

## Behaviour in EYFS at Linton Infant CE School

One of the frequently asked questions by parents on the occasion of their children starting at a new school or setting is understandably regarding behaviour and how this is managed in school. Behaviour is a complex issue and as a school we have a policy which details both the strategies we use to support challenging behaviour as well as reflects our ethos. We believe that all behaviour is a communication and endeavour to give the children new strategies to communicate effectively and safely if they are not already doing so.

We are a values based school and our nine focus values underpin the ways in which we support children through challenges and obstacles that they face.

Our focus values are as follows: love, joy, peace, generosity, patience, self-control, gentleness, kindness and faithfulness.

### Emotions for Learning

Children need to learn about these values to be able to put them into practise and this is achieved through our Emotions for learning curriculum. This is hugely supportive in helping children to spot problem behaviours through role play and discussion and identify as a class ways in which we could resolve them. The staff using role play makes the behaviour real to the children but not personal so that they are able to see the perspective of both sides. The curriculum enables the children to identify and name the feelings they are experiencing and gives them a wider vocabulary for this. We specifically teach words such as happy, excited, angry, sad, upset, lonely, frustrated as well as other words that help children to identify the intensity of a feeling. We would often use a thermometer visual to support children in understanding the strength of a feeling.

Emotions for learning activities also explores the physical feelings connected to emotions and you may find your child starts talking about feeling a bit fizzy inside or having a big prickly feeling. We identify these as uncomfortable feelings and compare them to comfortable feelings such as feeling happy or proud.

The message that underpins all of the emotions for leaning activities around emotions is that “all feelings are ok but all behaviours are not” We teach the children more appropriate ways to handle the bigger feelings. Often these feelings are the root cause at the bottom of the most challenging behaviours.

When an incident occurs between children staff have been trained to use dialogue to help resolve problems. This would involve us talking to all the children involved about what happened, how each of them were feeling and what they would like to try and do to resolve the problems and move forward. This ensures that everyone’s voice is heard but staff will work hard to help the children see what went wrong. When any children have more difficulties with verbal conversations this process would be simplified and supported by using additional visual cues.

### Traffic Light system

Our approach to different behaviours is by looking at them in a traffic light style. Our behaviour policy outlines 3 sections Green, Amber and Red however in EYFS the children more often will group behaviour into 2 sections Red and Green as developmentally it is harder for them to distinguish between Amber (I need to think about what I’m doing) and Red (I need to stop). As a class each half term we plan for circle times that build up to the children creating their own classroom promises as well as identifying the behaviours that they feel are a red choice and those that are green. The children are always very good at

	I am ready to GO
	I need to THINK
	I need to STOP

talking about this but the reality of following these is often somewhat harder to manage. Adults refer back regularly to what has been decided and support the children through difficulties.

### **Individual needs**

The policy in place is effective in dealing with incidents as they arise however there will be times when the approaches will not be entirely appropriate to the developmental needs to individual children. In this case teachers work closely alongside parents and any other professionals as necessary to ensure that plans are put in place to ensure that behaviour is managed and supported.

### **COVID impact**

This year has been like no other and as a result much of the support we are putting in place is centered around children becoming more familiar with being in a setting with large groups of children. Children always take time to adjust from the smaller group settings that they have been familiar with and would normally have a different variety of transition activities. The children are having to cope and manage many different emotions that they may not understand themselves or be able to articulate and staff will prioritise supporting them through this transition time. In our assessments and planning of the curriculum as a whole the focus would be on the prime areas of learning; Communication and language, physical development and Personal, social and emotional development which are the foundations for which other areas of learning can be built on. The staff team are very conscious that the children will have had very different experiences of lockdown and will have been impacted in a number of ways that will have had some impact on the behaviour either positive or negative.