

SILVER BIRCH ACADEMY TRUST

Early Year Foundation Stage Behaviour Policy

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Early Year Foundation Stage Behaviour Policy

We work hard to foster good relationships between all staff, pupils, parents/carers and the wider community. We actively welcome parental involvement and encourage open dialogue at all times.

We have clearly defined expectations regarding children's behaviour. We work to create a purposeful, attractive atmosphere in which children can develop self-esteem, self-discipline and an awareness of their responsibilities in the community.

As a whole school, we have developed a behavioural policy where the emphasis has been placed on developing children's self-esteem through positive reinforcement and rewards. A system of sanctions is part of this policy so the children are clear as to what is acceptable and unacceptable behaviour and staff can be consistent in the way that unacceptable behaviour is dealt with.

Aims, Objectives and Values

In the nursery and Reception, we aim to support the implementation of this policy throughout the school by laying the foundations that promote good behaviour and the development of self-esteem through good early years practice.

The aim of this policy is to provide guidance to staff, pupils and parents/carers.

Staff

- To establish a consistent approach towards learning and behaviour.
- To provide support for one another through discussion and implementation of a common approach.
- To clarify the procedures for promoting good behaviour and dealing with problems.

Pupils

- To help children grow into responsible adults.
- To establish orderly patterns of behaviour through self-discipline.
- To recognise the value of co-operation and friendship.
- To understand and be involved in the development of appropriate rules.
- To be treated as individuals, respected and cared for in order to develop a positive self-image.
- To be aware that choices can be made.

Parental Partnership

- To understand and support the policies of the EYFS with regard to learning and behaviour.
- To work together with the school to support the needs of their child.
- To seek appropriate advice and support regarding children with Special Needs.
- To support the children's learning, to help them achieve their potential.

Developing Positive Relationships

Useful strategies to build positive relationships include:

- Direct teaching of verbal communication skills and conversation skills.
- Teaching children to express their emotions in an acceptable manner by using appropriate vocabulary and action.
- Encouraging withdrawn children to communicate their feelings in alternative media e.g. pictures, puppets, theatre.
- Using stories and plays to illustrate issues, explore feelings and as a springboard for discussion.
- Teaching pupils to listen to each other and ensuring that as adults we are attentive listeners
- Helping pupils to understand and become increasingly sensitive to non-verbal communication and body language.
- Rehearsing social situations with pupils, individually and in groups
- Providing positive role models

Rewards

We believe that praise and public celebration within the setting is the most effective way of rewarding effort and appropriate behaviour. In this way children are developing self-control, over their actions and behaviour and they

have no confusion over the reason why they must behave in an appropriate way. Because of this, we follow good early practice and do not use reward systems such as stickers or stars.

Sanctions

- When sanctions are necessary it is important to be fair and consistent.
- It is important to protect the relationship with the child and to protect his/her self-esteem by criticising the behaviour and not the child.

Practice and Procedure to deal with inappropriate behaviour.

1. Problem solving approach to conflict.
2. Asked to move away from an activity
3. Time out – 5 mins
4. Reflection with the support of an adult on the incident.
5. An apology to be made, if appropriate.

If the child persists with the inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of the senior management team or the head of school will be informed and they will deal with the situation.

The victim of an incident is always considered and every effort is made to ensure that they feel the situation has been resolved successfully. The parent/carer is informed if an incident occurs affecting their child.

Parents/carers are kept informed if nursery staff have any concerns regards their child's behaviour, primarily through informal, regular conversations.

It is important that at each stage the sanctions are explained to the child and that they are aware of what will happen next if they do not adjust their behaviour.

Documentation of Incidents

If inappropriate behaviour is considered to become an issue with a child, staff will record incidents. This will be a confidential document and will be kept in a safe secure place.

