

Rationale

Each child's personal, social and emotional development determines their learning in every other area. We believe that all members of our setting are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes. We believe that children should be; polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults. We believe adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes and ensure that children learn from them. We think that adults should be; understanding, caring, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstance.

EYFS at St Osburg's, positive behaviour is rewarded in the following ways:

- ☺ Stickers & Praise cards
- ☺ Biscuit Friday
- ☺ Wow moments
- ☺ Superstar Station
- ☺ Weekly & termly certificates

Conflict Resolution – Disagreements do happen in early years. Part of our curriculum is to support them to resolve their conflicts in appropriate ways. This is a life skill. All members of the early year's team use the same strategies to support children to become independent in resolving their conflicts.

1. Staff encourage children to have a go at resolving the conflict for themselves. Children are reminded of strategies we used in circle time. E.g. 'Remember how the puppet sorted out their problem when they talked to each other'.
2. Staff always get down to the children's level and diffuse any highly emotional situations. Children are reassured that they will each be listened to but not until they are speaking quietly.
3. Staff use emotion photographs to help the children explain how they are feeling. Feelings are acknowledged, validated and children are supported to use the appropriate language.
4. Children are reminded to tell the truth and the staff reflect back the children's voices 'Let me see if I have got this right, you had the bear and she took it when you put it down'.
5. Children are asked for possible solutions. Older children are encouraged to sit and talk to each other about what a good solution might be. If children are stuck, staff refer back to solutions from circle time. (Possible solutions include: give each other a hug, say sorry, 'write' a sorry note, draw a picture, go and do something together, tell each other how you feel, rub it better, get a tissue)
6. Children are supported if necessary to carry out the solution.
7. Staff conclude by reminding children that we are all happy now and share the expectation that this will not happen again.

If a member of staff feels genuinely upset or angry they ask another member of staff to support the children.

(If appropriate, staff will deploy team teach strategies. If team teach strategies are used parents will always be informed and asked to sign a record.)

Circle times are planned throughout the year. Many of these are based on real examples. Puppets are used to role play these situations and children help to find solutions. During the first half term circle time there is always a big focus on establishing the golden rules and what the expectations are in Nursery and Reception.

Each early year's classroom has the same behaviour chart consisting of 3 levels: sunshine, cloud and rain cloud. All children's names are on the sunshine. Children are made aware that it is good to be on the sunshine. If a child breaks one of the classroom rules they are given a disapproving gesture or look. They are given a warning about how they are choosing to behave and the consequences of their actions. If the child continues to break the rule their face is moved to the cloud. Children always have the chance to redeem themselves and are supported to change their behaviour and if necessary make the situation better. It is our aim that the child's name should be moved back by the end of the session. If the disruptive behaviour continues they are moved to the rain cloud and they have some time out on the thinking spot. The thinking spot is here to get the child to reflect on the choices they have made. After a short time, the teacher will discuss with the child about what they did done wrong, how it made others feel and how they should behave/handle the situation next time. If a child's name has been on the rain cloud during the day the incident is recorded and parents informed.

If a child deliberately hurts another child they automatically move to the rain cloud.

Following on from this if a child continues to make the wrong choices and not follow the golden rules they are taken out of the classroom and sent to a phase leader. Reception children may also go to detention club, at lunchtime, at this step. The parents are informed and the incident is recorded.

If a child's behaviour does not improve Fixed term exclusions will be considered and meetings will be arranged with the governors, head teacher, parents and, when appropriate, the child.

Please see the consequence ladder for clarification of steps

	<p>Sanction Step 8 Permanent Exclusion</p>	
	<p>Sanction Step 7 Formal meeting with Governor, Headteacher, parents and child</p>	
	<p>Sanction Step 6 Fixed Term Exclusion (minimum ½ day including lunchtime) Following a thorough investigation, physical aggression and abusive, or insulting language/action will result in immediate action to Step 6.</p>	
	<p>Sanction Step 5 Formal Meeting with Parent, Child and Headteacher Internal Exclusion from lunchtime.</p>	
	<p>Sanction Step 4 Withdrawal If a child's behaviour still does not improve they are taken out of the classroom and sent to a phase leader, with an adult escorting them. A reception child may also go to detention club at this step (at the teacher's discretion). Parents to be informed and incident to be recorded.</p>	
	<p>Sanction Step 3 Thinking spot Time OUT – if a child is still being disruptive they are withdrawn from the class and sent to the thinking spot – this may or may not be with a sand timer. The child's 'face' is also moved from the cloud to the rain cloud. The child is to not engage with anyone at this time. Parents to be informed and incident to be recorded. If a child deliberately hurts another child they automatically move Step 3</p>	
	<p>Sanction Step 2 The child is named and their attention drawn to the rule they have broken and their face is moved to the cloud.</p>	
	<p>Sanction Step 1 Disapproving Gesture or Look – with the warning that the child's 'face' will be moved if they continue to make the wrong choice.</p>	

