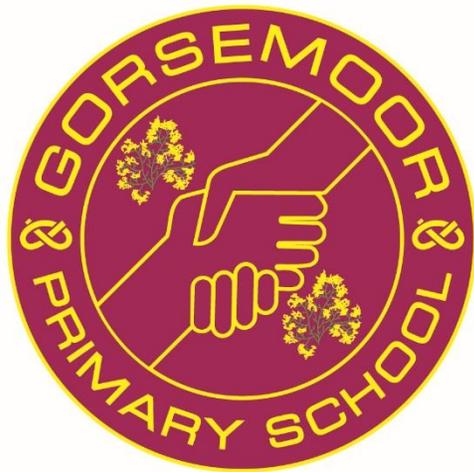


Early Years Behaviour Management Policy



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Audience: Staff/Governors/Public

Frequency of Review: Every three years

Post holder responsible for Review: Early Years Leader

Recommended associated documents:

The Statutory Framework for the Early Years Foundation Stage 2014

Early Years Outcomes 2013

Social and Emotional Aspects of Development 2008

Inclusion Development Programme 2010

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Gorsemoor Primary School

'Safe and Happy as we Learn'

Our Ethos

At Gorsemoor Primary School, we believe that all children and adults in our Early Years setting have the right to be treated with respect and to be in an environment which is calm and safe. We recognise 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.

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 understand that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour.

This policy provides a range of strategies which can be used to promote positive behaviour as we aim to be consistent in our approach. However, we also recognise that each child is individual and develops in their own way and at their own rate. Therefore, we understand the need to be flexible when supporting individual children in our care.

This policy takes into account guidance from *The Statutory Framework for the Early Years Foundation Stage 2014* which clearly outlines the roles and responsibilities for behaviour management in the early years setting. In addition, we use the *Early Years Outcomes* which supports practitioners in implementing the statutory requirements of the EYFS. It also provides a programme of work for promoting the personal, social and emotional development of our youngest children. We also ensure we promote *British Values*.

Aims

- To encourage children to develop positive attitudes towards themselves and to learning.
- To encourage children to show consideration for others and to exercise self-discipline.
- To help to provide children with the skills to manage their own behaviour and to solve their own problems through talk.
- To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the setting.
- To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.
- To work in partnership with parents in managing their child's behaviour both at home and at school or nursery.

The **Lead Person** responsible for Behaviour Management within the Early Years setting is **Julie Horn**. (Foundation Stage Leader)

Framework for Promoting Positive Behaviour

At Gorsemoor Primary School, we are dedicated to providing a warm and welcoming learning environment where all children can progress and experience success. Building positive relationships between parent, child and the key person is seen as a priority. On entry, staff gather information from parents/carers about children's interests, development and needs. In addition, staff also try to gather information from previous settings the child has attended. This information feeds into our planning to ensure activities provided meet the needs of all the children in our care.

Creating a framework for positive behaviour involves all aspects of the life of the Early Years setting.

Framework for Positive Behaviour

- Consistent expectations of how children should behave.
- Promoting positive and respectful relationships between staff, children and their parents.
- Using positive language.
- The organisation and routines of the setting.
- Keeping Records

Consistent Expectations of how Children Should Behave

Rules that are just and fair are an important part of daily life for any community and set the parameters to protect us and to teach us right from wrong. The purpose of rules is to:

- Clarify expectations and create limitations and boundaries
- Teach appropriate behaviour
- Provide safety and security
- Protect rights and encourage responsibilities
- Underpin British Values of democracy, law, liberty, mutual respect and tolerance

At Gorsemoor Primary School, we believe it is important to have clear, shared and consistent expectations with regards to appropriate behaviour. The following '**Golden Rules**' were created after discussions with children, parents, governors and Early Years staff.

Our Golden Rules

We are kind and gentle

We listen to each other

We share and take turns

We are helpful

We remember our manners

We look after our toys and books

We tell the truth

Safe and Happy as we Learn

As well as being displayed in the classroom, these rules are discussed with the children during circle time and group activities throughout the year. Staff praise and encourage our children when they make efforts to keep to these guidelines. We try to use the language in our Golden Rules when talking to the children rather than the terms 'bad' or 'naughty'. For example; when a child has given their toy to another child an adult might comment; '*Well done, you have been really **kind**, you gave theto ...*' or; '*Thank you for picking up that car, you have been very **helpful**.*' We also teach the children the importance of giving each other 'thinking time' in order to allow them to process their thoughts and ideas and to make decisions and choices. Parents are provided with a copy of the Golden Rules in the Induction Welcome Pack.

Physical punishment, such as smacking or shaking, will be neither used nor threatened. No one is permitted to use any form of physical punishment on the premises.

Early Years staff use a range of strategies to promote positive behaviour.

- **Praise Children showing appropriate behaviour**

If a child is displaying an unwanted behaviour, praise a child sitting close who is displaying the correct behaviour in a positive tone of voice. *For example, 'I like the way you are sitting with your hands in your lap.'*

- **State the positive**

Aim to use positive language and focus on **'do'** rather than 'don't'. For example, rather than stating *'No running,'* staff should say, *'Walk inside, it is safer.'* Instead of saying *'No, don't throw your toys,'* you could say *'Let's put the toys in the box together.'*

- **Offer a choice**

Provide children with a choice can be empowering for the child. For example, if a child wants the same toy that another child is using, *'.....has the orange car, you can have the blue or green one.'* When going on a walk a child may be given the choice to; *'Hold my hand or go back to the classroom.'*

- **Divert children's behaviour**

It is important that staff intervene to prevent a situation becoming worse, especially if it could result in an aggressive attack taking place or a child hurting themselves or another child. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together.

- **Express feelings**

In Early Years, we acknowledge that children can have strong and changing emotions. We encourage children to express themselves by providing the words children need to describe their feelings. E. g. *'You look very angry'* or *'You don't look very happy, what's the matter?'*

- **Assertiveness**

In Early Years, we are keen to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child, we try to encourage the children to explain what they did not like. For example, *'Don't pull my hair, I don't like it.'* Or use 'I feel' statements. *'**When you pull my hair I feel sad because you hurt me.**'* Staff can also use 'I feel' statements. E. g. *'When you won't come when I call you, I feel sad because I have to come and get you.'* Children in the early stages of language acquisition can also say 'stop' and use a hand signal.

- **Explaining rules**

There are times when children do not understand what is expected of them therefore Early Years staff should always strive to explain the reasons behind what is expected behaviour.

Promoting Positive and Respectful Relationships between Staff, Children and their Parents

At Gorsemoor Primary School, we recognise that positive behaviour is built primarily on good relationships and communication. With this in mind, all staff:

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents.
- Build mutually respectful relationships with parents, ensuring we talk to parents about their child and keep them informed of significant incidents.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Avoid shouting or raising their voices in a threatening way.
- Are confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour.
- Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Will ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Are willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.
- Are aware that some kinds of behaviour may arise from a child's special needs and be sensitive towards this.

To maintain a positive learning environment, we believe that children's emotional needs must be met and supported. In Early Years, we make the most of any opportunity to talk about feelings with children. This is achieved through both indirect and discreet teaching.

Small group time/Circle Time

These times can be used to talk to the children about their feelings or any problems they may have encountered. Early Years staff encourage all children to become involved in creative problem solving. Visual images, stories and puppets are used to support children in the early stages of language acquisition or who have English as an additional language. Children are provided with the opportunity to identify and discuss boundaries and why they are there.

Using Positive Language

At Gorsemoor Primary School, we understand that positive feedback is the best and most effective way to promote positive behaviour and discourage inappropriate behaviour. This encourages the development of self-confidence and self-esteem. Children need to know they are getting it right through staff using:

- Warm, positive body language and facial expression i.e. a smile
- Physical comfort if necessary i.e. a hug, holding a hand
- Warm tone of voice
- Praise and compliments
- Encouragement
- Attention
- Rewards and privileges e.g. stickers, special helper
- Specific praise e.g. *'Well done for picking up the Duplo. That's really helpful.'*

When children are praised and rewarded for positive behaviour, they are more likely to repeat the appropriate behaviour again and eventually it will become habitual. Staff are encouraged to use positive language within the setting. They try to tell a child what they would like him/her to do, instead of what **not** to do. For example:

We don't say: *'Don't throw the truck.'* **Instead:** *'The truck is for driving. You may throw this soft ball.'*

We don't say: *'Don't climb with a toy in your hand.'* **Instead:** *'I'll hold your toy while you climb.'*

We don't say: *'Don't snatch the doll.'* **Instead:** *'We share our toys here. Can you play with the dolls together?'*

Organisation and Routines of the Setting

Routines and structures underpin a framework for good behaviour by allowing behaviours to become habits or 'just what we do.' They help to reinforce rules and create an opportunity to practise responsibilities and exercise rights. Furthermore, young children find routines safe and reassuring and are more likely to behave positively within a structure they feel comfortable with. It is therefore important that in Early Years we have consistent routines for the school day whilst allowing some flexibility for individual children's needs. Visual timetables and other symbols are used to support children's understanding of the daily routines. At the beginning of the year, parents are given an induction pack which explains the daily routines.

Supporting Transitions

Staff try to give children warning of any change to the daily routines. Any changes are explained to the children, and staff work closely to support those who may find transitions difficult. We try to allow children time to finish something when they are engrossed. We provide visual symbols as well as auditory aides to show what is happening next. Counting down or similar strategies such as tidy up music are also used to give children the opportunity to get ready for the next activity, session or change in routine. For example, *'When I get to ten, I want you to come and sit on the carpet.'*

Tidy up times

All of the children in Early Years are encouraged to put things away as they go along, before getting new things out. Children are given notice when it is nearly tidy-up time. *'When this timer is finished it will be tidy-up time,'* or *'It's five minutes until tidy-up time.'* Children are provided with a visual and auditory signal that it is tidy-up time such as; an instrument, song and sign. All children are encouraged to help during tidy-up sessions. Resources are clearly labelled to support children in becoming independent learners. Children's constructions can be photographed to keep a record if they need to be cleared away. However, there will also be times when they can be kept to share with the class or parents.

Large Group times

Staff try to ensure group sessions meet children's different learning styles. This may include providing visual props, intonation or opportunities for movement and participation. We also use visual prompts to support the expectation of *'Good sitting,' 'Good looking,' 'Lips closed,' 'Good Listening,'* and *'Good thinking'* (or Brain boxes switched on!)

Keeping Records

Staff should keep positive observations of children's personal, social and emotional development as part of their individual learning journey. However, when a child has hurt another child or displayed inappropriate behaviour, an **ABC behaviour incident sheet** should be completed and filed in the Behaviour Incident Folder.

This should include:

A – Antecedents (events that occurred before the incident took place).

B – Behaviour (what actually happened).

C – Consequence (what happened afterwards and how children are to be supported).

Parents should also be informed about the behaviour at the end of the session or as soon as is reasonably practical.

Class teachers should regularly monitor the behaviour records and highlight any concerns. If you have a concern about a child's behaviour, the following steps are taken:

- Share concerns with colleagues.
- Share concerns, strategies and plans with parents/carers.
- State clearly what the behaviour is that concerns you.
- State clearly what you would like to see the child do instead.
- Agree strategies and monitor behaviour
- If the behaviour persists, inform SENCo and draw up a Personal Education Plan
- Review PEP with parents/carers.
- Seek advice from outside agencies with parental consent if necessary

Where a child **continues** to display inappropriate behaviour staff should work in partnership with parents using observations and the incident records to establish an understanding of the cause. Parents may also be invited to meet with the SENCo and a Personal Education Plan (PEP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important and any sanctions must be fair and consistently applied by all staff. If the situation continues to occur, Outside Agencies may be contacted to offer constructive, confidential advice with parental consent. If a child's behaviour causes injury to themselves or others a risk assessment may also need to be completed.

Procedures for Dealing with Inappropriate or Challenging Behaviour

Types of behaviour that are deemed inappropriate are as follows:

- Physical incidents: fighting and conflict, biting, kicking, hitting, pinching, hair pulling, scratching, tantrums, destructiveness
- Verbal incidents: swearing, racist or derogatory comments
- PSED incidents: unwillingness to share, uncooperative child, withdrawn or distressed child, superhero and gun play
- Bullying

Physical Incidents

Staff should always interrupt and stop any inappropriate physical behaviour calmly and firmly saying, 'No thank-you! We are kind to each other.' **Deal with any injuries first.** Use the **six steps of conflict resolution** to support the children involved.

1. Approach Calmly – This will help to reassure children that things are under control and can be worked out to everybody's satisfaction.

- Breathe. Place yourself between the children on their physical level.
- Use a calm voice and gentle touch. If an object is involved in the conflict say something like, *'I'm going to hold this while we talk about the problem.'*

2. Acknowledge Feelings – Children need to express their feelings before they can let go of them and think about possible solutions to the problem.

- Give recognition to the feelings children are expressing by using simple descriptive words. For example, *'You look upset.'*

3. Gather information – Staff should be careful not to make assumptions or take sides.

- Ask the children open ended questions that will help you find out what exactly the problem is. Questions like: *'What's happened?'* or *'What's the problem?'* or *'What's going on?'* are useful at this stage. Repeat children's words back to them to help them clarify their thoughts.

4. Restate the problem

- Say exactly what the problem is. Use words like *'so the problem is....'* Use the needs and information the children have described.

5. Ask for ideas for solutions and choose one together

- Say something like, *'What do you think we can do to solve this problem?'* Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. Reinforce that everyone has a voice that should be heard. If children suggest that they can 'share,' explore this idea further so that everyone is clear how the sharing will happen.
- Staff may need to model how to make the situation better.

6. Be prepared to give follow-up support as needed

- When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like, *'So you're going toand you're going to.....'*
- Staff should help children begin to carry out their solution, making sure that no one remains upset. If necessary, repeat one or more steps until all the children return to their play.
- Acknowledge the children have solved their problem by saying words to the effect of *'You did it! You solved the problem!'* This helps to build children's confidence in their capabilities as problem solvers.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

Repeated incidents of physical harm

If a child continues to cause physical harm to others, the Lead Person responsible for Behaviour Management will work with the class teacher and the Early Years SENCo. Together with parents, they will decide the best course of action to take which may involve contacting outside agencies. Using the details from the completed ABC record sheets, a Personal Education Plan (PEP) will be written to support the child's specific needs. (See Appendix)

Physical Intervention

At Gorsemoor Primary School, we follow the statutory guidance set out in the Early Years Foundation Stage.

'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents/carers informed about it on the same day.'

Guidelines about the use of physical intervention are set out in the school Restrictive Intervention Policy.

Tantrums

Having tantrums is a normal part of a child's development, it is important that staff should remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum staff need to:

- Make sure the child is safe by moving away objects
- Do not try to talk or reason with the child at this stage until they have calmed down
- De-escalate the situation by talking calmly
- Reassure by saying, *'Don't worry (child's name). It will be ok.'*
- Hold the child gently as appropriate

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

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

Destructiveness

- Point out what has happened and reinforce expectations by saying, '*We look after our toys and books here.*'
- Encourage the child to clear up the mess or reconstruct a child's work that has been damaged.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

Verbal Incidents

- 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.

Early Years staff should record the incident using the ABC record sheet and class teachers should inform parents. Staff should also monitor for any reoccurrence of this behaviour.

PSED Incidents

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.

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 by using a sand-timer.
- Praise children for being 'kind' when they willingly share equipment.
- Monitor behaviour.

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.
- Monitor behaviour

Withdrawn or Distressed Children

Staff should:

- Work closely with parents/carers and may need to 'resettle' the child
- Provide a visual timetable
- Use symbols to help communicate with the child

- Provide a bag or basket of personal items.
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. using puppets or small world play.
- Provide lots of opportunities for fun and laughter.

Superhero and Gun Play

- Become familiar with the television programme or characters that the children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.
- Engage in the play and redirect the play to have a 'rescuing' or 'helping' focus.
- Remind children to pretend play and they must not have physical contact, this helps to ensure no-one gets hurt.
- Extend the play into making props to support the storylines.
- Teach 'dramatic' skills e.g. show how to be trapped or frozen.
- Support children in setting limits, *'If I'm not in your game, don't shoot me.'*

Bullying

In Early Years, we follow the school's **Anti-Bullying Policy** which states:

At Gorsemoor School we:

- do not tolerate bullying
- inform all parents of our policy before their child starts school
- work towards the prevention of bullying through the planned SMSC sessions, circle time and class assemblies
- deal with bullying as and when it occurs
- support victims of bullying

Definition of Bullying

We recognise bullying as being:

- The wilful conscious desire to hurt, threaten or frighten someone
 - a.) **Physical** - where the victim is physically hurt by the actions of a bully (e.g. hitting, kicking, punching, slapping, pinching, pushing)
 - b.) **Emotional** - where there may be no visible marks of physical contact, but where the feelings of the victim are hurt (e.g. name calling, racist remarks, sexist remarks)
- Bullying can be subtle or overt

'Bullying' is where such actions as those described recur over a period of time, rather than a one off attack. However, one off attacks will not be tolerated either.

The Bully

A bully can be anyone who makes a victim of another person. Often bullies are bigger than the victim. Bullies can be boys or girls. A bully is often in a group and maybe acting to create a reputation amongst the members of the group.

The Victim

A victim is often someone who is different in some way or someone who is a 'loner'.

Action against Bullying

Class teachers have a valuable role to play in the prevention and management of incidents of bullying. Class teachers should:

- Be watchful, observe the social relationships between pupils in their care
- Investigate incidents of reported bullying by listening to the views of the children
- Keep records of incidents of bullying
- Encourage children to talk about bullying through circle time.

Children themselves have an important role to play in the prevention and reporting of incidents of bullying.

At Gorsemoor the children are:

- Encouraged to report all incidents of bullying to an adult. **If adults are not informed of incidents of bullying they cannot help!** All adults in our school will investigate any bullying reported to them, or will pass on the information to someone in authority
- Encouraged to be with a friend at all times. If children are with someone else, they are much less likely to be picked on
- Encouraged to walk away from bullies and tell an adult. Children shouldn't try to retaliate - it only makes matters worse. This is not easy, as children are often encouraged to 'give as good as they get' outside school, but two wrongs don't make a right

When bullying is reported, an initial investigation is carried out by the teacher receiving the information and appropriate action is taken. In every case a written record should be made and sent to the Head teacher or Deputy for central recording, so that they can be aware of any similar incidents from another source. The teacher dealing with the incident may decide to pass on the responsibility for dealing with it to the Senior Management Team.

If another adult in school receives a complaint about bullying, other than a teacher, they should pass this information on to a teacher immediately to enable an investigation to take place.

The teacher, Deputy Head teacher or Head teacher will:

- talk to the victim to ascertain the facts
- question the bully and any other children involved to ensure that the bully understands the effect his/her actions have had on someone else
- work out an appropriate action following the investigation

- monitor the effectiveness of the action taken
- work out strategies with the victim to give them support

It is the behaviour of the bully that we strive to change by ensuring that the bully realises the impact of their action on another person and thereby violating their rights as expressed in our school's mission statement, philosophy and aims. We do not label the bully as a person, but the behaviour.

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. At Gorsemoor Primary School, we tell children ahead of time what will happen if they choose to behave in a particular way. Children can then make a choice about their behaviour. If a child continues to demonstrate inappropriate behaviour they are given a warning and thinking time. They could also be shown a thinking face card. The adult might comment, 'This is a warning, I would like you to think about your behaviour. If you choose to kick another child, you will choose to miss 3 minutes of your play.' If the behaviour continues, the child could be shown a sad face and told to sit or walk with the adult for a set amount of 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. On occasions, such as extreme violence or language, or persistent aggressive or disruptive behaviour, senior management should be consulted and parents informed.

Rewards and Incentives

Rewards and incentives also form an important part of our behaviour management. At Gorsemoor School we believe the purposes of rewarding children through a framework of incentives are as follows:

- To reinforce the values and standards of good behaviour as set out in our Golden Rules
- To promote positive attitudes to the process of learning and relationships with others through praise and encouragement
- To reinforce standards of good work but also recognise the efforts that have been made
- To recognise 'non-academic' achievements

Framework for Rewards and Incentives

NATURAL REWARDS

STICKERS

MARKING

CERTIFICATES

STAR OF THE WEEK

HEADTEACHER AWARD

POSTCARDS HOME

Natural Rewards

Words of praise, reassuring smiles and other forms of non - verbal communication are commonly seen and heard around the school.

Stickers

Class teachers award children with stickers for effort and achievement.

Marking Work

The school's marking policy indicates clearly the use of marking strategies which can be used to communicate encouragement and standards of work achieved.

Certificates

Class teachers send out certificates to children who they feel have demonstrated good academic or social achievement.

Star of the Week

Each week a star pupil will be chosen by the class teacher for outstanding behaviour, effort or achievement or for their personal input into school e.g. courtesy, helpfulness, cheerfulness etc. Each star pupil will be awarded a badge which they will wear for the following week. The child will also take home the class bear or cuddly toy for the weekend.

Head teacher Award

Children may be sent to see the Head teacher to share examples of good academic or social achievements. They also receive a special Head teacher's reward (i.e. special sticker). This would be considered an extra-special award.

Postcards Home

A postcard can be sent home to mark some special thing which a child has been involved with in school. Reasons may be for exceptional work, acts of kindness etc.

Inclusion

At Gorsemoor Primary School, we believe in providing care and education which meets all children's needs. We are aware that some children may need additional support in managing their behaviour during their time in Early Years. Staff should actively encourage all children to play together and be aware of their different needs.

Strategies to support children with significantly delayed language skills

Children with significantly delayed language skills can become easily frustrated if they are unable to communicate their wants and needs.

- Use gesture, body language and supplementary signing systems to aid understanding.
- Visual materials should be used as much as possible.
- Give simplified instructions using the child's name.
- Pre-empt any outbursts.

Strategies to support behaviour in young autistic children

- Aim to ensure routine, structure and predictability through the day. Use visual timetables and social stories.
- Use the child's interests as rewards.
- Find ways of using the child's interests to engage them in new learning experiences.
- Provide the child with clear and consistent boundaries.

Strategies to support children with attention difficulties

- Provide children with special responsibilities and encourage other children to see them in a positive light.
- Practitioners encourage parents/carers to introduce clear routines at home.
- Encourage the children to think positively about themselves by promoting positive self-talk. *'You sat really well today, how do you feel?'*
- Use the child's name at the beginning of the sentence.
- Check they have understood by asking them to repeat the instruction.

Role of Early Year's SENCo

The Early Year's Senco at Gorsemoor Primary School is **Mrs Lisa Morris**. Her role is:

- To help identify children's behavioural needs.
- To help with planning approaches to supporting children with behavioural needs.
- To meet with parents to create a Personal Education Plan if felt appropriate which will be reviewed at least termly.
- To ensure that parents/carers are updated by their child's key person on a regular basis.
- To make sure children's progress is regularly reviewed.
- To make sure parents/carers are fully involved in the planning for their child.
- To liaise with outside agencies.
- To manage any additional funding obtained and ensure all administration is carried out.
- Completing an Early Help Assessment if felt it would be beneficial to the family.

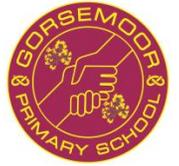
Working with Outside Agencies

Support may be sought from outside agencies, with the parent/carers' agreement. Outside agencies which may be involved are:

- Special Educational Needs Service (SENS)
- Speech and Language Team (SaLT)
- CDC Centre (Child Development Centre)
- CAMHS (Child and Adult Mental Health)
- Education Psychology Service
- Local Support Team (LST)
- Health visitors (Nursery children)
- School Nurse (Reception Children)
- Midland Psychology Service (MPS)
- Behaviour Support (BS)

Appendix 1

Behaviour Recording Documentation



Procedures for Recording Behaviour Incidents

Filling in ABC Observation Record Sheets

- Record the date and time the behaviour took place
- Record where the behaviour took place
- Record what happened before (Antecedent)
- Record what happened (Behaviour)
- Record what happened afterwards (Consequence)
- Record which other children and/or adults were involved
- Write down observations immediately or as soon as possible after the event
- Be as objective and factual as possible
- Show only what happened, not your opinion
- Inform parents of the incident

Updated 10/10/16



Gorsemoor Primary School

ABC Observation Record Sheet

Child's Name:	
Date of observation:	Reason for observation:
Antecedent (What happened before)	
Behaviour (Exact description of what the child did)	
Consequence (What happened afterwards)	
Time and Place:	Observation made by:
Parent informed of incident:	

Appendix 2

Behaviour Assessment and Evaluation



Using ABC Record Sheets

Using the observations you have made:

- Think about what may be causing the behaviour
- Is there a pattern to the activities in which the child is involved?
- Is the child involved in something he/she finds difficult?
- Is there a pattern to the other children or adults present?
- Is there a pattern to the antecedent? Do certain things trigger the behaviour?
- Is there a pattern to the time of day when a particular behaviour happens? E.g. Is it at the end of the day when the child is tired/just before lunch when he/she is hungry/at the beginning of the day when he/she is upset at leaving his parent or carer?
- Is there a pattern to the place where the behaviour occurs such as the outdoor play area/quiet area/role play area?
- Is there a pattern to the consequences?



Behaviour Assessment Checklist

Any of the following could contribute to the child's ability to cooperate? Consultation with parents will be needed to check the following:

The child's ability to hear

- Are there any indications that the child cannot always make out what is being said e.g. not responding, misunderstanding, looking blank?
- When was the last hearing test and what was the result?

The child's ability to see

- Are there any indications that the child cannot see clearly? E.g. puts books close to his/her face, bumps into things, misjudges distance, screws his/her eyes up?
- When the child's last sight test and what was the result?

Any known medical factors

- For example, epilepsy, asthma or other conditions.

Physical needs

- Are there any indications that the child does not get enough sleep or is undernourished?

The child's ability to understand the language used for instruction

- Are there records of earlier concern re language development e.g. from the Health Visitor?
- Do parents/carers have concerns about language skills?
- If the home language is not English how much exposure to English has the child had so far?
- If the home language is not English how able is the child in his/her first language?

General learning difficulties

- Are there indications that this child is behaving in all/most aspects of his/her development like a much younger child?

Events affecting the child's security

- For example, a family breakdown, refugee experiences, bereavement, a new baby.

Relevant on going factors

- For example, child protection issues, child accommodated by the local authority, family health matters.
- Would a meeting be useful to enable those already involved to share information, discuss a support network and identify clear ways forward for that child? Make a list of others involved.
- Any meetings must include the parent/carer and their participation should be facilitated by the following as required:
 - Invitation to bring a friend
 - Interpretation
 - Child care support
 - Awareness of literacy skills

Identifying areas of concern

A (i) Learning needs

- Does the child have problems with many skill areas?
- Do they appear to forget easily, even when shown how to do something?
- Are they more comfortable with activities which you would normally give to younger children?
- What do parents say about how much time it takes their child to learn something new?

A (ii) Language needs

- Does the child have problems understanding what is said to him/her? Is he/she slow to follow instructions and relies on copying other children?
- Does the child have difficulties expressing their needs, asking questions, conversing with peers? Does this lead to frustration for the child?
- If their first language is not English can they understand and speak at an age appropriate level in their home language?

IF THE CHILD HAS LANGUAGE OR LEARNING NEEDS THEN THIS HAS TO BE TAKEN INTO ACCOUNT WITHIN ANY ACTION PLANS WHICH FOCUS ON THE FOLLOWING:

B. Social interaction

- Is the child negative towards other children to the extent that this is interfering with his/her ability to interact with others?
- Does the child appear to want friendships but not know how to relate positively to other children and this is causing distress to him/her and within the group generally?
- Does the child make contact with peers in ways which alienate him/her from others?

C. Settling to and completing activities

- Does the child's difficulty stem from inability to follow and comply with instructions?
- Does the child's level of concentration and distraction mean that activities are seldom completed without a high level of adult support?

Is the child impulsive and 'fragmented', shifting from one activity to another and one thought to another?

D. General disruptive behaviour

- Does the child behave in ways that ensures that attention will be forthcoming either from adults or peers?
- Does the child disturb others working/interrupt frequently during group activities?
- Does the child behave in ways which are predominantly irritating rather than aggressive?

E. Emotional distress

- Does the child's behaviour appear to stem from perceptions of themselves and/or others that are exceptionally negative?
- Does the child appear very unhappy, tense or anxious much of the time?
- Does the child have sudden outbursts of aggressive/distressed behaviour (for which there are not always an obvious cause)?

Sue Sharp Early Years Consultant

Appendix 3

Information on Specific Types of Behaviour

Biting Information Sheet

What to do if your child has been bitten Sheet

Using Time Out Effectively Sheet

Letting Off Steam Sheet



Gorsemoor Primary School Information Sheet



Biting

Not all young children bite, but, anecdotally, experts say up to a quarter of all children will do so at some stage – mostly between the ages of two and three. It is a phase that does pass – by four; most children have grown out of it. Some try the odd nip and move on, others grow into serial biters. It doesn't mean the child is a monster – many children who bite are otherwise gentle and sociable.

Why do they bite?

Understanding why a child bites is the key to beating the problem. Not all children bite out of anger or to hurt another child. In fact, young toddlers can't really understand how much pain they're causing. Ask yourself what the child is achieving by biting and think about what the reward is for him or her – does he get a huge amount of attention when he bites?

Experts advise trying to see biting as a way of communicating rather than just bad behaviour – once you do that you have more choices in how to respond.

- **Expressing emotion:** Oddly enough, young toddlers can bite as a way of showing love. Toddlers have really intense feelings but don't know how to show them. Biting can be a way of expressing their feelings – often its mum being bitten!
- **Experimenting:** Toddlers are learning how their body works – they put things in their mouths, and sometimes nip. It's impulsive and they don't mean to hurt. Often, a baby will bite on someone when they're teething. Sometimes toddlers nip when they're over-excited.
- **Defending:** Young children learn to bite as a defence, especially if they can't talk. Sometimes a child will bite others when they feel anxious or threatened. Sometimes changes or upsets at home can bring on this type of biting. These children are trying to establish a safety zone. When they bite, their victim moves away – it's a great defence.
- **Controlling:** Some children know biting is a way of getting other children – or their parents – to do what they want. They don't always do this consciously. It may happen when a group of children are jostling to be leader. Sometimes the youngest child in the family bites to gain power. And as any child who's ever tried it has learnt, biting is a fantastic way of getting attention – and so what if it's negative?
- **Frustrated or irritated:** Your child wants a toy back. Or they want a biscuit or adult attention, or can't cope with a situation. They may not understand turn-taking and sharing. Or things may have changed at home or the child feels under stress. Your child doesn't necessarily mean to cause harm, but just can't find the words to express themselves.

How to stop it

Look at who they bite, when they bite and in what situations. And a tailor-made response will be more effective than a “one-size-fits-all” solution.

In all instances, react swiftly, and keep your cool. Don't ever – ever – bite back or hit – retaliation could be dangerous. But don't dodge the issue either - children need to know immediately that what they have done is wrong.

- **Intervene:** Open your eyes – look at how intense, how frequent bites are and what the triggers are. One of the best ways is to act before the child has a chance to sink their teeth into anyone. Move the child away from the person they're about to bite. Or don't put them into large groups (for a short time) if that's where it happens. Try to plan in advance for their behaviour. Children often clench their teeth before they bite – an unmistakable sign. Take the child somewhere quiet to calm down. If a teething child is trying out his or her teeth, find toys he can safely chew on.
- **Teach them it's wrong:** When the child bites, use simple but firm words. Try, 'That's biting, that's wrong,' or a firm 'No!' If you're in a group, remove them from the situation. Say briefly that it hurts others and why you don't like them doing it.
- **Teach them to express themselves:** When things have calmed down, try to help the child find a less painful way to express their feelings. This works well with children who are biting to try to show their affection. If the child is expressing affection, teach them to hug rather than bite whenever they feel strong emotions. Likewise, if the child bites out of defence, show them how to tell somebody they don't want him or her too close. You could teach the 'stop' sign (a hand held up) – or even gently to touch the other child's shoulder – which won't hurt but gives a clear message. Or teach them to come and find you instead if they're angry.
- **Reduce the effectiveness:** When children bite to gain attention, dealing with it is trickier. After the first big talking to, don't try to continue to reason or explain. Give a firm 'No!' Put your body between victim and biter and turn your back on the biter. Give the victim sympathy and the biter a clear message that this is an unproductive way of getting attention.
- If time-out is one of your methods, now's the time to use it. If the bite was over a toy or treat, remove it for a short while
- **Praise them for good behaviour:** Catch the child behaving well – not biting others, playing well in groups, not biting to get his or her way – and be generous with praise. Be specific – 'Good boy' becomes like water off a duck's back to him. Instead try: 'How well you're playing,' or 'Aren't you kind and gentle to your friend?'

When nothing works

There are a number of reasons methods may not work – there may be something getting in the way of the child learning – perhaps anxiety. Some children learn at different speeds and won't pick up on things straight away – you might just need to be more persistent.

- **Stick with it:** Keeping to a plan of action is more difficult than it seems. You need attention, energy, consistency and support. These methods aren't rocket science, but need planning and determination. Make sure everyone involved with the child is consistent – young children find it hard when they receive mixed messages.
- **Give clear commands and be positive:** Try not to raise your voice and speak in a firm voice. Don't overdo explanations: 'The first bite may be impulsive, but a child can soon learn that they get an enormous amount of attention. If they continue to bite, don't go into why it's wrong, just say, 'That's biting, that's wrong.'



Gorsemoor Primary School Information Sheet



What to do if your child has been bitten at School

All young children are learning how to behave – it is perfectly natural for them to push, grab, yell, hit and bite if they can't get what they want, or are cross or hurt or anxious.

Not all kids bite, but, anecdotally, experts say, up to a quarter of all children will do so at some stage – mostly between the ages of two and three – it is part of normal developmental behaviour. It is a phase that does pass – by four, most children have grown out of it. Most try the odd nip and move on but some turn into serial biters.

If your child is bitten try hard not to over-react. Treat your child in the same way that you would if he had been pushed or hit by another child – give him sympathy and cuddles, and treat any bruising as appropriate, but try not to get too emotional. It is only natural to want to protect your child from harm but realistically, he will get many minor injuries as he grows up – it's part of childhood.

Try to understand why your child might have been bitten. Children rarely bite out of anger or to deliberately hurt another child – in fact young toddlers can't really understand how much pain they're causing. Some of the reasons children bite are:

- **Experimenting:** Young children are learning how their body works – they put things in their mouths, and sometimes nip. It's impulsive and they don't mean to hurt. Often, a baby chomps on someone when they're teething. Sometimes toddlers nip when they're over-excited.
- **Defending:** Some young children learn to bite as a defence, especially if they can't talk. Some might bite if they are anxious or feel threatened. Sometimes changes or upsets at home can bring on this type of biting. These children are trying to establish a safety zone. When they bite, their victim moves away – it's a great defence.
- **Controlling:** Some children know biting is a way of getting other children – or adults – to do what they want. They don't always do this consciously. It may happen when a group of children are jostling to be leader. And as any child who's ever tried it has learnt, biting can be a fantastic way of getting attention.
- **Frustrated or irritated:** The child might want a toy back. Or he wants a biscuit or adult attention, or can't cope with a situation. He may not understand turn-taking and sharing.

Possibly things may have changed at home or the child feels under stress. The child doesn't necessarily mean to cause harm, but just can't find the words to express himself.

- **Expressing emotion:** Oddly enough, young children can bite as a way of showing love. Young children can have really intense feelings but don't know how to show them, or again don't have the words. Biting can be a way of expressing their feelings.

How to treat a bite

If the teeth have drawn blood, stop the bleeding by applying pressure to the area. If your child arrives home with a bite mark it's likely to bruise so apply an ice pack to reduce the swelling. Some children will bruise more easily than others but it should clear up within about 10 days.

What to do

It's impossible for your child to predict when another child might launch in for a bite, so if he's bitten once or twice try not to worry too much. If he does get bitten or comes home from nursery with bite marks, talk to the staff, who will look into how to stop it. Although you'll find it upsetting, your child won't remember it later on, especially if you don't make too much fuss.

Never encourage your child to bite back as this will only lead to a battle. Give him lots of love so he doesn't feel that he was bitten because he isn't liked by other people.

How to approach the other child's parent

If it happens at nursery it's better to let the nursery staff approach the parent. Remember, children are learning about right and wrong and it is very likely that the other child didn't intend to hurt yours. It's much more effective if you don't judge other parents, and understand that one day it could be your own child who is doing the biting!



Gorsemoor Primary School Information Sheet



Using Time Out Effectively

Target:

Staff will use 'time out' with X if she hurts other children.

Suggested method for using 'Time Out' with X

1. Talk as a staff group about how 'time out' will work. Divide up each session and asking one member of staff to be particularly aware of X during each time slot. They are then the key person to help X engage in activities, interact with other children and would use the time out technique if needed. This means that this task is shared and won't affect X's relationship with one person. It is really important to try to 'catch' X when she is behaving appropriately and give her lots of positive attention at these times.

2. Decide which behaviours you are going to target as a priority. These will probably be:

- Hurting other children or staff
- Deliberately damaging things

Decide what language you will use to explain these to X.

3. When you are ready to start explain to X what is going to happen. In simple language explain to her that when she is at school she has to play with the other children kindly without hurting them. Tell her that if she doesn't do this she will have to come out of the group for a short time and miss playing. Explain that you want to help her to make friends at school and to enjoy being here.

4. When the first incident happens, calmly give X one warning, e.g. 'Stop hitting X, or you will have to come out'. If the hitting continues, again calmly, move her away from the activity. Sit her on a chair – say 'You must not hit X. Sit here for a minute and then we'll go back to the group'. Use the sand timer. Do not talk to her or give her eye contact. If necessary sit in front of her with your hands on her knees but don't look at her or respond to anything she says or does.

5. When the time is up say 'No more hitting now X, Let's go and play'. Give her a few minutes of free time (depending on what you're doing) and then make sure she has got something to do. If she then hits again repeat the process as many times as it takes!

This method will be intensive at first. It does require consistency and faith that it will work - given time! Keep a simple tally of the number of time outs each session –the number may well go up before it starts to go down.

Incident Record

Week 1 commencing:

Day	Time of Incident/s
Mon	
Tues	
Wed	
Thurs	
Fri	



Gorsemoor Primary School Information Sheet



Letting off Steam!

All children need ways to move and act physically which can help avoid a build-up of energy or frustration. Here are some ideas for experiences that will provide children with opportunities for letting off steam safely and enjoyably:

- Wet sponges to throw against an outdoor wall or fence
- Small paint covered sponges for use on large sheets of paper on the floor or an outdoor wall
- Small plan spray bottles or shampoo bottles filled with water for squirting
- Large cushions for squashing, jumping, punching and kicking. It can be very satisfying for children if you hold the cushion up and let them run at it!
- Old telephone directories or newspaper for tearing or ripping
- Wet towels to twist and squeeze
- Digging in the garden or sand
- Large thick cotton rope for playing tug of war
- Fly swats for hitting a wall
- Containers for pouring water
- A hose to spray
- Skittles or a pile of cardboard boxes to knock down
- An old sheet hanging on a line to run through
- Playdough and clay
- Giant rollers full of water to roll across the outdoor space