



## **A Policy for Supporting Behaviour in the Early Years at Holmleigh**

APPROVED BY: Governing Body

NEXT REVIEW: September 2025

This Early Years policy is a subsidiary of the main schools Behaviour and Anti-Bullying Policy 2019 and has been written in line with the EYFS Framework, child development and pedagogy to work towards a common ethos to ensure that the needs of younger children in the Foundation Stage are met through clear routines, and high expectations of behaviour across all aspects of school life including within the local community.

In the Early Years, we aim to foster good relationships between all children, parents and staff demonstrating positive behaviour in a nurturing, inclusive environment. We believe that every child and adult has an equal right to feel mutually respected, valued and safe in a positive and empathic school culture. We allow every unique child time to adjust, learn routines and make choices in an environment which promotes autonomy and where practitioners know children well and are knowledgeable about the role they play in helping young children to;

- **Regulate their behaviour accordingly**
- **Share and take turns**
- **Feel safe and trust others within the school**
- **Understand their own feelings and those of others**
- **Feel included and valued**
- **Tolerate delay**
- **Begin to understand the need for rules and have a sense of right and wrong**
- **Empathise and work with others towards a shared goal.**
- **Follow instructions and respond appropriately.**
- **Develop self-esteem and self-confidence**
- **Express their concerns and fears in an appropriate way**
- **Consider the consequences of words and actions**

### **Pedagogy and Child Development**

**Self-regulation -A child's ability to regulate their emotions and behaviour, control their attention span, and remain task orientated helps to develop non-cognitive and cognitive skills needed to succeed.**

**Self-regulation** plays a fundamental role in well-being and the first five years of life are foundational in building skills that can last a lifetime. As a school we recognise that young children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

At Holmleigh we strongly believe in the supportive process of co-regulation between adults and children we foster this through:

- **Warm responsive relationships:** where children feel respected as individuals, comforted and supported in times of stress in time, allowing children to feel secure enough to practice new skills and learn from their mistakes.
- **Structured environments** that are physically and emotionally safe for children to explore and learn at their level of development without risk to their well-being.
- **Teaching and coaching self-regulation skills** through modelling, instructing children in skills and providing opportunities to scaffold self-regulation in practice, always explaining why if we ask a child not to do something.

### **Establishing Positive Ground Rules**

Throughout Holmleigh Primary School, we have positive ground rules which the children are taught and are expected to consistently adhere to, initially with the support of practitioners. The rules are displayed within the environment and on the Thinking Space and shared with parent/carers to ensure high expectations of behaviour at all times. All practitioners model appropriate language and consistently make reference to the positive ground rules throughout the school day. We explore the meaning embedded within these rules during story times, PSED, SEAL and circle time sessions.

- 1. We work hard to be ready to learn at all times, not stopping the learning of others**
- 2. We take care of each other and things in our school**
- 3. We listen to each other; try to be honest and use words (not our bodies) to resolve conflicts**
- 4. We keep ourselves and others safe in school and in our community**
- 5. We are proud of ourselves and each other and celebrate our differences**
- 6. We use good manners and polite words**

Stickers/stamps are not freely given as a reward for positive behaviour as the expectation is that children can talk about expected behaviours and are motivated through an environment which promotes positive attitudes and dispositions to learning. However, we will use a sticker/stamp which is placed into a book for those children with personalised targets.

### **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 such as;

#### **1. The Thinking Space**

The Thinking Space is a 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 Thinking space is initially used by children with the support of an adult. Over time is then designed to encourage children to independently use the board to resolve conflict and self-regulate.

The Thinking Space gives a child three opportunities to reflect and change their behaviour before time out is given as 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 board is mobile so can be used in both the indoor and outdoor learning environment.

#### **2. Green and Red feet**

In each early year's classroom there are green and red feet on the floor. The feet are designed to be used during whole class carpet sessions when a child has been spoken to about their behaviour on at least three occasions. The child is told you are not ready to learn can you go to the waiting feet. The child is sent to stand on the waiting feet at the edge of the carpet with a three-minute timer, so they are still able to access their learning alongside having time to reflect on their behaviour.

**Once a child feels ready to learn they are able to move to the green feet before returning to the class session.**

#### **3. The Six Steps to Conflict Resolution Highscope**: Early Years practitioners are all equipped through Continued Professional Development to view conflict as a potential learning opportunity. All Early Years practitioners consistently 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

**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**

#### **4. 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.

5. **Partnership work with parent/carers:** Practitioners work in partnership with parent/carers through making themselves available at the end of the day, regular meetings and the use of individualised behaviour plans for future action.
6. **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.
7. **Respect children's ideas:** We help children to feel trusted which increases their self-esteem.
8. **Talk positively:** Practitioners encourage children to talk positively about themselves and their work.
9. **Plan and deliver weekly physical Development sessions.**
10. **Weekly SEAL, PSED circle time sessions.**

In return all practitioners agree they will not:

- Physically hurt a child
- Use verbal humiliation or insults
- Use negative Labelling of a child as a result of their behaviour
- Publically humiliate a child in front of others
- Intervene when another practitioner is managing an issue unless support is asked for

### **Managing Challenging Behaviour**

Holmleigh Primary School expects every member of the school community to behave in a considerate and respectful way towards others. Relationships amongst children and practitioners are strong any instances of bullying are dealt with quickly, consistently and effectively. Difference is valued and nurtured. Bullying harassment and violence is never tolerated.

If parent/carers are concerned about the well-being of their child, they are encouraged to first speak to their child's class teacher/Early Years team leader as soon as they are aware of incidents of bullying. If the incidents are still unresolved to then speak to the Head teacher. An even smaller number of children will have EHCPs. These children will have one page profiles and school support plans that will outline the specific support identified to meet their needs.

**T**here are usually three elements to **bullying**:

- It is deliberately hurtful behavior
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

**If there are concerns about a child being bullied in the Early Years, the following actions are taken;**

1. The Early Years Team leader/ class teacher speaks to the children involved to gather information.
2. Meeting is arranged with parent/carers, class teacher, Early Years Team leader to discuss further.
3. Practitioners plan for and deliver circle times sessions through stories to address the incident.

4. Steps of action to prevent bullying are identified and agreed with the whole class.
5. Practitioners observe, intervene with sensitivity and record incidents.
6. A Follow up meeting is arranged with the children involved.
7. Parent/carers are given feedback.

### **Personalised Behaviour Plans**

For a few children with specifically identified patterns of behaviour a more personalized approach is needed. This is always done in consultation with parent/carers, practitioners and the school SENCO. During this meeting a **one-page profile** is completed with agreed targets for the child. Following the meeting, the profile sheet is shared with practitioners within the team. Informal meetings within the team, take place on a day to day basis to discuss further triggers and how to support.

The child is also given a book called: **I am proud to be... which is a daily communication book which goes home** to record behaviour at different times of the day at school and to celebrate positive behaviour with parent/carers at home.

Such plans are reviewed informally every week by practitioners and parent/carers are informed through planned meetings such as parent consultations every term or as appropriate with the class teacher and SENCO.

Sometimes a designated space within the classroom 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. The practitioner works in consultation with the child to name the space and to make it comfortable.

### **Applying Physical Restraint**

Very occasionally, it may be necessary to remove children from a classroom or an individual child if their behaviour is resulting in significant harm to others or compromises the safety and well-being of others around them. The Early Years Team at Holmleigh are trained to remain calm and to continue to offer warm supportive interactions. The removal of an individual child is the last resort and is only used in special circumstances where there is an issue of safety. In such cases the Early Years team leader and practitioner will use positive language alongside acknowledging how the child feels to support the child to calm down and self-regulate.

If a child is removed, at a last resort restrained, the following actions are taken:

- The incident is written in a designated book and shared with the Early Years teamleader and if necessary the Head teacher and relevant members of staff.
- Parent/carers are informed and where necessary determined by the leadership team, may be requested to collect their child.

### **Consequences for Repetitive Inappropriate Behaviour**

In the Early Years at Holmleigh, children are resilient and in most cases are able to accept if their behavior 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. In situations where following the consistent use of the Thinking Space the behaviour persists the following sanctions are applied:

1. Time spent in another room, usually the nursery with the Early Years Team leader for a specific age appropriate period of time with the use of a sand timer.
2. The opportunity to make a card/letter to give to whoever they hurt with either words or actions.
3. If the behaviour continues, time spent with the Assistant Head teacher.
4. Parent/carers are informed.

### **Parental Involvement- 'Team work makes the Dream work'**

As an Early Years team we value the support and knowledge of our parent/carers who are their child's first educator. In line with the whole school policy for Behaviour and Anti-Bullying and the EYFS it is our practice to ensure a successful school experience for all families and to use services such as the Hackney Learning Trust: Birth to 5, CAHMS, Safer school website to signpost families whenever relevant.

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

In summary, the school has high expectations of behaviour for its children, staff, parents and visitors. Behaviour is a priority in the Early Years and 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 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.
- Tailored workshops if needed alongside signposting parent/carers on different aspects of behavior, self-regulation and routines.

### **Attachment**

### **Well-being of children and staff**