



Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

EYFS positive relationships and behaviour

Positive relationships & use of positive praise

Early Years practitioners at Park build positive relationships with children, parents and carers right from the start, where children feel happy and secure in their environment and where everyone feels valued and listened to. Before children come into our care, parents and carers are the main facilitators in teaching children how to deal with behaviours and emotions and because of this, we view them as partners and work closely with them.

Negative language is not used and instead, specific, positive praise is used regularly throughout the day so that children learn what positive behaviour looks like and how this can help to build relationships. For example, *"I noticed that when you were finished playing with that toy, you let your friend play with it. That was a really kind thing to do and has made your friend happy."* Staff encourage children to notice positive behaviour in their peers, through circle time discussions, where they reflect on things their peers have done and how this has had a positive impact on their own feelings and emotions.

Managing feelings & emotions

Staff understand that very young children are unable to regulate their emotions, such as fear, anger or distress, and require sensitive adults to help them to do so. Staff will observe situations and listen to a child when they try to tell them about situations that have arisen. Staff empathise with children and offer comfort to intense emotions so that children know they are being cared for. Staff will then offer support to help resolve issues. Staff regularly discuss and label their own emotions and link these to feelings we get in our bodies, such as having *'butterflies in our tummies when we are nervous or excited'*. Staff model how certain situations can make them feel and model how to resolve issues. For example, *"I just dropped my pen when I was using it to write. It's made me feel annoyed and frustrated. I am going to take a deep breath to calm down and then I will carry on with my writing when I am ready. I might want to play with something else until I am ready and that's ok"*



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Routines & boundaries

Very clear routines and boundaries are put in place so that the children understand what is expected of them at all times. To avoid issues arising from children feeling dysregulated, any changes to daily routines are explained to children and terms such as 'now' and 'next' are used so the children know what to expect. Visual timetables are used and referred to throughout the day.

Negative behaviours

Staff understand that there is always a reason behind negative behaviours and it is not simply because a child is 'naughty'. Staff do not single out children or humiliate them in any way. Staff do not shout or raise their voice (other than to keep children safe). When a negative behaviour is displayed, staff take into account a child's age, level of development and the particular circumstance surrounding the behaviour. The following structure is followed:

- Warning given & explanation around why the behaviour is negative. Child supported to resolve issue
- Name moved down on behaviour chart to the 'sad cloud' teacher to speak to the child about why their name has been moved and what they can do to go back to the sunshine.
- If negative behaviour persists, child is given 'thinking time' and their name goes to the 'thunder cloud' They sit next to an adult if possible, or in the 'thinking area'. Child given sand timer of no more than a few minutes. Discussion with an adult when thinking time has ended
- Talk to parents/carers at the end of the day to inform them

Red cards are not used in EYFS as this is too abstract for children of this age group.

Parents/carers are always informed of negative behaviour so that they can speak with their child and reinforce expectations. If the negative behaviour continues, parents/carers will be invited to attend a meeting with the class teacher and AHT for EYFS, where support will be offered and ideas suggested on how to support positive behaviour at home. Strategies will be shared for how in-school support will be given.