



## EARLY YEARS FOUNDATION STAGE BEHAVIOUR MANAGEMENT POLICY

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Last reviewed: September 2017 | Next Review: September 2020

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### **1.0 STATEMENT OF INTENT**

Apex Primary school 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.

### **2.0 AIM**

We aim to promote positive behaviour throughout our setting and to help the children understand and respect the needs and rights of others.

### **3.0 METHOD**

We nominate a member of staff to be the Personal, Social and Emotional Coordinator (PESDCo):

**Rime Trabelsi.**

They have overall responsibility for our programme for supporting positive behaviour.

The PESDCo will:

- Keep up to date with legislation and research on promoting positive behaviour, and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Support staff in their induction
- Ensure all staff receives in-service training on promoting positive behaviour. A record is kept of staff training.

The following steps will be taken:

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by all at the setting.
- Staff, volunteers and students will provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We induct new staff with the setting's behaviour policy and its guidelines.
- 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 ensure praise is given when it is due, modelling and highlighting positive behaviours.
- We work in partnership with children's parents. Parents are able to discuss their children's behaviour with any practitioner: A practitioner may choose to raise concerns about behaviour with a child's parents.
- We may use our monitoring and observations to record a child's behaviour, if appropriate assessing undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.

#### **4.0 THE DISCIPLINE AND REWARDS POLICY**

The discipline and rewards policy has been created in order to give the staff/volunteers guidance on the standard of behaviour that is expected throughout the school. It has been created to ensure the smooth running of the school and encourage a positive learning atmosphere.

**It is therefore essential that there is consistency in carrying out these policies and that we all maintain the same standards within our classrooms.**

Consistency is important for the students, as over a short period of time they will become familiar with these policies and Insha'Allah begin to adhere to them.

This we hope will lead to good development of their personalities and a friendly, encouraging environment of teaching and learning for us all.

At all times we must remember that these children have been entrusted to us and we should treat them as we would like our own children to be treated. We should show kindness and try not to raise our voices to the point of shouting.

When disciplining the students we must make it clear **that it is the action that they did which was wrong and not them as a person** and encourage them when they show changes for the good in their personalities.

May Allah (SWT) help us to achieve all that is good for them and reward you all for your efforts. Ameen.

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All staff members at Apex are encouraged to remember at all times that our pupils have been entrusted to us (*amānah*) and we should treat them as we would like our own children to be treated. It is the **action** which must be focused on when reprimanding a mistake, **not the person!** This policy highlights the importance of giving constructive and concise instruction and encourages positive praise when pupils show “good effort and progress” as well as “exemplary behaviour/character” during lessons and beyond.

The policy also highlights the method applied at Apex which, we believe, will have a strong impact on our pupils' **IPD (Islamic Personality Development)** and help them become Muslims with strong ethics and a high moral standard. We pray that Allah ﷻ blesses the efforts of Apex practitioners as well as parents and we ask Him alone to help us with the *tarbiyah* (nurturing, training and disciplining) of the future generation. Amīn!

#### **6.0 UNACCEPTABLE BEHAVIOUR WARRANTING A WARNING**

- Disrupting lesson
- Not following the teacher's instructions
- Throwing things around the room
- Shouting
- Leaving the classroom without permission

- Rocking on chair
- Calling names
- Gossiping
- Play fighting
- Snatching

## 7.0 PRACTICAL APPLICATION OF THIS POLICY

All pupils at Apex should be familiar with the **nine** distinct **Apex Values**. Teachers will focus every (Islamic) month on one of the Apex values and try to incorporate them in their daily lessons. Moreover the values are displayed in every classroom as well as the school hall and entrance in order to make them **omnipresent** for pupils and staff.

A rewards system has been put in place to further enhance the pupils' understanding and appreciation of the Apex Values. It is important to note that the same system is implemented throughout all year groups and classes to ensure consistency and ease of use as pupils will be familiar with the procedures. Our rewards system encourages positive behaviour and starts with a **visual tracking chart**:



- Teachers prepare laminated 'name labels' of their pupils' (*three* per pupil)
- Teachers also prepare a display (clearly visible in the classroom) with the *nine* Apex Values (see example above) as well as a 'sun' tracker
- If any pupil shows a remarkable achievement, any praiseworthy action or effort worth an 'official' acknowledgment (even if just to boost the moral) then the pupil's name label can be put on any of the nine Apex Values displayed (teachers may take this as an opportunity to examine a certain value in more depth and explain its relevance)
- Pupils will be awarded with a 'sun' on the tracker (as displayed in the middle of the above picture) for every *three* values they manage to achieve in one school day

- The same value can be awarded more than once and pupils may be able to achieve more than one *sun* during one school day
- Those pupils who achieve three *suns* in *one* week will be awarded with a token of appreciation (small gift) from the class treasure box
- All name labels will be put aside at the end of a school week

## **8.0 ENCOURAGING POSITIVE BEHAVIOUR**

We encourage positive behaviour in all children (depending upon their age and stage of development) by:

- Using praise and positive reinforcement – be explicit
- Encouraging sharing and negotiation
- Staff/volunteers and students being good role models
- Consulting with children when creating rules/boundaries (age dependent)
- Positively affirming considerate behaviour such as kindness and willingness to share.
- Encourage children to be responsible i.e. Tidying up, monitors.
- Helping children understand the consequence of their behaviour. Reassure children they are valued as individuals even if their behaviour may sometimes be unacceptable.
- Certificates
- School values system
- Working in partnership with parents.

## **9.0 POSITIVE STRATEGIES FOR NEGATIVE BEHAVIOUR**

We support each child in developing positive self esteem, confidence and feelings of competence. Each child is supported in developing a sense of belonging so that they feel valued and welcome. Staff, volunteers and students use **positive strategies** for handling any inconsiderate behaviour such as:

- Helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include negotiation, intervention, diversion and distraction.
- Structuring the environment
- Structure and routines
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied.
- Active listening
- Communication- including tone and body language
- Affection – meeting emotional needs
- Planned ignoring
- Count down
- Saying 'stop' and give reason
- Backing away
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand what has happened, the outcomes of their action and the consequences. Following this, we support them in learning how to cope more appropriately.
- Time out is always supervised by a practitioner.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.

## **10.0 TECHNIQUES WHICH ARE NOT USED**

- Physical punishment, such as smacking or shaking. Children are never threatened with these.

- Techniques which single out and humiliate individual children.
  - Physical intervention such as removal or restraint **unless** it is necessary to prevent injury to themselves, other children or adults or serious damage to property.
- All physical intervention needs to be recorded using the incident sheet as follows;

- ❖ Name of child
- ❖ Name of staff member(s) who used physical intervention
- ❖ Previous intervention techniques used prior to the incident
- ❖ The date, time and place of the incident
- ❖ The circumstances of the incident and the factors leading up to the incident
- ❖ The nature of physical intervention used
- ❖ The names of any witnesses
- ❖ Any injury that may have occurred during the incident
- ❖ Any further action taken and parents' signature

This information is brought to the attention of the Early Years co-ordinator and the designated Child protection officer. The child's parent/carer is informed on the same day.

- In cases of serious misbehaviour, such as assault, racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Any issues arising will be discussed immediately with the child's parents.

### **11.0 PERSISTENT NEGATIVE BEHAVIOUR**

We take persistent negative behaviour very seriously. We define it as the persistent physical or verbal abuse of another person in our setting. It is characterised by intent to hurt, and is accompanied by an awareness of the action. Where such behaviour occurs we have strategies to deal with it.

The PSEDCo and Special Educational Needs Coordinator (SENCo) will work together to explore the ABC of behaviour (Antecedents, Behaviour and Consequence). If needed, further help will be sought from the Early Years Advisory Team and an Individual Behaviour Plan (IBP) will be produced in consultation with the child's parents.

For children who have more complex needs and do not respond to the strategies put in place: refer to the SEN policy.

### **12.0 MONITORING**

We may use our monitoring and observations to record a child's behaviour, if appropriate assessing undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.

### **13.0 TOP TIPS FOR SETTING RULES**

- Ensure rules are positive and involve the children
- Ensure there are not too many rules
- Use simple words
- Include photos for children to refer to

- Make sure rules are displayed low down so children can see them
- Share the rules with parents

#### **14.0 GOLDEN RULES**

1. We wait for our turn
2. We are kind to each other
3. We tidy up after we play
4. We look after property
5. We listen when someone is speaking
6. We walk in doors

**15.0 INCIDENT REPORT FORM**

**Private & Confidential**

Please tick:	<input type="checkbox"/> Concern	<input type="checkbox"/> Persistent Unacceptable Behaviour	<input type="checkbox"/> Extremely Unacceptable Behaviour	<b>B</b>
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<b>Date:</b>		<b>Time:</b>		<b>Lesson/Break/Location:</b>	
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**Student full name(s):**

**Antecedent:**

**Detail of incident/behaviour:**

**Witnesses:**

**Consequence and sanctions:**

<b>Practitioners comments:</b>	<b>Parent consultation</b>
<b>Sign &amp; date:</b>	Not required <input type="checkbox"/>
	Teacher - Informal <input type="checkbox"/>
	Teacher - Formal <input type="checkbox"/>
	Escalated to HT <input type="checkbox"/>

**Parents comments:**

**Sign & date:**

<b>Reviewed:</b>	<b>Logged by:</b>
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Log as major Incident:

Y / N