



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Behaviour Policy

Policy approved:	July 2018
Policy reviewed:	October 2022
Governor committee responsibility:	Local Governing Body



Ss John Fisher & Thomas More Catholic Primary School, A Voluntary Academy
Woodhouse Lane, Benchill, Manchester, M22 9NW
Tel: 0161 998 3422 Fax: 0161 945 5616
Email: admin@st-johnfisher-st-thomasmore.manchester.sch.uk



EYFS Behaviour Management Policy

Policy Statement

The EYFS team at SS John Fisher adopt a positive approach to behaviour management with more focus and attention being placed on positive behaviour and limited attention being given to undesirable behaviour. All children have a right to a calm, safe and stimulating learning environment and it is, therefore, vital that all staff feel confident to manage the children's behaviour appropriately.

Staff:

- Will manage behaviour in the first instance using positive behaviour management strategies (see below)
- Will be specific with praise to ensure children recognise which behaviours are desirable in the classroom e.g. "Well done, I love the way you have tidied up the Lego in to the right box."
- Will not shout or raise their voice in response to undesirable behaviour as this can often be very upsetting for all children involved.
- Will not physically intervene unless a child poses a significant risk to themselves, others or school property as per the whole school positive handling policy.
- Will follow the steps listed below when managing undesirable behaviour in class.
- Will always drop to the children's level when discussing behaviour or issuing a verbal warning.
- Will ensure home-school communication is good by always updating and informing parents of any behaviour issues in school.

Positive Behaviour management strategies

Children behaving well in the classroom and making 'good choices' will be rewarded with:

- Verbal Praise and visual praise (lanyard visuals)
- Addition responsibility e.g. handing out milk or fruit
- Dojo points
- Stickers (not to be over used)
- Star of the week certificates

Low level undesirable behaviours such as, talking on the carpet, will be ignored as much as possible with staff instead choosing to highlight those who are correctly following instructions. Adults will modelled desired behaviour if necessary and support children in learning how to behave appropriately. For example, during tidy up time all adults should be supporting the children and modelling how to put back resources appropriately.

Managing Undesirable Behaviours

When necessary, adults will distract and redirect a child's play to manage behaviour. If a child is struggling to regulate their emotions or behaviour or is posing a risk to others (smacking/kicking etc) they will go with an adult to our calm corner to discuss the behaviour and to support them with self-regulation. Children will not be left alone or isolated to manage behaviour. Adults will have a variety of resources available in the calm corner to help facilitate a behaviour discussion/ to support the child in calming down. These include colouring sheets, PSHE story books and sensory toys.

Any behaviour that causes **physical harm to an adult or another child** will result in the child being brought immediately to the calm corner to support regulation. This is to ensure the safety of all and to quickly diffuse the situation.

Any children who are regularly struggling to manage their behaviour or self-regulation will have a support plan in place to ensure all adults know how to support them in this area.

Managing Behaviour in our Two year Old Provision

At St John's we know that two year olds can often experience a lot of frustration as they often know what they want but cannot express themselves fully. Staff will support staff in learning to communicate their emotions and needs through play and by modelling using language to express wants during role play and small world activities.

As written above, all staff will manage behaviour using positive behaviour management strategies. Praise will be given to children playing appropriately and support will be given to children who are learning how to manage their own feelings.

Behaviour will be gently corrected and low level negative behaviour will be ignored. When staff need to intervene they will use a 'stop' visual and use simple language to correct the behaviour. If the behaviour continues staff will redirect children to another activity and aim to distract from the behaviour. If a child becomes frustrated or distressed they will be brought to a quiet area with a member of staff close by to calm down (see below for further information).

Tantrums

Dealing with conflicts and misunderstandings can be a rich opportunity for helping children to develop their understanding of emotion and their empathy towards others. Two year olds are moving on from being a dependent baby and having many things done for them, to being a toddler with a strong desire to express their independence. This drive for autonomy – whilst still needing the patient support of nurturing adults – can result in the toddler's emotions coming out in the form of a temper tantrum. When this happens, staff will support the child by:

- Talking calmly, acknowledging that the child is feeling cross or upset and reflect their feelings back to them for example by saying 'I can see you are feeling sad'
- Staying near to the child but 'out of reach' if the child is lashing out at staff.
- Staying calm and reassuring other children in the room. A tantrum can be upsetting for all close.
- Offering a drink of water and some calm quiet words when the tantrum has passed. The child may also need a rest following a tantrum.

Snatching

Two year olds are still in the process of learning that some things are theirs and some things we share with others. They have not yet learnt that they cannot take something out of another child's hand when they want to play with it. Staff will, therefore, dealing with snatching by calmly returning the toy to the child who had it first and distracting the child trying to take it. Staff will model using language to ask if they can have a turn with a toy during role play to support children in turn taking.

Biting, hitting or harming others

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

Strategies for when children bite

- Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks, let's ask Miss for those Peppa pig toys)
- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging the child to help looking after the hurt child
- Saying 'stop' firmly with an accompanying hand signal
- Some children might need alternative things to bite on- especially if they are teething

Other harmful behaviours (hitting, kicking, pushing etc.) will be dealt with by using a 'stop' visual and saying stop firmly. Children displaying harmful behaviours will be redirected to another area and moved away from the child they are trying to hurt. Parents will be informed of any persistent harmful behaviours to enable them to support their child at home.