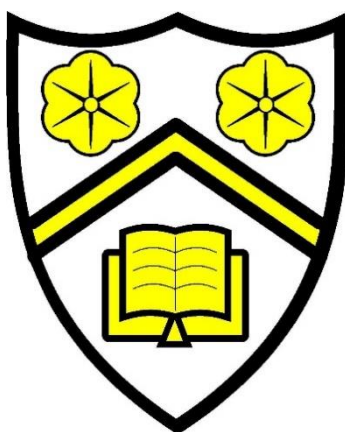


Whitehill Community Academy

Positive Behaviour in the Early Years Policy 2022-2023

(To be read in conjunction with the whole school behaviour policy)



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
M Bell	November 2019	September 2020
M Bell	September 2020	September 2021
M Bell	September 2021	September 2022
M Bell	September 2022	September 2023

Whitehill Community Academy
Positive Behaviour in the Early Years Policy

“Opening minds, unlocking potential, celebrating success together”

Whitehill Community Academy is a restorative school and this underpins our behaviour policy. In the Early Years Foundation Stage, we aim to create an environment where everyone feels safe, secure and happy. The behaviour management policy is a means of promoting good relationships, so that everyone can work together with the common purpose of helping our children to explore, learn and thrive.

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where children can develop at their own rate.
- To support children in becoming independent, caring and empathetic members of our community.
- To provide a clear guide for children, staff and parents of expected levels of behaviour.
- To promote good social skills, turn taking and listening skills.
- To provide a consistent and calm approach.
- Adults use consistent language to promote positive behaviour and use a restorative approach.

Purpose of the behaviour policy

To provide simple, practical procedures for everyone:

- Encourage children to recognise and make ‘good’ choices.
- To define appropriate and inappropriate behaviour within Whitehill Community Academy.
- Promote self-esteem and self-confidence.
- To create a calm, stimulating, emotionally safe & inclusive environment where all children have the right to learn.
- Teach appropriate behaviour management and support children in regulating their behaviour.
- Establishing clear expectations of behaviour.
- Encouraging children to follow the ‘Golden Rules’
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All pupils and staff are being treated with respect.
- Working together with parents / carers to create a partnership between home and school.
- To define systems in place for responding to challenging behaviour.
- To give examples of appropriate rewards and sanctions.
- To encourage ‘thinking time’ where children can reflect on their own behaviour and the ‘choices’ they have made.
- Raise awareness of and encourage young children who are still learning to regulate their own emotions.

Our Golden Rules
It's great to be kind
It's great to work together
It's great to keep calm
It's great share

In the Early Years all children are encouraged to:

- Walk inside and use quiet voices when in the provision areas.
- Run, take reasonable risks and use loud voices when outside.
- Use kind hands, words and feet
- Share and take turns
- Always try their best
- Show a can do attitude
- Keep trying and solve problems
- Concentrate and join in with age appropriate activities.
- Listen to adults and their friends.
- Use their manners and be polite.

All practitioners must:

- Use picture prompts for ‘good looking’ good listening’ ‘good sitting’
- Refer to ‘the golden rules’
- To use consistent restorative language such as: ‘wrong choices’, ‘right choices’.
- Model positive behaviours and build relationships of mutual respect.

- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give children time to respond, self-regulate and calm down if needed.
- Actively encourage children to solve problems and think critically in line with the 'Characteristics of Effective Learning'
- Deliberately catch children being good and praise them using 'shinies in the jar' 'colours on the rainbow', stickers or certificates.

Our Restorative Approach to behaviour

In the Early Years we have high expectations of our children. We encourage all children to always try their best and to persevere when something is challenging. Children should understand that it is the responsibility of everyone to uphold and maintain our 'Golden Rules' and that this is a team effort! For occasions when this is proving not to be the case, we use restorative approaches as outlined in our policy to help children understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving children the skills to independently make better and more informed choices in the future.

Our Restorative approach encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in Reception or Nursery has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has made the wrong choice, they will be asked to put things right and change their behaviour so it does not happen again. It is important that children not only say they are sorry, but are willing to show that they are sorry and want to make amends.

The Restorative Five:

When our children find themselves in conflict or upset we will ask them:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation. If a child continues to make the wrong choice, teachers refer to the table on page 7.

Promoting good behaviour

- The 'Golden Rules' should be displayed and referred to.
- Adults are role models for behaviour and will behave as such.
- Adults should be aware of their own body language, tone of voice, facial expressions.
- Identify opportunities to learn about behaviour and emotional intelligence.
- Be specific when praising good behaviour. Praise what is significant for each child. Make consequences of good behaviour explicit.
- Have a consistent approach to behaviour.
- Practitioners should expect a high standard of behaviour and scaffold this.
- Children's work should be valued and displayed on the 'Super Work Wall' or 'Proud Cloud'

Rewarding good behaviour

It is vitally important that children feel good for making the right choice. This provides them with the motivation to continue making good choices. Children should be rewarded in a way that is meaningful to them (e.g. they see it as a reward). The following is a list of graduated rewards that are used in Early Years.

- Thumbs up, smile, pat on the back, marshmallow clap, cheer, applause.
- A quiet word of praise or thanks.
- Shinies in the class jar (leading to a whole class treat)
- Getting to lead the line (or similar responsibility).
- Show work to the class. A more public expression of praise in class.
- Quick word with parents.
- Pupil gets to tell a key adult good behaviour news
- Colour on the Rainbow (whole class team reward)
- Stickers
- Show work to another member of staff in school.

- Feedback to parents.
- A phone call home to parents.
- Visit to the Principal. Principal sticker given.
- Receive a certificate in Friday's reward assembly. Parents invited.

How do we define unacceptable/ inappropriate behaviour?

Refer to behaviour triangle (Appendix 1- level 1, 2 & 3 behaviours)

Strategies for unacceptable/ inappropriate behaviour

Level one (yellow section)

- Repeat instruction.
- Use visual prompts so that flow of teaching is not broken.
- Praise others for doing the right thing.
- A quiet chat with teaching assistant/ teacher - Communicate there may be a problem – first warning.
- Remind child of expectation, calm reminder of relevant rule - second warning
- Reminder of appropriate consequences of behaviours
- For children who demonstrate consistent low level behaviour teachers should document on CPOMs, where appropriate.

Level two (orange section)

- Continuation of earlier strategies (if appropriate).
- Continue to communicate calmly
- Use clear language.
- Give choices- with consequences, allow time to make choice.
- Thinking Time within classroom (timer for amount of minutes related to age, sitting on thinking chair).
- Avoid saying things that escalate the problem.
- Maintain non-confrontational body language.
- A more focused talk with parents.
- Referral to pastoral care team for more focused work/ support.

Level three (red section)

- SLT to have formal meeting with parents.
- Sent to Principal/vice principal
- Part timetable – personalised timetable.
- Fixed term exclusion / Permanent exclusion.

Working with parents

- Parents need to be kept informed about their child's behaviour in school. This is highlighted throughout this policy. Communication with parents is key. class teacher's/key workers and SLT, should ensure this is clear and transparent.
- Parents should be informed of behavioural difficulties early so that they have a clear picture of the graduated response and how they can support it.
- Vitally parents/ carers can give us valuable information which may explain changes in behaviour.
- Staff should also report positive behaviour changes in monitored children.

Reporting

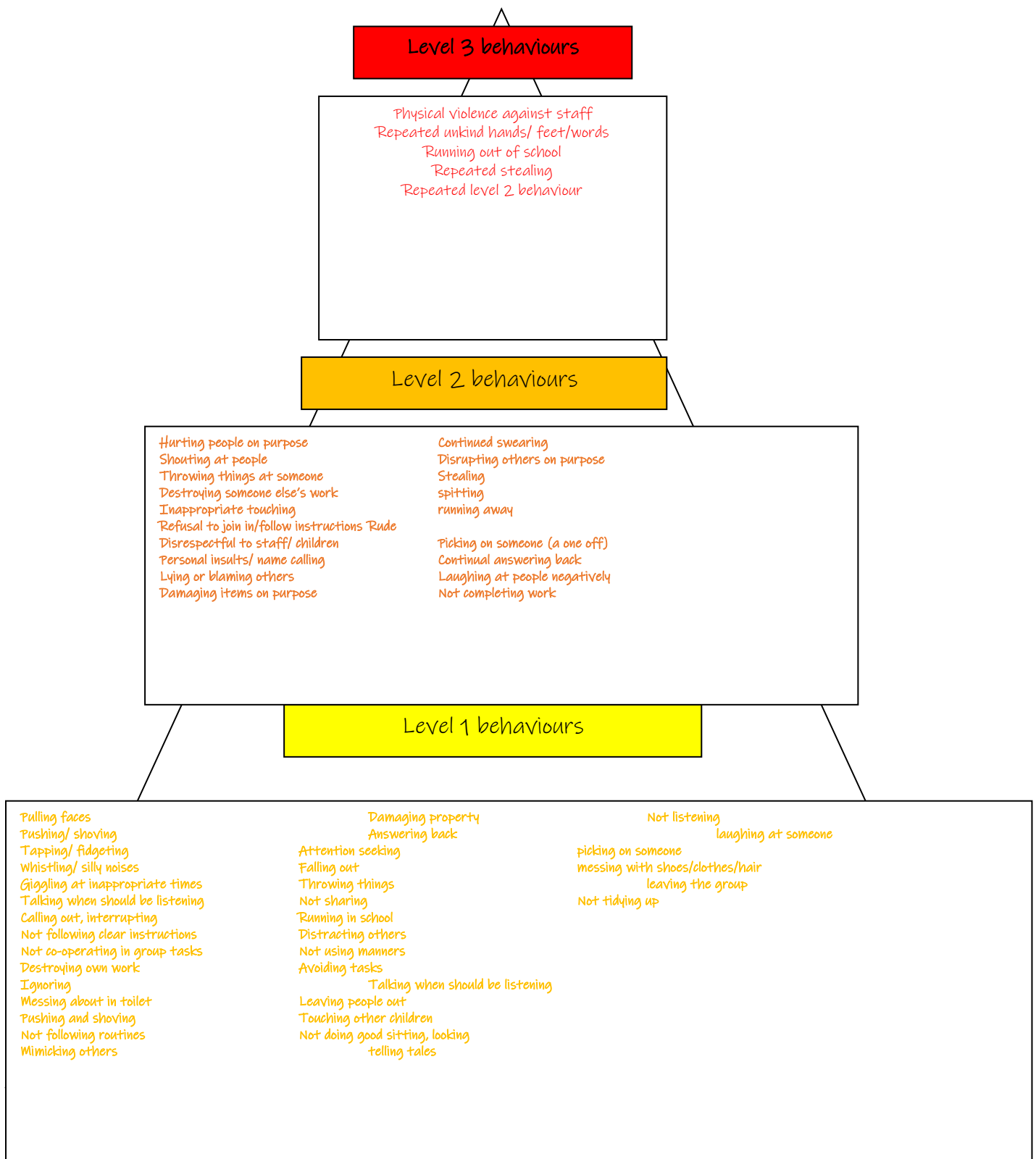
All practitioners have a responsibility for children's welfare and a duty of care to report any concerns. In the Academy we have a reporting and monitoring system called CPOMS (Child protection online monitoring service). Every member of teaching and non-teaching staff have access to this. Any issue that arises which is cause for concern should be reported through CPOMS. All new staff will be trained in the effective use of CPOMS. All incidents logged on CPOMS should be shared with the Pastoral Care Team who then have a duty to action and report back to the member of staff who has reported. If you are in any doubt as to whether or not an incident needs reporting - please report it, as it is always better to be over cautious.

Appendices

Appendix 1 Early Years Behaviour Triangle

Appendix 2 Thinking Chair Behaviour System

Appendix 1 Behaviour triangle



What behaviour do we like to see in School

Considerate	Polite	Respectful	Walking sensibly
Caring	Look after property	Problem solving	Consistent
manners	good effort	Teamwork	Good listening
Enthusiasm	Helpful	Kind	Improvement
Sharing	Good sitting	Pride in work	Thoughtful
'can do' attitude	Smiling	Responsibility	Concentrating
keep trying	Hands up	Staying safe	Trying your best Happy
Asking for help	Tidying up	On task	Being a good friend
Move around sensibly	Motivated	Aware of others	Looking after equipment

Thinking Chair Behaviour System

