

Shiplake CE Primary School and Little Squirrels@Shiplake Primary

Early Years - Behaviour management policy

Part 1

Aims

- To maintain and follow the whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values
- By applying positive policies to create a caring family atmosphere in which teaching and learning can take place in a safe and a happy environment
- To teach, through the early years foundation stage , values and attitudes as well as knowledge and skills(this will promote responsible behaviour , encourage self discipline and encourage in children a respect for themselves for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing range of rewards for children.
- To make clear to children that the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between the year groups.

Incentive Scheme

A major aim of this policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

Children are sent to see the head teacher when they produce exceptional work, make good progress or demonstrate outstanding behaviour to receive praise and a special sticker.

The class teacher / key person will award a house point to children who have been well behaved, worked hard or made significant achievements. 'Wow' moments are also shared on Tapestry.

Children are encouraged to display their achievements in celebration assembly, in church services, on Tapestry and through class and school displays around the school.

Parents are also encouraged to share and promote such achievements that children make at home by adding and inputting 'Wow' moments to the children's learning journeys.

Consequences

"PSHE" is used to open up discussions about any issues arising in school with the children (play behaviour, appropriate touch etc...).

However, there will be times when children make choices that are not desired. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor behavioural challenges are generally dealt with by the class teacher/ Teaching assistant in a caring supportive and fair manner, this might include sitting out of play for a short time, staying with the teacher, or choosing to play a different game.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules lead to consequences.

Normal consequences include:

- A verbal reprimand and reminder of expected behaviour
- Moving to sit somewhere else in the classroom
- Staying with the class teacher, who will encourage the child to reflect on their behaviour
- Putting their preferred toy away until the next day

If inappropriate behaviour continues, the child may be sent to a Key Stage 1 teacher, with an explanation of the behaviour concerned. The Key Stage 1 teacher will then supervise the child in their own classroom and will explain to the child what he/she has done wrong and remind them of expected behaviour.

Further Consequences

If the Consequences above still do not have the desired effect, the child will be sent to the head teacher's office where the child will have to discuss their behaviour.

If the behaviour continues after these Consequences have been taken or if a child is seen to be involved in serious misconduct such as bullying or behaviour, which is dangerous and can affect the well being of others, should always be reported to the Head teacher as soon as possible and will result in parents being contacted.

Playtime

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Children may bring small toys into school to play with at playtime. There is also a variety of games equipment available to play with during lunchtime play such as; hoops and soft balls. With this aim in mind, a playground code of conduct has been drawn up and is displayed in classroom windows looking out onto the playground.

Parents

Parents can help:

- By recognising that an effective early years behaviour policy requires close partnership between parents, key workers , teachers and children
- By discussing the home school agreement with their child, emphasising its importance and assisting where possible with their enforcement of its terms.
- By attending parents evenings, functions and developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for consequences then the following may be used, depending on each Childs needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussions in group or whole class

Behaviour book

This is to be used to record any acts of bad behaviour/unwise choices that results in

- Personal injury
- Loss, theft or damage to property
- Any other matter of a serious nature (e.g. bullying)

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest. Details should be recorded in the Discipline Book: kept in the head teacher's office.

Classroom Rules

Everyday discipline is carried out by individual key workers or class teachers and is part of their classroom management. To help children to behave with decency towards others the children should help to plan their own classroom rules which help describe the system or code of good conduct towards each other. These should be displayed prominently within the classroom.

Part 2

"It is impossible to understand a person correctly unless one recognises the purpose of the behaviour...." Dreikurs 1982

According to Dreikurs there are four main needs that children show through behaviour. It can help to consider the children's feelings that lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

1. The Need for Attention.

Child feels: afraid of being abandoned

Adult Feels: frustrated, worn out, irritated by constant interruption, resentful of time spent.

Basic Strategies:

- Increase the amount of praise for appropriate behaviour.
- Use distraction, the look and praise
- Try to give time (1 to1) with the target child.

2. The Need for Power

Child Feels: hurt and vengeful

Adult Feels: angry, shocked, hurt and disappointed by apparent lack of remorse

Basic Strategies:

- Look for triggers for the behaviour.
- Try to mask your feelings of hurt
- Do not be tempted to hurt back.
- Help the child to feel listened to.
- Be as fair as you can
- Give praise and encouragement when the child has been helpful or supportive.

3. The Need to Display Inadequacy

Child Feels: discouraged

Adult Feels: Irritated by constant whining, inadequate to help, resentful of time spent.

Basic Strategies:

- Relax pressure;
- Use hover support
- Agree non verbal signal e.g. thumbs up
- Praise and acknowledgement of efforts
- Give lots of attention when child is behaving appropriately
- Set small targets and record their success visually

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