



EYFS Behaviour Policy

At Hollybush Primary School our EYFS Behaviour policy follows the same therapeutic approach as our whole school policy with a focus on developing emotional literacy, naming and understanding emotions and giving each child what they need in order to feel better and behave pro-socially. Children in our EYFS are still developing their emotional intelligence.

Developing Emotional Literacy

Emotions are very powerful and should not be ignored. The role of the adult is to enable children to embrace and manage their feelings in a positive way. Sometimes children have strong feelings that can trigger challenging behaviours, or their feelings will affect their ability to communicate, learn and develop. Early years practitioners can implement strategies to enable children to grow and maintain good relationships these can be seen in our appropriate responses table below. We need to do everything we can to ensure our children feel safe.

Flight, Flight and Freeze

Early exposure to trauma, extremely fearful events and high levels of stress affect the developing brain, particularly in those areas involved in emotions and learning. In response to overwhelming stress in young children:

- The brain drives the "fight or flight response" and release of stress hormones.
- Children have limited capacity to manage this overwhelming stress and experiences increased arousal - fear and anxiety (physical and emotional sensations)

Recognising the signs that a child is in fight, flight or freeze mode allows adults to support the child to regulate.

TEACH KIDS ABOUT THE STRESS RESPONSE

WholeHearted School Counseling

FIGHT

CAN LOOK LIKE:

Yelling, Screaming, Using Mean Words
Hitting, Kicking, Biting, Throwing, Punching
Blaming, Not Taking Responsibility, Defensive
Making Demands or Talking Back

CAN FEEL LIKE:

Irritable, Angry, Furious,
Offended, Aggressive



MOVING TOWARDS WHAT FEELS THREATENING

FLIGHT

CAN LOOK LIKE:

Wanting to Escape, Running Away
Hard to Focus or Pay Attention
Fidgeting, Restlessness, Hyperactive
Preoccupied, Procrastinating or Avoiding the Situation

CAN FEEL LIKE:

Anxious, Panicked, Scared,
Worried, Overwhelmed



MOVING AWAY FROM WHAT FEELS THREATENING

FREEZE

CAN LOOK LIKE:

Mind Goes Blank and It's Hard to Think
Hiding or Trying to Be Alone (Isolating Self)
Not Wanting to Talk or Respond to Others
It's Hard to Complete Tasks

CAN FEEL LIKE:

Depressed, Numb, Bored,
Apathetic, Helpless, Zoned Out



UNABLE TO MOVE, FROZEN, OR STUCK

Children may have early experience of trauma at a time when they don't have any words.

Therefore, it makes sense for these children that the only way they can try to help us understand how they are feeling, is through their behaviours.

- Disassociation (Freeze)
- Aggression (Fight)
- Run and Climb (Flight)
- Hypervigilance (on alert)
- Overwhelmed (by sights, sounds, touch)

The expectation that we can be immersed in suffering and loss daily and not be touched by it, is as realistic as expecting to be able to walk through water without getting wet.

(Rachel Remen, Kitchen Table Wisdom)

The role of the adult

All adults working within the EYFS will model appropriate language and body language to ensure children feel welcomed, safe and wanted.

Narrate what happened

When they are feeling calm, retell what happened and practise useful skills for next time. Celebrate when you see them not choosing to act un/antisocially

Focus on repair

Help them to increase empathy for the person who was hurt and repair. 'How are they feeling?' 'How might we make them feel better?'

Check in with the one who was hurt

Teach empowering strategies 'I'm sorry you got hit/bit/kicked, hitting/biting/kicking is not ok!'

Meet their need for attention (fill their bucket)

Fulfil their natural desire for attention through regular attachment play

Behaviour	Appropriate Response to enable child to feel better and therefore behave pro-socially
Child is refusing to leave their parent at the gate and is very upset, hanging on to parent.	Check that the child is ok, and the parent is happy that the child is well enough to come to school. We will ask parents' permission to carry the child and take the child into the class. When child is ready, put the child down onto the floor and play alongside them to ensure they feel happy and safe. Acknowledge feelings 'you must be feeling sad about leaving Mummy, I can see you are upset, it is ok to feel sad about missing Mummy, shall we make her a lovely picture today?' Feedback to parents-call/message to say child has settled if necessary.
Child throws toy across classroom	Check the child is ok, are they feeling angry about something? Acknowledge their feelings 'I can see you are feeling cross because x happened, that's ok, sometimes we all get cross' 'If you are still feeling cross/angry and want to throw something, we can go and throw a ball in the garden, sometimes that can help.' When you are content that the child has de-escalated, explain to them that it is unsafe to throw objects as children may be hurt and resources could be broken. Show the child how to use the toy correctly.
Child shouts at an adult (cross/angry)	Check the child is ok, why might they be shouting? Acknowledge the child's anger and use emotional literacy. 'I can see you are really angry, would you

	like to go for a walk/play with x to make you feel better? It's ok to be angry, sometimes I get cross too, when I get cross I take deep breaths, I wonder what will help you?' When the child is ready, speak to them calmly and kindly about what happened to make them cross. Do not focus on the shouting, focus on making them feel better.
Child is snatching a toy from another child	Remove the toy, safely and calmly, using distraction if needed. Acknowledge their feelings, 'I can see that you really wanted that toy so you took it, it is really hard to wait your turn, let's try a timer' Use a timer to encourage sharing. Explain in a calm and kind way that if they will not use the timer and share with their friends, they cannot play with the toy because we don't have enough for everyone.
Child kicks or hits another child	Remove the other children if necessary. Acknowledge the child's emotions. 'I can see you are feeling cross/angry, I want to help you feel better so that you can play with your friends safely.' The child might need space. If the child needs to de-escalate, distract them and repair later. The child might not be able to repair if they are still feeling upset. Find a way to make them feel better and then repair. Remind the child about 'kind hands and kind feet'
Child kicks or hits an adult	Move out of the way to avoid being hurt. If there are other children who need to be removed, remove them. When you can, check the child is ok, change adults if needed. Tell the child they are being 'unsafe' and they are hurting you, tell them you will not let them hurt you. Distract, make them feel better, then repair. '
Child refuses to engage in adult initiated learning	Check your teaching is engaging them, can you encourage them into the session? If not ask them to join you when they are ready. If the child is in the room draw them in with a question and encourage them to join you. Offer <i>appropriate</i> limited choice 'cushion or lap?' If the child needs to be outside, let them. Forcing a child into your learning session is not going to help. If the child does not join the session they child will do their learning with you 1:1 after your session.
Biting	Remove yourself/the other child, change adults if needed. 'are you ok? I can see you are feeling angry/frustrated. I can't let you bite me/other children.' Distract the child, make them feel better and repair. Think about why the child is biting. What are they communicating?
Child is trying to run away at home time towards the road	Pick the child up, take the child somewhere safe and make sure they are ok. Explain to the child why this is unsafe.

Not tidying up	Praise others, help child, does the child know what 'tidy up' means? Guide them, engage them, help them, 'do you know where this goes? Shall we have a race? Who can do it first?
Saying 'no'	Do not take it personally. Do not say 'don't say no to me.' It is important that children feel that they can say no, we do not want to tell them they shouldn't ever say no to an adult. Distract, use humour and change adults if this is not working. Focus on the positive.
Child won't come in from outside	Make the inside really inviting. Encourage the child to come in by telling them what exciting things are going on inside 'Inside we are doing I hope to see you inside when you are ready. Be positive and happy (they will not want to come in if they think you are cross.) You could also try limited choice 'when you come in, would you like to come and sit with me or x?'
Swearing	The likelihood is that the child does not know they are swearing, they have heard this word and have repeated it. Ignore in the first instance. If it happens again, take the child 1:1 and tell them that the word is not a nice word and they shouldn't say it. If swearing continues, say 'I don't know what that word means' this will often not be the reaction they were expecting.
A child tells you to 'go away'	You need to step away from the child, whilst staying emotionally connected-often they do not want to be alone, but they do need space. 'I can hear that you need me to give you some space but I want you to know that I am here for you whenever you're ready for a story/hug/playing'
Saying sorry	It is not necessary for a child to say sorry. Some children might not know what sorry means or feel like they need to say it. What could we do to make them feel better? Ask the child to help you repair when they are ready (a card, a picture, play a game together, play alongside each other with adult support.) If a child is acting anti/un socially they won't be in a position to say sorry. You can model, 'I am sorry that x hurt you I bet that really hurt x, I think they are feeling sad' Instead of forcing the child to say sorry , it is important that we let them understand that their actions have caused others to feel bad. We need to help them understand how that person is feeling and why. Then they can try to make amends through their actions.
A child laughs when they have acted un-socially/anti socially	This is a sign that they are dysregulated. Laughing can be a coping mechanism to protect us from

	uncomfortable situations (like shame or embarrassment) Ignore it, talk about the issue when they are calm. Talk to them about what they might be feeling and make connections to emotions 'sometimes when I feel nervous or unsafe my body wants to laugh, does that ever happen to you?'
Social conflicts	Avoid problem solving for the child, instead give the child words to express themselves Never take sides. Always make it clear you are sticking together (even if it seems like one is 'in the wrong') Acknowledge the emotions and wishes on both sides. Teach 'I messages': This provides structure to help children communicate 'I feel... when... I need....' Once calm you can coach them through the next step.

Lunch

Lunchtimes in EYFS are supervised by our qualified staff and not lunchtime supervisors, this is a time to engage children in play or observe their play and interact to move their learning forward. Any incidents at lunchtimes will follow this policy and should be dealt with by the adults who have witnessed/ supervised the play.

Consequences

- **Obvious Consequence** –The consequence needs to be obvious and linked to the behaviour- eg: child throwing sand *obviously* the child will need to come away from the sand
- **Education Consequences** –This is where the learning takes place. The rehearsal and teaching so that the freedom can be returned. eg: Child throwing sand-play with the child in the sand to teach them how to play with the sand safely.
- **Limited choice** –would you like to tidy this with me or x? Give the child time to think, repeat, swap adults if needed.

Time-out is not used at Hollybush Primary School as a punishment. We will respect a child's wishes if they tell us they would like to be left alone but we will not exclude them from their peers to 'think' about what they have done-this will only make them feel worse. A child who is displaying anti-social behaviours is already feeling bad, our job is to make them feel better and unpick their behaviour to understand what they are communicating.

Distract

How to make the child feel better/ distract

- Give them a hug
- Engage them in a game
- Ask the child to help you with a job
- Start playing near them narrating your play to encourage them to join
- Move them on to another area of the classroom
- Humour

Repair

How to repair

- This might be the adult modelling 'I am sorry that you were kicked, that must have hurt you. What can we do to help you feel better?'
- A repair could be saying sorry if it's actually meaningful for the child. This may not be meaningful if the child has SEN needs or additional needs, we need a flexible approach.
- The child may like to draw a picture for the person.
- The child could be supported to play alongside the child they have hurt/upset, allowing you to narrate their play and praise their pro-social behaviour 'would x be able to play with you? X would like to help you build that tower, wow you are playing really well with your friends, you must feel really good about that, you are making me feel very happy, you are making your friends feel very happy too.'

It is important to note that not all children will be able to complete a repair in the same day as the incident. You know your children, if they are not ready, the behaviour could escalate again.