

Nursery and Reception Behaviour Policy 2024

In line with Sandbach Primary Academy's behaviour policy for KS1 and KS2, Nursery/EYFS have their own policy linked to the learning behaviours and stage system that is used throughout the rest of the school.

Autumn Term

Nursery and Reception focus on 'learning powers'. They have an insect theme to support all year round learning. The focused goals are taken from EY2P planning (PSED):

- Cooperative Caterpillar
Work and play cooperatively and take turns with others. Showing an ability to follow instructions.
- Determined Dragonfly
Resilience and perseverance in the face of challenge.
- Focused Firefly
Give focused attention to what the teacher says, responding appropriately even when engaged in an activity.
- Independent Inchworm
Be confident to try new activities and show independence.

In conjunction to this, EYFS will regularly refer to the 'Promoting Positive Behaviour' visuals.

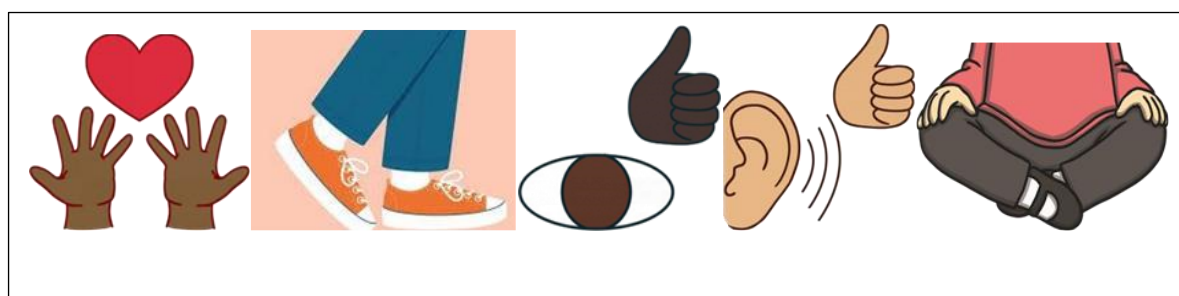
Kind hands

Good walking

Good looking

Good listening

Good sitting



When adults in EYFS observe the children displaying these behaviours, direct and specific positive praise is given. It is also recorded by placing an image of the learning power displayed by the child on the learning powers display (at child height). This should be celebrated regularly with parents. The learning powers insects will regularly visit zones to specify behaviours that are expected to be displayed in each zone. This can be easily transferred from nursery to reception to ensure consistency. The learning powers insects will be regularly used as teaching prompts within lesson times.

When children are finding the learning powers difficult to follow this will be immediately addressed by a member of staff. All staff follow the same vocabulary, phrases and positive tone of voice. The children will always be given a warning and explained in a child friendly way, the specific undesirable behaviour they are displaying. They will talk through the behaviour with a staff member and draw/discuss how they could

behaviour differently. Parents will always be informed either verbally, phone call or parents evening/meeting.

SEND children have personalised systems of sanctions and rewards related to their individual needs.

This should be closely used alongside positive rewards such as stickers, reward time, certificates, star of the day, pot of gold/rainbow and class dojos.

Nursery will continue to work on these 'Learning Powers' throughout the year.

Spring Term/Reception

Teachers will introduce the use of the sun and cloud. Teachers will use these visuals in conjunction with the 'learning powers' / 'positive behaviours' to reinforce expectations of positive behaviour at school. E.g. child's name is around the sun and may be moved inside the sun if the child does not cooperate like the 'Cooperative Caterpillar'. The child may be placed on the cloud if they don't use their 'Helping hands' or 'kind, quiet voice'. All staff follow the same vocabulary, phrases and positive tone of voice. The children will always be given a warning and explained in a child friendly way, the specific undesirable behaviour they are displaying. They will talk through the behaviour with a staff member and draw/discuss how they could behaviour differently through reflection time. Parents will always be informed, via a phone call, verbally or parents meeting.

This should be closely used alongside positive rewards such as stickers, reward time, certificates, star of the day, pot of gold/rainbow and class dojos.

SEND children have personalised systems of sanctions and rewards related to their individual needs.

Summer Term/EYFS

During this term, children in Reception are introduced to the Stage System in line with the rest of the school's behaviour policy, which is used in conjunction with the sun, cloud and thundercloud visual reminders. All staff follow the same vocabulary, phrases and positive tone of voice. The children will always be given a warning and explained in a child friendly way, the specific undesirable behaviour they are displaying. They will talk through the behaviour with a staff member and draw/discuss how they could behaviour differently through reflection time. Parents will always be informed, via a phone call, verbally or parents meeting. This is a gradual transition from EYFS to KS1.

This should be closely used alongside positive rewards such as stickers, reward time, certificates, star of the day, pot of gold/rainbow and class dojos.

SEND children have personalised systems of sanctions and rewards related to their individual needs.