

ONE INTERNATIONAL SCHOOL EYFS BEHAVIOUR MANAGEMENT POLICY

At ONE International School, we believe that all children and adults in our Early Years setting have the right to be treated with respect and to be in an environment which is calm and safe.

We recognise 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. Young children need time to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. We understand that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

As well as this, we also understand and take into account that each child is an individual and develops in their own way and at their own rate. Therefore, we understand the need to be flexible when supporting individual children in our care.

AIMS

- To encourage children to develop positive attitudes towards themselves and to learning.
- To encourage children to show consideration for others and to exercise self-discipline.
- To help to provide children with the skills to manage their own behaviour and to solve their own problems through conversation and discussion.
- To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the setting.
- To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.
- To work in partnership with parents in managing their child's behaviour both at home and in nursery.

STRATEGIES

As well as focusing heavily on topics such as Emotions and Friends during All About Me (our first topic every September) we also consistently apply various strategies, some of which are listed below, to enable children to achieve the above listed aims.

- **Class Rules** - The class rules are worked on during All About Me and are then clearly displayed for reference by both staff and children throughout the year. They show a sad face on one side saying 'At school we don't....' and on the other side a happy face saying

'Instead we...,' accompanied by a series of pictures the children have coloured and matched that show, for example, children shouting opposite a picture of children speaking calmly to each other. This shows clearly the behavioural expectations of our setting and supports children who are pre-literate in understanding what is expected of them.

- **Appropriate Behaviour** - When children display unwanted behaviour we would praise a child sitting closely who is displaying the correct behaviour in a positive tone of voice. For example, during circle time if a child is fidgeting or lying down, we would speak to the child/ren nearby 'I like the way you are sitting with your hands in your lap.'
- **Positive Statements** – We always aim to use positive language and focus on 'do' rather than 'don't'. For example, rather than stating 'No running,' staff would say, 'Running outside, run inside - you can fall and bang your head!' Instead of saying 'No, don't throw your toys,' we would discuss that, 'Balls are for throwing. Toys are for playing, what shall we play with, this car/train/brick?'
- **Making Choices** - Providing children with a choice can be an empowering experience for a child. For example, if a child wants the same toy that another child is using, '.....has the orange car, you can have the blue or green one.'. If this is not sufficient then we begin to teach them about sharing and using our sharing timers. Children collect a timer from the table (3 or 5mins), show the child they want to share with, turn it over and when it is done, it is their turn for the toy. This allows children to choose whether they want to play with something similar immediately or follow a process and wait to get what they want.
- **Diverting Behaviour** - It is important that staff intervene to prevent a situation becoming worse, especially if it could result in an aggressive attack taking place or a child hurting themselves or another child. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee or encouraging the children to work together. We also discuss how we can use our words instead of our hands to achieve our goals and where this fails, for example where another child does not respond to requests to get the sharing timers or stop pushing, that staff are available and will come and help.
- **Expressing Feelings** - we acknowledge that children can have strong and changing emotions. We encourage children to express themselves by providing the words children need to describe their feelings. For example: 'You look very angry' or 'You don't look very happy, what's the matter?'
- **Being assertive** - we are keen to provide the children with the skills to solve their own problems. - If a child has behaved inappropriately towards another child, we try to encourage the children to explain what they did not like. For example, 'Don't pull my hair, I don't like it.', or use 'I feel' statements, 'When you pull my hair I feel sad because you hurt me.'. Staff can also use 'I feel' statements e. g., 'When you won't come when I call you, I feel sad because I have to come and get you.'. Children in the early stages of language

acquisition are supported in learning phrases such as, 'Stop please.' or 'No thank you.' and using a hand signal.

PARENT EXPECTATIONS:

To support children's learning and their development, we also kindly expect parents/carers to support children by:

- Ensuring children attend school regularly and punctually and to provide explanations for all school absences
- Ensuring your child/ren has enough sleep at night and is provided with breakfast before starting school each day
- Sending your child/ren to school in the correct uniform, including providing your child with the correct sports uniform for PE lessons (4-5yrs) and after school sports clubs
- Being aware of school rules and encouraging acceptable social behaviour.
- Making an effort to attend all parents' meetings
- Reading your children's Tapestry observations and responding if necessary