



King's College
The British School of Madrid

Soto de Viñuelas

EYFS Positive Behaviour Policy

Rationale

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We believe 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. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. Children need 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. This is a developmental task that requires support, encouragement, teaching and setting the correct example and as such our approach varies depending on the stage of development of each child. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development. We aim to prevent bullying through regular PSED assemblies in Nursery and Reception with a moral theme, circle time sessions and an understanding of our simple Golden Rules. The overarching message is to treat others, as you would wish to be treated. Children are praised for good behaviour and poor behaviour is dealt with promptly and appropriately.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. By positively promoting good behaviour and good manners, valuing co-operation and a caring attitude we hope to ensure that children in our care will develop into responsible adults.

We recognise that children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the EYFS we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Staff are aware of various reasons why children misbehave and will endeavour to keep to routines so that children feel safe. Staff ensure children eat lunch and snack so that hunger should not be a reason for misbehaviour. If children are tired they are given the opportunity to rest. If children are unwell they are sent home. We encourage parents to keep us informed of any changes or events in the child's home life that may affect behaviour.

Aims:

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Work in partnership with parents by communicating openly
- Praise children, acknowledge and reward their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy

- Promote non-violence and encourage children to deal with conflict peacefully

EYFS staff will:

- Have a commitment to developing children's positive and acceptable behaviour
- Identify specific procedures and guidelines to manage children's behaviour
- Be familiar with and have access to the policy and procedures
- Specifically identify behaviour that is unacceptable within the EYFS and develop strategies for improving this behaviour
- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully
- Actively promote high expectations of children's behaviour within the setting
- Attend training where available to help with promoting positive behaviour

Unacceptable Conduct

There will be times when a child will behave in a way that is unacceptable, disruptive or harmful to others. A list of what constitutes unacceptable behaviour in EYFS includes:

- Tearing books or pictures
- Hitting, spitting, biting, pinching or scratching
- Taking toys from another child
- Throwing food, drink or toys
- Deliberately spoiling or breaking another child's work
- Swearing

In dealing with unacceptable behaviour EYFS staff:

- **Will never** use, or threaten to use, any form of physical or corporal punishment, nor will they humiliate or lock a child in a room or deprive children of medical treatment, food, warmth or comfort.
- EYFS will not shout or raise their voices in a threatening way to respond to children's inconsiderate behaviour.
- EYFS staff will not use any form of physical intervention, unless this is absolutely necessary in order to prevent children from causing harm to themselves, to others or serious damage to property.
- All such incidents will be reported immediately to the HOP and noted in the pupils' file and will be reported to parents on the same day.

What the EYFS staff do?

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We take a positive and consistent approach towards managing children's behaviour
- We help children find solutions such as for example the acknowledgement of feelings, explanation as to what was not acceptable, supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued by for example acknowledging positive behaviour such as kindness and sharing.
- We encourage children to be aware of our routines and procedures

- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding
- We record all significant incidents relating to behaviour
- We identify and implement strategies that encourage positive behaviour
- We deal with negative behaviour at the earliest opportunity.

Children under three years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Strategies

However, most children will misbehave at some time. A positive approach is recommended and different approaches will work on different occasions with different children. We have developed several different strategies on how to deal with a child misbehaving and use different ones depending on the age/stage of ability of the child and the situation:

How we encourage positive behaviour

- **Praise:** We use praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards. This can be for sharing and caring, being kind to others and for good work. We send children to the Key Stage Co-ordinator or Deputy Head /Head of Primary for good behaviour/work.
- **Golden Rules:** in Nursery and Reception we constantly refer to the 'Golden Rules' during the day. We use a visual display a sun, a cloud and a rainbow and the children all have a peg with their photo on and start everyday on the sun.
- **Distract:** We recognise that early intervention can help significantly, by using distraction techniques such as distracting the child from the negative situation and supporting him/her in a different activity or environment, if necessary for their own well-being and that of others in the group. If appropriate, we refocus the child's attention on another activity and then praise immediately
- **Ignore:** Depending on the situation we may ignore bad behaviour if we feel it is being done to get a reaction.
- **Model:** We model appropriate behaviours in different contexts and set good examples
- **Discuss:** We discuss with children what is acceptable behaviour in all areas of learning and experiences. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions.
- **Support:** We support the children to resolve conflicts with other children and to find solutions to problems
- **No:** Although the use of the word "no" is considered acceptable, this should always be reinforced with a positive reason, depending on the situation, such as "you will hurt so and so" or "the toy will get broken."
- Rather than dealing with the situation from a distance, we go to the child, and encourage a positive response by offering an alternative to the destructive behaviour. Offer a cuddle and an opportunity to

share.

- We focus on activities and routines that encourage sharing, negotiation and cooperation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets) and once fortnightly one child is invited to the Golden Table for lunch in recognition of their effort to keep the 'Golden Rules'.
- We share our rules for appropriate behaviour and our Golden Rules with parents.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome. We demonstrate that the child is still valued even if his/her behaviour is unacceptable
- We encourage the children to express openly their feelings/likes and dislikes. It is important that a child realises that it is not wrong to have angry feelings: We all have these from time to time, but we need to learn how to contain them so we don't hurt others, the environment or ourselves.
- We help the children to understand the consequences and effects of their behaviour on others
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We promote mutual respect and discourage unsociable behaviour.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Partnership with Parents

We work in partnership with children's parents. We recognise and value the role of parents in managing children's behaviour. We celebrate achievements with the children and their parents. Parents are regularly informed about their children's behaviour through certificates, golden table invitations, the contact book and regular meetings and/or reports. We also encourage parents to similarly share achievements at home through the contact book and the star scheme.

Parents will be informed if a child misbehaves or if their child has been upset. Staff will let parents/carers know by writing it in their contact book, phoning home or emailing. Some children can become upset if the incident is retold in front of them. Information on how the incident was dealt with will also be communicated. In all cases inappropriate behaviour will be dealt with by the EYFS staff and in most cases the matter will not require any further action, punishing a child hours after an incident achieves nothing but confusion and upset. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the Nursery. In some cases, we may request additional advice and support from other professionals.

If a child demonstrates unacceptable behaviour frequently, the EYFS Coordinator will ask parents to come and see her. In addition, a member of staff will be instructed to stay physically close to the child at all times of greatest risk.

If a parent/carer has any concerns regarding the managing of a child's behaviour, please do not hesitate to contact Mrs. Kelly, EYFS Coordinator. It is important that school and home work together on managing behaviour in order not to confuse a child. Any incidents of serious misbehaviour are recorded to include details of the incident and action taken.

Kinds of behaviours that require positive intervention

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any special educational need.

These behaviours are:

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- The main reasons for very young children to engage in excessive hurtful behaviour are that: they do not feel

securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting; their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.
- Where this does not work, we support the child and family, making the appropriate referrals to a behaviour specialist where necessary.

Inconsiderate behaviour

This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, and hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn

On occasions with older children we may consider it appropriate to impose a sanction. We do this through the 'Golden Rules'. A child will be given a warning and a reminder of the expected behaviour. Before being asked to move their peg to the sad cloud. If a 2nd warning is given the child's peg will move to the cloud and the child is given 3/5 minutes time out from Golden time as appropriate. The child will have the opportunity to move back to the sun when they exhibit positive behaviour or at the end of the day. For outstanding behaviour the teacher will place the child's name on the **rainbow**.

Bullying

We take bullying very seriously and always take firm, immediate action against it.

Children are encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms: It can be physical, verbal or emotional, but it is always a repeated behaviour that makes others feel uncomfortable or threatened. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. Bullying is a deliberate, persistent attempt to hurt or humiliate someone. It can be physical, verbal or emotional – by either a single person or a 'gang'

We encourage children and staff to report any incidents of bullying.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and other schemes catering for slightly older children.

We aim to positively discourage bullying by having a framework for anti-bullying behaviour:

- Encourage the caring and nurturing side of children
- Work for a caring, co-operative ethos (home-corner, paired or group work)
- Discuss friendships
- Ensure adequate supervision

Staff are encouraged to ensure all children feel safe, happy and secure.

Procedure

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- We do not label children who bully as 'bullies';
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Playground.

The exact same strategies apply in the playground if behaviour is unacceptable. Staff on duty in the playground inform class teachers of appropriate and inappropriate behaviour and they will decide if any further action needs to be taken.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Biting

During the children's developmental stages of the early years some children can go through a biting phase, which is a natural part of development. Whilst children are learning the skills of language, they can at times show frustration which can lead to biting as they have not yet acquired the skills to express their feelings. Temper tantrums are another expression of frustrated behaviour by children of a similar age. In time, with the correct guidance, both behaviours eventually diminish.

EYFS staff must:

- Recognise children's reasons for biting
- React appropriately
- Take the proper measures to prevent further incidents

We always follow the same procedures in the event of a child/children being bitten:

- To complete any necessary first aid such as clean the wound and apply ice
- To comfort the bitten child and to let them know we are sorry they got hurt..
- To explain to the child who has bitten why their behaviour is unacceptable, that it has hurt another child and to show them any marks that they may have left on the other child.
- Remove the child who has bitten from the area that initiated the biting and monitor when the child returns to that area.
- Parents of the bitten child will always be informed
- Parents of the child who has bitten another child will be informed. During this discussion of information the member of staff will ask if these incidents have happened in other areas for example at home. How we would be able to work in partnership to create a strategy to best work for the child in school and at home.
- All staff members would be made aware of the situation, as a team we would evaluate the incident and monitor the situation for the future needs of the child.
- Staff will not disclose the identity of the child who has bitten; this is to make sure that confidentiality for the child is maintained.

Biting Prevention

- All children should be immunised against tetanus
- We examine and develop our programmes so that the children are happy, stimulated and engaged in activities to prevent these incidents
- We organise activities that allow our children to release frustration
- We provide age-appropriate materials that stimulate interest
- We provide close supervision and monitor each situation
- Staff will be aware of possible conflict of personality between children and act accordingly and separate the children if necessary
- Staff will be aware that a simple conflict over a toy or personal space could be enough to cause a child to bite
- Staff will know the temperaments of the children and look for patterns in a frequent biter
- Are there particular times of the day that the biter has difficulty? Be extra vigilant at these times
- Does the biter focus on one child? Look at ways of separating children as much as possible
- Do toys seem to cause many biting incidences? You may need more or duplicate toys so every child has several to choose from
- Encourage the use of words to express feelings and emotions

- Help children understand that words can be used to express feelings
- Staff may need to teach the children words that are appropriate
- Children who can verbally express themselves will be less likely to lash out physically
- We provide biting chews (chewy tubes) for children that may sensory input from chewing

An example of how we would approach an incident-taking place between 2 children arguing over one object:

Conflict resolution steps

Approach calmly, stopping any hurtful actions.
 Place yourself between the children, on their level.
 Use a calm voice and gentle touch.
 Remain neutral rather than take sides.

Acknowledge children’s feelings
 “You seem pretty upset”.
 Let the children know you need to hold the object in question.

Gather information.
 “It looks like the problem is...Is that right?”

Restate the problem
 “So the problem is...”

Ask for ideas for solutions, or offers choices for solutions and choose one together.
 “What can we do to solve this problem?”
 Encourage *children* to think of a solution. E.g. sand timer
 Check to make sure the solution is acceptable to both children.

Be prepared to give follow-up support.
 “You solved the problem!”
 Stay near the children.

REMEMBER: PRAISE, ENCOURAGE, AND BE POSITIVE. WHEN DISCIPLINARY MEASURES ARE NEEDED, BE FAIR, BE CONSISTENT

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

In cases of serious misconduct, the Suspension and Exclusion Policy will be considered.

This policy should be read in close conjunction with the Primary Rewards and Sanctions Policy. It is available to parents via the school website.

Created by : J Kelly, P Parkinson November 2016	Reviewed by : Nicola Lambros, Paula Parkinson, M Taylor, March 2017
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