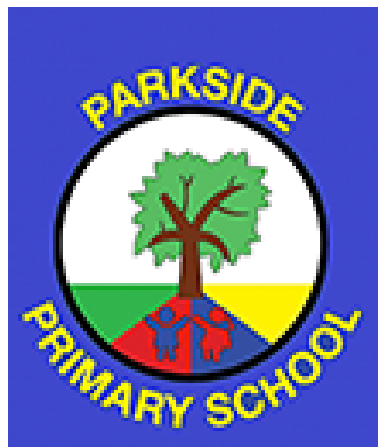




THE  
**CREATIVE  
LEARNING**  
PARTNERSHIP TRUST

***Come as you are and leave as a champion***



# **Early Years Behaviour for Learning Policy**

Reviewed by: L Dennett  
Review date: September 2024

## **Introduction**

At Parkside Primary School and Little Explorers at Parkside we follow our motto 'Proud to be Parkside'. Throughout the school year we teach and explore six values: Independence, Kindness, Resilience, Determination, Respect and Pride. These values are introduced to the children at an age-appropriate level and are discussed and celebrated throughout our school day. All the staff praise the children for demonstrating the values and these are rewarded in several ways. This policy takes into account guidance from the Early Years Foundation Stage and the DCSF document, Social and Emotional Aspects of Learning, and links with the school's policies for Personal, Social and Emotional Development and Anti-bullying.

## **Equal Opportunities**

At Parkside Primary School and Little Explorers, we believe that every child is entitled to equal access to the EYFS curriculum, regardless of race, gender, class or disability.

## **Inclusion**

We are committed to promoting a teaching and learning environment for all that embeds the values of inclusive educational practices.

We aim to ensure that education is accessible and relevant to all our children, to respect each other and to celebrate diversity and difference.

## **The Positive Management of Behaviour**

### **Rationale**

We desire to manage pupil behaviour within all aspects of Early Years this is based on a shared vision of empowering the whole school community based on respect and a desire to care. Alongside with this value is a desire that we will ensure all children thoroughly enjoy coming to school and nursery by providing high quality teaching and learning experiences. We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning which apply whilst pupils are on the school premises or representing our school.

### **Principles**

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour

- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they become a major problem.
- We reward positive behaviour.
- We involve children in establishing and discussing rules. We want to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child we encourage the children to explain what they did not like.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are able to express their feelings. Children have strong feelings. We encourage children to express themselves by providing the words children need to describe their feelings.
- We make our expectations explicit to the children. Explaining rules. There are times when children do not understand what is expected of them, therefore the practitioners strive to explain the reasons behind the expected behaviour.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- We divert children, it is important that adults intervene to prevent a situation becoming worse, 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, encouraging the children to work together.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- Promote British Values
- We desire and work towards impeccable conduct before school, during school and after school with children selecting the right choice.
- We recognise the limits of our expertise and welcome the support of outside agencies.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

### **Respecting the Rights and Values of the Child**

At Parkside Primary School, including Little Explorers, we recognise the importance of putting the rights and value of the child at the heart of our planning, practice and ethos. As an EYFS, we teach these values, modelling them on a continual basis. We have our School Values for our

children that we ensure are promoted at an age appropriate level.

### **Parental Involvement**

The relationships established with parents ensure that staff are able to discuss children's behaviour, both positive and inappropriate, on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day, Family app and through parent consultations and meetings. Parents are provided with clear and concise information with all types of inappropriate behaviour documented.

### **Strategies for Positive Behaviour**

At Parkside Primary School and Little Explorers, the use of a positive reward system ensures the positive and appropriate behaviour of our children, at all times.

### **Appropriate Behaviour in the EYFS teaching and learning environments is encouraged by:**

- Making expectations explicit
- Classrooms are calm purposeful environments for teaching and learning
- Ensuring that the children are part of developing routines for:  
Entering and leaving the classroom,  
Tidying up,  
Organisation and storage of resources
- Holding regular Circle Times
- Setting clear boundaries
- Praising appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Using an appropriate voice at an appropriate time
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Attempting to focus on positive behaviour
- Making expectations explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings

## **Appropriate Behaviour in the Outdoor Areas is encouraged by:**

Having clear and consistent routines for:

Entering and leaving the outdoor areas,

Regularly reminding children of the established rules and routines,

Ensuring that all children have equal opportunities to use the equipment,

Practitioners facilitating learning activities and interactions with children.

## **Appropriate Behaviour at Lunch Time**

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing outdoor learning equipment that helps stimulate and promote positive play.

Roles and Responsibilities: Supervisory Assistants, Teaching and Support staff involved in lunchtime duty.

## **Appropriate Behaviour Around EYFS**

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The aim is to promote impeccable conduct at all times from our children. The atmosphere around the school must be happy and purposeful.

## **School Routines**

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within boundaries which impact on positive behaviour.

## **Classroom Behaviour**

Regular circle time sessions are used to review, revisit and implement the principles in the schools' behaviour policy. Weekly Champion assemblies provide opportunities to discuss and promote positive behaviours and the school values.

## **Appropriate Behavior**

At Parkside Primary School and Little Explorers, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children achieving' and reward them for being good. We expect and promote:

- Proud to be Parkside and following the school values, Independence, Kindness, Resilience, Determination, Respect and Pride

Every child at Parkside has the right to learn, free from distractions caused by the behaviour of other children.

## **Rewards**

Verbal praise.

Star of the Day: A sticker is presented to a child who has worked exceptionally hard throughout the day and has demonstrated a Parkside value in action.

Stickers are awarded. The criteria for these awards are in line with the Parkside Values: Independence, Kindness, Resilience, Determination, Respect and Pride.

Class Rewards: Classes work towards a goal decided and shared by the class teacher, in collaboration with the children. The children work towards filling a class jar with items e.g. lego bricks or marbles.

Golden Box: Children will be given raffle tickets throughout the day and will enter a daily prize draw to get a dip in the golden box. An instant 'dip' could also be given for exemplary behavior or learning.

Head Teacher's Award: Children visit the Headteacher to showcase their learning and a text message is sent to inform parents of their success.

Star of the week: Two per class. One to recognise a child who has demonstrated the Parkside Values or a Champion Moment.

Lunchtime stickers: Awarded by lunchtime supervisors for children who have a clean plate or demonstrate a Parkside Value at lunchtime.

## **Strategies for dealing with specific unwanted behaviour conflict**

Tantrums: Having tantrums is a normal part of a child's development, it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to;

make sure the child is safe by moving away objects;

- do not try to talk or reason with the child at this stage;
- hold the child gently if required;
- de-escalate the situation by talking calmly;
- reassure by saying "It will be OK."

If a child is prone to tantrums practitioners need to identify the triggers.

## **Sanctions**

We understand that sanctions must be age-appropriate in the EYFS and reflect the children's individual development. Therefore, children will always be encouraged to demonstrate the

behaviour expectations and work towards the rewards for showing good behaviour. However sometimes children will need to be reminded of our behaviour expectations and sanctions will be used for when children demonstrate unacceptable behaviour. The levels of unacceptable behaviours and sanctions are set out below.

Parkside is committed to using each new school day as a reset button. Children will return to green at the end of the day so that a fresh start can be made each day.

If the School or Classroom rules are not followed, then the following sanctions are put into place:

1. **I am Reminding you how to Behave and of our Expectations-**  
3 reminders by practitioners of behaviour expectations, **this is dealt with by the class teacher**
2. **This Behaviour is Unacceptable-** Children will be moved to **amber** if they do not change their behaviour after **three warnings in a day. This is dealt with by the phase lead and 1 minute is spent on the thinking spot.**
3. **This is a Serious Misbehaviour** If children continue to disrupt the learning of others or behave in a way that is not in line with our expectations after another 3 reminders then they will be moved to red. **This will be dealt with by the HOS or in her absence the DHT and a letter and phone call will be made to parents.**

Staff work in partnership with parents and carers and ensure that if sanctions have been in place that these are communicated appropriately.

<b>Warnings Given I am reminding you how to behave and of our expectations</b>	<b>Moved to Amber This Behaviour is Unacceptable</b>	<b>Moved to Red This is a Serious Misbehaviour</b>
Distracting other children from learning Lack of respect for others or property Not joining in learning without a good cause Using inappropriate phrases or language Causing careless damage	Persist use of reminder behaviours- more than three times in a day  Use isolated acts of - pushing, kicking, hitting, fighting, biting etc- <b>Straight to amber – Any behaviour that causes harm to another individual or property must be recorded in the online incident file.</b>	-Persistent use of amber types of behaviour or 2 incidents in a single week. <b>Or direct move to red as a result of</b> -Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse) -Use bullying behaviour (See also to Anti- Bullying Policy) - Use dangerous behaviour -Vandalise the school buildings/property -Use aggressive, behaviour with intent to cause deliberate injury -Leaving the school grounds without

		permission
3 reminders given in one day before being moved to Amber- Dealt with by class teacher	Loss of 5 minutes of break time- spoke to by phase lead and move to amber logged by phase lead Parents informed by class teacher-	Internal/ External exclusion Red letter home to parents Meeting with parents and SLT member Dealt with by HOS/ DHT
<b>If persistent reminders are being used a Boxhall profile should be completed and a discussion with Nurture Lead</b>	<b>Persistent moves to amber should result in an IBP being completed</b>	

### Exclusion

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Parkside Primary, including Little Explorers, we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head of School will follow the exclusion procedures as set out by the Department of Education. Every child at Parkside has the right to learn, free from distractions caused by the behaviour of other children.

### Parents

If a child's behaviour consistently raises cause for concern, then parents will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. The school will follow this system.

The school has updated its recording system further and created more of a clear planned system to monitor behaviour of all children. The steps are

- *Child demonstrates positive behaviour*
- *Child is given reminders about behaviour*
- *Child becomes part of Nurture with a Boxhall profile created- Chit Chat Club*
- *Child becomes part of a specific lunchtime Nurture to work more intensely*
- *Child has an IEB created with clear steps of engagement*
- *Child has documents that record lesson by lesson impact*
- *Review of Boxall profile every 2 terms to see an impact with Nurture and IEB*
- *External support provided through behaviour management, consultancy*
- *Suggestion of managed move to meet their needs and support their outcomes*
- *Evidence of persistent disruption, engagement not following the behaviour policy can lead to fixed term and permanent exclusion.*



## **Behaviour Expectations**

### **Whole School**

- Pupils arrive in school from 8:45am through to 8:55am.
- Behaviour and impeccable conduct begin from when children arrive on the site including children arriving for the Discovery Den.

### **Learning Environment Expectations**

An egg shaker will be used to gain children's attention. On hearing this sound children will instantly:

- Put any learning equipment down.
- Wiggle fingers
- Face the adult who is talking
- During practice sessions children will need silence to ensure that they can concentrate on a task.
- Calm music may also be played.
- Children should have the equipment ready and settle to learning quickly
- Respond to reasonable requests from adults without dispute
- Be kind and supportive of their peers
- Be well mannered (everyone)
- Do their best at all times and show pride in their work
- Demonstrate mutual respect

### **Moving around school- Lunchtimes/End of Day**

- Walk around the school in a calm and quiet manner
- Wear the correct uniform
- Demonstrate courteous manners such as saying thank you if an adult or older child holds the door open
- Practitioners should walk children to the Outdoor Areas
- At the end of the school day children should collect their bags and coats and walk quietly out of school accompanied by a practitioner
- If a child is attending an after school club then they should wait in an agreed designated area.

### **Assemblies**

- Reception children will enter the hall in silence with a class teacher
- Children will sit still and listen well
- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly
- Children will exit the hall in silence with a class teacher

### **Expectations of Adults**

- Take responsibility and work together as a cohesive model of behaviour.
- Ensure the focus of behaviour management is positive, not confrontational.

- Treat children with respect and allow them both choice and control of their own behaviour.
- Make a clear distinction between the child and his or her behaviour. There can be bad behaviour but there are no bad children.
- Take responsibility for ensuring that children grow in awareness of the consequences of their behaviour.
- Be consistent about their expectations of pupil's behaviour and share those expectations with parents.
- Support each other.
- Draw attention to desirable behaviour. Pupils know that their cooperation is both expected and appreciated.

### **E- Safety**

The school promotes the highest standard of behaviour in all areas of school life including around e-safety. Children are expected to follow the e-safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

Date of introduction: Feb2024

Review date: Sept 2024

### **Anti-Bullying**

Bullying in any form will not be tolerated at Parkside Primary School including Little Explorers. Bullying is the unwanted behaviour towards another person over a period of time. We have signed up repeatedly to the Anti-bullying pledge and we endeavour to educate the children about what is bullying and what to do if the child feels that they are being bullied. Assemblies are half termly to discuss with the children about how they feel safe and respect to each other. Anti-bullying occurs in school and out of school and in all areas of life including around e-safety.

### **Recording Behaviour Incidents**

- The class teachers will log any child that is reaching three reminders in a day
- Phase Leaders will keep a record of children that have moved to amber, this will be reviewed in SLT and any further actions of intervention will be decided
- The HOS or the DHT will keep a record of any children who have moved to red, this will be recorded on their school file.
- Class teachers will record any incidents which have caused harm to self or others or damage to property. This is kept in the HOS office.

### **Confiscation**

Confiscation is a lawful disciplinary penalty. Staff at Parkside have the right to confiscate anything that may cause harm to self or others or that are inappropriate for school. Staff must explain why they are confiscating something and a member of SLT will be informed. Items must be stored in a safe place until these are either handed back to the child or to the parent at the end of the day, dependent upon the item. Parkside DSL or DDSL will seek advice from external agencies if required.

**Where to impose a sanction?**

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school.