

Flushing C of E Primary School

EYFS Relationship Policy

Within the EYFS we still believe in making good choices and working towards being responsible citizens of the school. However, sanctions must be applied in a way that is considered to be age and developmentally stage appropriate.

In the Early Years, the role of the Early Years professionals is to explain and model and ensure all children understand the expectations of the setting on regards to behaviour. The EYFS encourages the development of 'positive behaviour' such as:

Emotional Intelligence: promoting the management of feelings and behaviour.

Social Skills: Encouraging the forming of positive, respectful relationships.

Cognitive Skills: Increasing self-confidence and self-awareness.

To develop reasoning and problem solving (ie cognitive skills), practitioners must plan and make use of activities which are structured as well as free play, and plan games that encourage curiosity. Young children learn best by playing, listening, watching, asking questions and doing.

School Expectations

Here at Flushing C of E Primary School, we use our Bee Rules to support positive interactions.

Our 'Bee' Rules

- Be ready- *show active listening*
- Be respectful -*take turns and support each other*
- Be kind - *treat others the way you would like to be treated*
- Be responsible-*make good choices*
- Believe in yourself- *always try your best*

If children present with negative behaviours, EYFS practitioners will take the following steps.

1. Remind children of the Bee Rules inside and outside the classroom.
2. Ask the child to come and play alongside you. (Adult to model how to play).
3. Thinking Time- up to five minutes on a bench or at a table.
4. Child's name to go on the board with a sad face.
5. Put a tick next to the sad face.
6. Ten minutes in another classroom with some work ie colouring or reading to do

Inform the Head Teacher should the process progress beyond step three.

Strategies for dealing with different types of challenging behaviour

In the Early Years, observation is key in beginning to understand behaviours. Children under five are still developing their prime areas. Use an ABC chart to determine:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. What might the child be trying to communicate?
5. Are there unmet sensory needs?
6. Have parents/SLT been informed?
7. Is there an agreed pathway going forwards?
8. Are there any child protection concerns?

Biting

Biting is quite common in toddlers, but as children get older, this can be a cause for concern. If biting is happening:

- try to distract or divert attention.
- Show a hurt expression and make an 'ouch' sound.
- Say 'stop' firmly.
- You may want to offer an alternative to biting, such as a chewy toy.

Hitting, pinching, kicking or scratching

These habits can be distressing both for pupils and the adults that work with pupils. So always reinforce our Bee Rules, in the first instance. But should behaviours continue:

- Lead and model group activities around 'gentle hands and feet'
- Ensure real consequences are in place eg 'if we kick, we have to sit with a timer for five minutes away from other children'
- Try to distract and divert the child- intervene quickly before the action has happened whenever possible.
- Use puppets or teddies to allow children to act out big emotions when calmer.

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them, that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff are to use their professional judgement; around how important their request is and decide which battle they are going to have and which they might leave.

- Give plenty of warning when activities are going to change.
- Use when....then... 'when you finish then you...'
- Choose activities they like to build up a habit of compliance.
- Make sure the activity is appropriate.
- Give lots of positive adult attention when a child is 'doing the right things'.

Using 'Thinking Time' in the Early Years.

Thinking chairs should be used after exhausting all other strategies.

- Children should only be expected to sit for one minute per year of their age (so 5 years, 5 minutes).
- Adults to explain briefly, clearly and firmly to the child letting them know that what they have done is not nice. The adult to say; 'Now you can stay with me, so I can help you to make a good choice'. Hold the child's hand but do not engage or 'chat' with them, as this is seen as a reward. They need to know that they are missing out on the fun happening around them.
- Afterwards model an apology to the child who has been upset. Say; 'I am sorry I hurt you and I won't do it again.' Do not insist that the child says this.
- Look for opportunities to praise good choices. Use Class Dojo points/stickers generously.

Class teacher to observe and note behaviours.



Class Teacher to meet parents record details.



Discuss concerns with SENCO/Head Teacher.



If Child Protection concerns speak to DSL/DDSL.

Encourage positive behaviours

Here at Flushing we:

- Use Dojo Points, stickers and praise specifically relating to behaviours.
- Refocus child's attention and then praise immediately.
- Focus on activities that allow for sharing, taking turns and negotiating.
- Encourage responsibility in caring for others, animals and the environment.
- Model appropriate behaviours and set a good example.
- Involve parents in establishing rules.
- Demonstrate that a child is valued, even if his behaviour is unacceptable.
- Discuss feelings, likes and dislikes.

REMEMBER! Praise, encourage and be positive. When disciplinary measures are needed, be calm, fair and consistent.

Review

This policy will be reviewed on an annual basis.

Signed:

Date: 10/23 TL