologist, educational psychologist, social worker, Doctor, Speech and Language therapists etc. Here at Priory, we assist and support parents/carers and the child through their interactions with additional support professionals where appropriate and necessary.

Gun Play

In a changing society, staff acknowledge that many images portraying war, guns, swords, and fighting are seen in the media and on computer and video games.

Children at Priory may have parents or family members that are in the forces, and who may have been involved in active service. Some children have access to toys that deprive power both outside of the setting and in their own homes. Staff will talk to children about their feelings when it is appropriate, especially where we know that their family life is directly involved in conflict situations (forces children).

Staff will closely observe all children's play and will actively encourage and re-direct children who are involved in 'gun play'.

Anti-bullying

Children under 5 years of age may at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This behaviour should not be labelled as bullying because for children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that bullying is not acceptable in any circumstance and will not be tolerated. A child who bullies has reached a stage of cognitive development where he or she is able to plan to carry out premeditated intent to cause distress or upset. Bullying generally occurs in children over five, however within the early year's department, we will act upon any concerns that may be raised.

Parents/carers of a child who has taken part in an act of bullying, and those of the victim will be informed on the day and the incident will be recorded and further steps taken if necessary in line with our whole school policy.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong. Corporal punishment is not used or threatened.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Physical intervention

Physical intervention will only ever be used if it prevents personal injury to a child, another child or an adult, or to prevent serious damage to property or what would reasonably be regarded as exceptional circumstances

On any occasion where physical intervention is used to manage a child's behaviour, a written record will be kept and the parents will be informed on the same day.

Any written records will be filed confidentially into a folder labelled 'physical intervention'.

Children must always be treated with the upmost respect in every way, for example:

- Holding their hand, not their arm or wrist.
- Picking them up from the front rather than the back so they can see who is carrying them.
- Carrying children calmly and safely.

Refer to the Physical Intervention Policy.

The named person for managing behaviour is the Early Years Manager, and in her absence, the Early Years Deputy Manager.

Our behaviour co-ordinator is: Miss Williams

- Ensure positive behaviour is promoted throughout the nursery.
- Advise other staff on behaviour issues.
- Along with each room leader will keep up to date with legislation and research
- Support changes to policies and procedures in the nursery.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attends relevant in-house or external training for behaviour management. We keep a record of staff attendance at this training.
- Support and give advice for parents.

Procedures for Exclusion

It is embedded within our policy to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. In the case of a Permanent Exclusion this can only be authorised by the Headteacher.

Please refer to the Permanent Exclusion Policy.

Monitoring and Review

This policy is constantly being reviewed to take account of educational initiatives and respond to the future priorities of the school.

The Behaviour policy is constantly being reviewed to take into account any changes with contacts or procedures.

This policy will be monitored by the Early Years Manager, who will report to the Deputy Headteacher on its implementation on a regular basis. It will be reviewed by the designated member of the Governing Council.