

# Pilgrims' Way Early Years Behaviour Policy

## General Statement

The maintenance of good discipline is essential for the growth, welfare and development of pupils. Our school sees itself and parents as partners in the education of their child.

In the Early Years Foundation stage, we are aware that this will often be a child's first experience of school and understand how important it is to ensure that children are introduced to the rules and routines when they arrive so that they understand the expectations and boundaries straightaway. These will be introduced through photographs, role play and games at circle times. Parents are informed of these rules so that good behaviour is consistent at home and in the setting. We are always ready to discuss and consult with parents on their child's progress and behaviour whether or not there is a problem. Parents are regularly kept informed of pupils' progress.

The promotion of good behaviour is the responsibility of **every** member of staff, no matter what their role is within the school. Every member of staff must be aware of the need to promote an ethos of praise and encouragement. Behaviour improvements can only take place where relationships are good between pupils and staff. No member of staff should walk away from or ignore poor behaviour or any child not adhering to the school rules.

**The development of good behaviour is based on the same principles as the development of good teaching - be clear about expectations, make appropriate demands according to the ability of the child, praise and encourage effort constantly, focus on the positive, move on quickly after a misdemeanour or mistake.**

A whole school approach to behaviour management provides a structure to ensure the following:

- The promotion of a caring atmosphere and an acceptance of one's own responsibility
- Good behaviour and the elimination of bullying, racism, sexism and other forms of prejudice
- The promotion of an effective learning environment

- The fostering of co-operation, acceptance and respect for each other and the environment
- The fostering of self esteem and achievement of individual potential
- The belief that behaviour can change

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions will encourage children to behave appropriately. All members of staff (teaching and non-teaching) will apply the system we have, fairly and consistently. All children will come to know and understand the behaviour expected of them together with the consequences to be applied for choosing not to follow them.

We will remember when establishing a pupil's reason for misbehaviour, that focusing solely on the behaviour and not on the reason behind it may treat the symptom and not the cause. Therefore we will always be flexible enough to treat individual cases where reasonable, while not undermining the inherent structure of rewards and sanctions.

#### *The principles that underpin our Behaviour Policy*

At Pilgrims' Way School we teach our children the importance of respecting others and self-discipline. We want individual children to develop their self-esteem and confidence in an ordered and safe environment. In the EYFS we promote a secure, trusting and accepting environment; we support children in celebrating their own achievements; we use positive reinforcement for good behaviour, for example, praise and rewards for following the rules and for sharing and showing kindness to other children.

#### *Rules are positive!*

The teacher and support staff will refer to these rules when discussing good or poor behaviour and applying rewards and sanctions. It is important that the children are involved in setting up these rules as this will encourage ownership and support for them.

Examples of positive rules in the Early Years are:

In our class we keep our hands and feet to ourselves.  
In our class we listen to our teachers and our friends.  
In our class we share our toys.

## **Encouraging Appropriate Behaviour**

### **Rewards**

A reward system acts as a positive reinforcement of the good behaviour. We use lots of praise both for the individual, groups and classes as a whole. We always encourage good behaviour and work by praising good behaviour rather than criticising unacceptable behaviour.

In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is acting as a model for the others. The praise is often accompanied by a reward for the child, group or class. Rewards could be stickers, notes home, prizes and certificates.

### **Circle Time and SEAL activities**

All classes take part in weekly PHSE activities which include "Circle Time". Circle Time activities are designed to help children develop skills in listening and effective communication, as well as raising self-esteem, confidence, self-assurance and respect for all.

The school is at present using the SEAL programme activities to support the social and emotional aspects of learning. These will be supported through assemblies and circle time themes.

## **Discouraging Inappropriate Behaviour**

**At all times staff are encouraged to stay calm and deal with inappropriate behaviour in a gentle and sensitive way. As in the main school, the Early Years Foundation stage operates a no shouting policy.**

If a child exhibits inappropriate behaviour, they are given a reminder of why the behaviour is unacceptable and reminded of the correct behaviour.

Should the inappropriate behaviour continue, warnings or sanctions will be issued, in accordance with the severity of the behaviour (see below). The class teacher will also decide when it is necessary to inform the child's parents.

1. Verbal warning, explaining why the behaviour is unacceptable
2. Re-direct inappropriate behaviour
3. Reinforce positive behaviour
4. Set up time out - using a sand timer
5. Inform parents

All children in the EYFS are closely observed and assessed in terms of academic progress and social and emotional progress. If there are concerns about a child not behaving at their developmentally expected stage (academically or socially and emotionally), support will be sought internally (through the SENCO), and if necessary, externally through outside agencies.