



Early Years Foundation Stage Behaviour Management Policy

Formally adopted by the Governing Board of:-	Fairstead Community Primary and Nursery School
On:-	September 2020
Reviewed:	September 2021

This behaviour policy is to be read in conjunction with the whole school behaviour policy and the same proactive strategies should be used.

Aims:

We aim to provide a positive and consistent environment in which children are able to play and learn. We also work in partnership with parents by communicating and offering advice and support, especially when dealing with behaviour concerns.

It is recognised that all children behave in different ways and that changes in behaviour are usually as a result of a change in their environment or a developmental stage.

At Fairstead Community Primary School we will assist and advise parents where possible, or sign post to organisations who can offer guidance and advice.

Creating a positive learning environment:

At Fairstead Community Primary school we believe that in order to enable an effective learning environment in which children can develop socially and academically, good behaviour is necessary. We seek to create a positive learning environment for all children by:

- Encouraging and acknowledging good behaviour and having a consistent, fair approach to unwanted behaviour.
- Promoting self-esteem by encouraging children to value and respect themselves and others.
- Providing a safe environment.
- Promoting early intervention.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the schools policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining unacceptable behaviour.
- Being good role models.

Core Values:

Being Safe 	Being responsible 
Being respectful 	Being a learner 

The aim of the core set of values is to ensure all children understand what is expected of them inside and outside school and to give them a visual reminder of what they can do to make Fairstead Community Primary and Nursery School a happy, safe and positive place to learn. The core values will be displayed in all classrooms and in other communal learning spaces. Should disruptive behaviour occur, the core values can be used as a discussion point between staff and child.

Encouraging good behaviour:

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e. moving to the rainbow/pot of gold, thumbs up, high fives, smiles, stamps/stickers, positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.
- Messaging parents on Tapestry with positive examples of behaviour and learning.

Dealing with undesirable behaviour:

Our starting point is to take into account an individual's needs and stage of development.

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking, sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of school property or of that belonging to another child.
- Persistent bullying.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child and the situation.

Behaviour management strategies:

Whole class behaviour chart- all children will start the day on the sunshine. As a consequence of undesirable behaviour children may be moved down to the cloud as a verbal warning. If further undesirable behaviour occurs the child is then moved to the thunder and lightning cloud and will be required to sit for 5 minutes on the thinking chair, with a timer to count this down.

Restorative justice- once a child has finished their time on the thinking chair they are supported by an adult to resolve the conflict and apologise to any other children/adults involved. Once they have completed their 'thinking time' and made reparations they are able to move their name back on to the sunshine.

Behaviours such as physically hurting another child or damaging school property will result in being immediately put on the thunder cloud and receiving 5 minutes on the thinking chair.

Any behaviour that results in time on the thinking chair should be logged on the Early Years Behaviour Log (on Teams) and parents should be informed either via a face to face conversation or phone call.

If a child refuses to sit on the thinking chair they will miss time out of continuous provision until they have done their thinking time.

If a child is showing continuous undesirable behaviour and not responding to the strategies above, a discussion with parents/ SENDCO may be required and an individual behaviour plan will be created specific to the child's needs.

Children may move up the behaviour chart by showing positive behaviours. If they end the day on the pot of gold they will receive a prize from the prize box and a gold certificate to take home.