

Chase Lane Primary School & Nursery Unit

Behaviour Guidelines For Early Years



Main Author

Updated

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Guidelines for the FS Behaviour

Guidelines – role of the adult

1. Positive relationships

- 1.1. Make the transition to Nursery or Reception as smooth as possible (see transition guidelines). It helps if everyone takes the same approach. Plan time to talk on a one to one basis to each child about his or her home, community and interests, especially during the settling in time.
- 1.2. Use other times when you look at special books, when you interact in play, during snacks etc. to really listen to the children in your care.
- 1.3. In Reception, use Circle Time, but with a smaller group; a maximum of half the class. Make brief notes as you listen and make sure you follow up any concerns and worries. (Any Safeguarding issues are to be dealt with in line with whole school policy, initially completing a blue concern form and passing it to the Safeguarding Lead Person.)
- 1.4. Help children to articulate their needs and feelings. There are books in the Nursery that deal with different emotions, and there are also feelings puppets available in school. Children's feelings should be affirmed, not denied. So if a child is sad or angry, this should be acknowledged.
- 1.5. Use specific acknowledgement of what children can do, to show how you respect and value their efforts, rather than general praise such as "good sitting" or "good reading".
- 1.6. Give lots of support to children who have been hurt by others. Give your attention to the hurt child, not the perpetrator, at least until the hurt person feels better. Show children how to state clearly what they do or do not want the other person to do, e.g. don't hit me again. Ask the hurt child if they want the other person to say sorry, or to shake their hand, or both.
- 1.7. Reassure children that, when they do something wrong, you dislike the deed but you still like them.
- 1.8. Part of development, at this age, is learning how to behave and making mistakes is part of that. Use the EYFS guidance to find the appropriate developmental stage of the child and how you can move them on.
- 1.9. Help children to judge other peoples' intentions. Did he mean to hurt you? Why do you think he did that?

2. Expectations and Boundaries.

- 2.1. Set an example yourself, by, for instance, whispering in the corridor, never shouting unless crucial for safety, keeping your things tidy.
- 2.2. Always help children understand the impact of their behaviour. Ask them to look at the hurt person's face, the scratch, the messy floor, etc. Show them how they can make amends by comforting the hurt child, finding out if the hurt person wants a tissue, trying to mend the broken toy, etc.
- 2.3. You might ask a child to stand quietly or "sit out" with an adult to observe the others before returning to the play, to help him or her understand that a boundary has been crossed. Use the phrase "next time" to show that there is always another way to do things.
- 2.4. If children do not comply with a request, think about the reason. Did they understand? Is the request reasonable, e.g. Do they understand why you want them to do a particular activity? Do not react with "do as you're told" or "because the teacher says so".
- 2.5. If they refuse to comply with an instruction that affects their own, or others' safety, then you may have to physically intervene (see Code of Conduct on physical intervention). If you have had to physically intervene to manage a child's behaviour, inform parents that day. If restraint has taken place there is a form available from the Head Teacher to complete.

2.6. Biting

Calm understanding is the key response to biting. See the book "Feelings and Behaviour". Biting may be a response to frustration and lack of language, to overcrowding and waiting (for instance waiting for a snack or to go in the garden), sometimes excitement or even problems with teeth or chewing. In cases of serious biting, it will be necessary to track the biter, and to fill in an ABC form (See SENCO) then to decide on an action plan. If the skin is broken the child must be taken to the Main Office for first aid and the parents informed.

- 2.7. Make a distinction between the behaviour rules above (6 Golden Rules), and **safety rules**, e.g. Walk inside school, Pick up things you have dropped or see lying on the floor. You may have special safety rules specific to your setting. Always explain to children why there is a particular safety rule, e.g. we walk inside so that we don't fall and hurt ourselves on sharp corners.

3. Support and Structure

- 3.1. Help children to accept a short wait as a reasonable part of turn taking, using waiting lists or timers or tickets, or by stating the order of the names in a game, e.g. " Joe, Khaira, Ilir, then Joe again". But also ask them how they can solve the problem.
- 3.2. Use stories as teaching aids about the sort of behaviour we want. There is a bank of books to help with issues such as sharing, tidying up.
- 3.3. Help children to be good listeners and speakers it is a huge part of social development.
- 3.4. Use a visual timetable so that children know what is happening next.
- 3.5. Keep to the routine as much as possible and have all resources labelled and accessible.
- 3.6. In Reception you **might** have on display the names or photos of all the children with a positive message about behaviour alongside, e.g. "We are all kind". If children cross the boundary of good behaviour (which might be if they hurt a child, or ignore a request more than once), you might remove their name from the group as a visual reinforcement. Replace the name as soon as possible, e.g. immediately after a consequence such as "sitting out" or after half a day. **This is only in the final term.**
- 3.7. In Reception, give each child a behaviour card, which is used later on in the school (see code of conduct). Use the card to record when behaviour boundaries have been crossed. You might use the other side to acknowledge positive behaviour, with stickers, stamps or comments. **This is in the final term as part of transition.**
- 3.8. Children who have been identified with special needs may need an individual programme which every adult in the setting knows. Seek advice from the SENCO.

4. Constructive Relationships with Parents.

- 4.1. Tell parents when their children have been very kind, or tidied up for carefully, or shared generously, or given up a toy for another child.
- 4.2. In Reception acknowledge and affirm positive behaviour when you give the Star of the Week Certificate.
- 4.3. Always inform a parent if their child has been hurt by another child, e.g. if the child is marked, there was a head injury, or the child appeared seriously distressed. Do not tell the parent the name of the child that hurt their child.
- 4.4. Always tell a parent if their child has hurt another child, as above. Parents have a right to be informed. **Approach this with the attitude of wanting to find out more about why it happened.** Ask the parent to let you know if he or she can find out any more about the situation. Phone if you cannot speak in person.

- 4.5. If a child appears to be having persistent difficulties with social development or behaviour and self-control, always discuss this with the parent. In Reception you should show the parent the records you have made on the behaviour card/ method agreed with the parent(s). You, the parent and the SENCO might discuss an individual education plan,
- 4.6. If a parent tells you that their child has been hurt, or is regularly being hurt by another child, always take this seriously. Make sure you speak to the affected child, several times a day if necessary. You can use a simple timetable to remind you, putting a smiley face if the child is alright, or writing down what they said. Then you can show this to the parent to reassure them that their child is happy most of the time while in your care.