



BRITISH SCHOOL TENERIFE
EARLY YEARS BEHAVIOUR MANAGEMENT POLICY

At the British School of Tenerife, we believe that everyone in our Early Years setting should be in an environment which is calm and safe and where both children and adults should be treated with respect.

We recognise that there should be clear and appropriate expectations for the children behaviour and that when children's Personal, Social and Emotional needs are met they are more likely to thrive and achieve.

As the children in the Early Years setting are young, we understand that this is the start of them understanding the views, feelings and wishes of others. They need time to learn that their behaviour and actions can have an effect on others, therefore it is the responsibility of the staff in the Early Years setting to provide a consistent and stimulating environment to meet all children's needs.

However, we also recognise that each child is an individual and develops in their own way and at their own rate.

At the BST we believe that building positive relationships between children, staff and parents is a priority.

When the children start the Early Years setting the parents fill in a questionnaire about their child's developmental needs. This enables staff to have an understanding of the child, which will then help us cater for each child's individual needs.

This policy provides a range of strategies which can be used to promote positive behaviour as we aim to be consistent in our approach.

AIMS

This policy should:

- Be clear on the roles and responsibilities of the Early Years staff in relation to encouraging and promoting good behaviour.
- Be clear on the roles and responsibilities of the Early Years Staff in relation to discouraging unwanted behaviour.

The aims of our approach to behaviour are:

- The continuation and encouragement of good behaviour wherever possible.
- The children to develop good and positive attitudes towards themselves and others
- The children to adopt a good and positive attitude to learning.
- To agree and share what we consider to be unacceptable behaviour.
- To ensure children understand and respond to boundaries and behavioural expectations of the setting with encouragement and support.
- To safeguard children's emotional development and well-being
- To agree the Consequences and Sanctions when routines and boundaries are broken.
- To have a firm, consistent approach across the setting
- To ensure the involvement of parents at every stage

The Lead Person responsible for Behaviour Management within the Early Years setting is Jenni Garnett (Head of Early Years)

PROMOTING POSITIVE BEHAVIOUR

It is important that we try to remain positive at all times. Each class is expected to follow the following strategies to reward and promote good behaviour.

NATURAL REWARDS
STICKERS/STARS
STAR OF THE DAY
BADGES
HEAD OF EARLY YEARS AWARD
PRAISE ASSEMBLY

Natural Rewards

Words of praise and reassuring smiles are frequently seen and heard in the setting. Extra privileges or responsibilities are given to children who have demonstrated positive and good behaviour.

Stickers

For effort and achievement staff award children with stickers or stars.

Star of the day

In Nursery and Reception each day staff will choose a child who has demonstrated good behaviour. The children will be awarded “star of the day” and they will be given a badge which they will wear during the day and then they can take it home. Also, they will have privileges during the day e.g. first in the line, sitting on the special chair at group times.

Badges

Reception children receive badges for good behaviour, trying hard, speaking English, being kind. They take the badges home to show and talk about them with the parents and bring them back the next day.

Head of Early Years Award

Children may be sent to see the Head of Early Years to share examples of good work or good behaviour. They also receive a special sticker from the coordinator.

Praise Assembly

Praise Assembly is for children to receive praise and stickers and an opportunity for children to show good pieces of work. Children names will be added to the “golden book” when they have done something special and they will be presented with a certificate.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

- **Praise Children showing appropriate behaviour**
If a child demonstrates unwanted behaviour, in a positive tone ignore the child and praise another child who is sitting close who is displaying the correct behaviour.
- **State the positive**
Focus on the positive language and use words like ‘do’ rather than ‘don’t’.
- **Offer a choice** Provide children with a choice, if they are in a disagreement with another child. Offer them the same thing but in a different colour.
- **Divert children’s behaviour**
To prevent a situation from becoming worse it is important that staff intervene to avoid an incident resulting in an aggressive attack or a child hurting himself or another child.
- **Explaining rules**
Early Years staff should always aim to explain the reasons behind what is expected behaviour as at times children do not understand what is expected of them.

POSITIVE LANGUAGE

To encourage positive behaviour and discourage unwanted behaviour we understand that a positive reaction is the best and most effective way to achieve this.

- Physical comfort
- Warm tone of voice for specific praise and encouragement.
- Attention

PROCEDURES FOR DEALING WITH INAPPROPRIATE OR CHALLENGING BEHAVIOUR

PSED Incidents: unwillingness to share, uncooperative child,

Sometimes, young children need time to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. We recognise that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour. We recognise that some children may not have a good understanding of English, so we may have to reinforce in their language.

Unwillingness to share

- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Structure turn-taking
- Praise children for being 'kind' when they willingly share equipment.

Uncooperative child

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.

Tantrums

As a child develops it can be normal for them to have tantrums. When dealing with a child who is having a tantrum, staff should remain calm and follow the following strategies:

- Ensure the child is safe by moving away objects that may cause an injury.
- Do not try to talk or reason with the child at this stage until he/she has calmed down.
- Talk calmly and in a reassuring manner by saying, 'Don't worry (child's name). It will be ok.'
- If it is appropriate, hold the child gently.

(If a child is prone to tantrums staff need to try to identify the triggers.)

Destructiveness

- When a child has broken an item, it is important that staff point out that this behaviour is not acceptable and we should explain the expectations within our setting.
- If a child has destroyed or damaged something another child is working on, encourage the child to reconstruct or clear up what he/she has done.

Verbal Incidents: swearing, racist or derogatory comments

- Staff should reinforce expectations by saying in a firm voice, '(Child's name) No thank-you! We don't use those words here.'
- Praise child's use of appropriate language.

All of the above incidents should be recorded on an Incident sheet and staff should inform parents.

Physical incidents: fighting and conflict, biting, kicking, hitting, pinching, hair pulling, scratching, tantrums, destructiveness.

Unsuitable physical behaviour should be interrupted and stopped in a calm manner.

The following steps should be followed to support and help all the children involved.

- * **Approach Calmly** –Breathe and go down to the children’s level and place yourself in-between them. If an object is involved in the conflict, remove the object
- * **Acknowledge Feelings** –Ask the children to talk about how they are feeling.
- * **Gather information** –Staff should speak to each child, trying to find out what happened before making assumptions.
- * **Ask for ideas for solutions and choose one together.**

Staff should ask the children how they think we could resolve the situation by asking open ended questions.

Repeated incidents of physical harm

The Lead Person responsible for Behaviour Management will work with the class teacher together with parents, if a child continues to cause physical harm to others. The information from the completed Incident Reports will be used to decide the best course of action to take which may involve contacting outside agencies.

Physical Intervention

‘Physical intervention should only be used in exceptional circumstances.

- To manage a child’s behaviour to prevent personal injury to the child, other children or an adult,
- To prevent serious damage to property

Where physical intervention is used to manage a child’s behaviour it should be recorded and parents/carers informed about it on the same day.’

Bullying

In Early Years, we follow the school’s Anti-Bullying Policy.

CONSEQUENCES AND SANCTIONS

Consequences and sanctions are used as a last resort once the strategies outlined have not made a difference to a child’s behaviour, we tell children ahead of time what will happen if they choose to behave in a particular way. If a child continues to demonstrate inappropriate behaviour they are given a warning and thinking time. (e.g. 1 minute per year of age). The adult may say; ‘I cannot let you hit/bite/kick.’

If a child continues to display inappropriate behaviour the next sanction would be to remove the child from the immediate environment and spend time in another area e.g. another room in the Early Years setting.

LEVELS OF CONSEQUENCES

When a child demonstrates any unwanted behaviour, we have levels of consequences. During these levels we always stay in control.

- We NEVER use physical contact as a means of punishment.
- We DO NOT shout, frighten or threaten children and they should be calmly spoken to.
- A firm voice maybe used to alert the danger, or unwanted behaviour.
- All children are listened to and staff do not make any assumptions based on the child’s “Historical Behaviour”.
- Use words such as “kind/ unkind/ sad/ happy”
- We do not use the word “naughty”
- Time-out should be the last resort unless their behaviour is serious.

Level 1

- Ignore mild behaviour. If a child does not get attention for a behaviour, he/she will often stop doing it.

Level 2

- Use distraction. Try redirecting the child to another behaviour, toy, or activity. Humour can also be used as a distraction tool.
- "Calming time." Giving the child a quiet activity (drawing, colouring, puzzle pieces, etc) can calm them better than simply sitting a time-out

Level 3

- Warnings. When unwanted behaviour is observed the child is given a clear warning. The behaviour is spoken about and explained with the child at their level, so that they understand that their behaviour is not acceptable.

Level 4

- Time-out. This involves sitting the child in a quiet area for no longer than 2-3 minutes. The child should not be isolated. This is to allow them the chance to calm down. For older children, this will be a time to think about what they have done.

WORKING WITH PARENTS

Parents can and should be our greatest allies. We need to keep them informed about their children. If they only hear bad news they will avoid us. If we do need to tell parents bad news it should be done without an audience. Public praise and private criticism is a useful reminder. Parents can be contacted by phone or personally at the beginning and end of each day. We do not name any other children involved in any incidents.

If their child has been on time out then this should be made clear to the parents but done so with a sandwich approach positive, negative, positive.

If behaviour is on- going, we will invite parents in to have a meeting with the child's teacher to establish what methods may best suit the child and to find out any background information to what may have caused the unwanted behaviour.

Jenni Garnett

To be reviewed January 2020