



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care  
towards all



*Pride in myself; Pride in my work;  
Pride in my school; Pride in my community*

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## Glascote Primary Academy

### Policy on EYFS- Behaviour Management 2019-2020

#### **Statement of intent**

During the Foundation Stage at Glascote Academy we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

#### **Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. We strongly believe that a child's personal, social and emotional skills underpin learning within all areas of the curriculum. We aim to use a fair yet firm approach that enables each child to appreciate the rules and expectations of the setting.

#### **Methods**

Although the Foundation leader oversees the overall programme for supporting personal, social and emotional development, including issues concerning behaviour, all Reception staff effectively and equally implement the behaviour policy for the benefit of all children.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of the Reception staff. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

In Reception all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

A positive approach is used as we acknowledge considerate behaviour such as kindness and willingness to share through praise, recognition and reward (e.g. stickers, Golden Tickets, House points). We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

Physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property may be used if deemed necessary. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Foundation leader and/or Headteacher leader. Any child who has the potential to hurt themselves will have a personal care plan.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

In Reception we recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We also recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will

also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

As part of our underpinning PSE ethos we recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'. Furthermore, we help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.

Reception staff will help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.' We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

Reception staff supports the development of children's social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

## **Bullying**

All staff of Glascote Academy takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. **(See main school policy).**

***Dyslexia:*** Glascote Academy recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.

**Please read in conjunction with main school policy: Policy for behaviour and discipline**

Reviewed by: E.Bowers

Date: September 19

Approved by:

Date:

Next review due: September 2020

