



Guide to supporting behaviour in the Early Years at Holmleigh

2023

Strategies We Implement to Guide Children's Behaviour within the Early Years

In the Early Years at Holmleigh, we use a variety of strategies to guide children's behaviour alongside an adaptive teaching approach. Some are visual and many are verbal. Such strategies are implemented to **positively support** your child's development and are adapted and used as appropriate. We strongly believe as a team that we foster an approach of forgiveness and moving on, once an issue has been resolved by a member of staff we see it as having been dealt with and completed.

The Six Steps to Conflict Resolution (High Scope)

Early Years practitioners are all equipped through Continued Professional Development to view conflict as a potential learning opportunity. All Early Years practitioners implement the following steps:

STEP 1: Approach calmly

STEP 2: Acknowledge the feelings of all involved- Encourage children to take deep breaths to calm down, use of Zones of Regulation colours

STEP 3: Gather information

STEP 4: Re-state the problem

STEP 5: Ask for solutions and choose one-

STEP 6: Give time for children to reflect- Follow up

The Thinking Space

The Thinking Space is a mobile board which is used throughout the Early Years to teach the steps of Conflict Resolution (High Scope 2014) with appropriate language and visual aids. The board is initially used by children with the support of an adult. Over time it is then designed to encourage children to independently use the board to resolve conflict through a process of co-regulation.

The Thinking Space gives a child three opportunities to reflect and change their behaviour before time out is given. Time out is a last resort, as time out if not reflective is wasted learning time. At each stage practitioners work closely with the child, scaffolding language and empowering the child to make 'wise' choices.

The Thinking Space includes the school rules, values and pledge and provides an opportunity for:

- children to talk about and manage their emotions using words to describe feelings
- have a safe space to calm down and co-regulate with the support of an adult and visual aids
- remembering rules without needing an adult to remind them
- developing appropriate ways of being assertive and viewing themselves as a valuable individual
- building constructive and respectful relationships
- showing resilience
- talking with others to resolve conflict
- understand how others might be feeling

'Flashing Light Stop'

The children are supported to understand the concept of stop during their play and for transitions by adults saying 'Flashing, Light, Stop'. Once this is heard, children are encouraged to stop what they are doing and to listen to the whole message. The traffic light symbol is used as many children have not only seen a traffic light but are developing an awareness of keeping safe and the colours associated with it. **Red is to encourage children to stop. Amber to get ready and Green to go.**

The Traffic Light space in connection to 'Flashing Light Stop'

In each Early Year's classroom there are traffic lights on the floor. The traffic light is designed to be used during whole class carpet sessions when a child has been quietly spoken to about their behaviour on at least three occasions. The child is **quietly reminded** at each step. They are asked to go to the traffic light after 2 reminders. The child can choose to stand or sit on the traffic light at the edge of the carpet, moving from red to amber to green by themselves as they regulate. Once they feel ready they move back to the carpet independently. This minimises further disruption to their own learning and the learning of others.

Adapting the environment

Practitioners adapt the environment to provide an enabling, inclusive environment which is calm and purposeful, promotes independence and children feel safe and can take risks. Sometimes a designated space within the classroom/school has proved effective, as it enables the child to have a safe space to own and have control over, where they can reflect and calm down.

Partnership work with parents/carers

Practitioners work in partnership with parents/carers through making themselves available at the end of the day, regular meetings and the use of positive management plans (PMP) for future action, ensuring that all adults who work with a child are using a consistent approach.

Use of explicit praise

All Early Years practitioners use explicit praise in a range of contexts which encourages children to think about their behaviour. Practitioners recognise the consistency of language as crucial in supporting children's decisions and Personal, Social and Emotional Development.

Respect children's ideas

We help children to feel trusted which increases their self-esteem.

Talk positively

All practitioners encourage children to talk positively about themselves and their work.

Plan and deliver weekly physical Development sessions

Weekly PSED circle time sessions and an assembly to celebrate achievements

Positive Management Plans (PMP)

For a few children with specifically identified patterns of behaviour a more personalized approach is needed. This is always done in consultation with parents/carers, practitioners and the school SENCO. Informal meetings within the team, take place on a day to day basis to review and discuss further triggers and ways to support.

Transition Plan

Sometimes a child may need to have an adapted day through a Transition plan. This plan is put together with the parents/carers, class teacher and SENCO. Such plans are reviewed informally every week by practitioners and parents/carers are informed through scheduled meetings with the SENCO and class teacher every two weeks.

The child is also given a book called: **I am proud to be...** This is a communication book which goes home to record a child's achievements towards their learning priorities throughout the school day and to celebrate positive behaviour with parents/carers at home.

How we will ensure high standards of behaviour are maintained in the Early Years and KS1 at Holmleigh

In summary, the school has high expectations of behaviour for all children, staff, parents and visitors. Behaviour is a priority across the whole school. Our practice continues to not simply focus on managing the behaviour but searches deeper to understand why the behaviour is taking place.

We will continue to ensure high standards through:

- Providing a broad and balanced adaptive curriculum for all children which meets the needs of different learning styles, interests and strengths.
- Ensuring there are periods of uninterrupted play in the Early Years.
- Continued use of home visits and open days to make provisions for early support.
- Consistent use of the Leuven scales to monitor well-being and involvement of children.
- Continued Professional Development for staff both internal and external.
- Seeking external help from professionals.
- Tailored workshops if needed alongside signposting parents/carers on different aspects of behaviour, co-regulation and routines.
- The use of consistent lunchtime staff alongside early years' staff to ensure maximum learning through planned stimulating experiences.
- Agrees rules and values which are displayed in every classroom across the school and reinforced at assemblies weekly.

Holmleigh School Rules

Throughout the school there are agreed rules which are taught explicitly and displayed in every classroom. All practitioners adhere to the rules and use every opportunity to model the agreed rules and values. Children are encouraged to talk about and explore the values through PSHE sessions, a weekly PSHE assembly and stories with scenarios to discuss.

The Holmleigh Way is what we say...

- **We work hard**
- **We treat ourselves and others with respect**
- **We always do as we are asked by a member of staff straightaway.**
- **We do not hurt anybody by what we say or do.**
- **We look after each other, our school and all the things in it.**
- **We walk quietly and sensibly around the school.**
- **We always show good learning behaviour and are ready to learn.**
- **We behave politely, use good manners**
- **We tell the truth.**

The Holmleigh values

Respect

Kindness

Resilience

Integrity

Honesty

Trust

Our Pledge

Listen and Learn

Do your best

Look after each other

Look after our school

Managing Repetitive Inappropriate Behaviour

In the Early Years and KS1 at Holmleigh, children are resilient and in most cases are able to accept if their behaviour has been unacceptable. At Holmleigh we believe that every day is a new start so practitioners treat each incident in isolation unless there is an obvious concern about repeated behaviours. Consistent use of The Thinking Space by all practitioners means that there are fewer incidents of children needing additional sanctions for their behaviour.

A behaviour procedure is in place across the school

Level One

The behaviour in question is spoken about using the visual Thinking Space and High Scope approach to conflict resolution.

Level Two

If unacceptable behaviour continues **after 2** reminders at the Thinking Space, the child may need 'time out' on their own next to the Thinking Space with a sand timer. The child is told of the next steps if the behaviour continues.

Level Three

If unacceptable behaviour continues, the child may need 'time out' inside a different classroom or area. Prior to leaving the child is told why they are leaving the room and where they are going. The child may spend time in the nursery with the EYFS lead.

Level Four

If unacceptable behaviour continues the child may need to be sent to the Head or Assistant Head-teacher for time out. Parents/carers are informed and a meeting is arranged to discuss next steps.

Further guidance

We hope this booklet has been useful. Further guidance can be found on the school website www.holmleigh.hackney.sch.uk where you will be able to view the Holmleigh school behaviour policy.