St Luke's C of E School
Positive Relationships and Behaviour
Approaches in EYFS and Year 1

Our Reward Systems

In Early Years and Year 1, praise and encouragement have a constant presence in the classroom. When staff see children; being a good friend, displaying good behaviour, working hard, playing nicely, sharing, being the best they can be, children will be rewarded with:

- Stickers: Often and throughout the day.
- Star of the Day: Every morning, a child is chosen as 'Star of the Day'. This child is entitled to certain privileges, they are the leader of the line, they sit on a special chair, distribute snacks during snack time and wear a cape so others can easily identify them.
- We use Class Dojo: A digital platform used to support positive behaviours in school. Children are rewarded individual Dojo points or collective class Dojo points for behaviours linking to our behaviour expectations. When a child reaches 20 points, they can choose an item from the prize box and also change their Dojo avatar. Their points are then reset.
- Head Teachers certificate: Every Wednesday, 1 child in each class is acknowledged for their achievement and is visited in class. The child receives a certificate to take home.

Managing Behaviour

Each class will have a designated **Calm corner**:
The Calm corner is a quiet, welcoming space where children can practise self-regulation and, when needed, co-regulation with an adult. Every classroom has one. It's a proactive support—not a sanction—providing a brief, safe pause and simple tools to help a child regulate and return to learning.

Negative behaviour in Early Years and Year 1 will be dealt with verbally.
For repeated negative behaviour we:

- First give a reminder 'We do not throw things in school'.
- We then follow it up with a warning 'I've asked you not to throw things, if you do that again, you will need to have some timeout'. If the behaviour is dangerous, violent or it deliberately hurts another child then there is an 'immediate time out'.
- The first time-out will be for 2 minutes.
- If the behaviour persists, a second time-out will be implemented. The second time out will be determined by the child's age.
  -4 mins in Nursery,
  -5 mins in Reception
  -6 mins in Year 1.
  This time will take place in a designated time out space. The time out area is a ***different*** to the Calm corner
- If, following a warning and 2 time outs, the child continues to misbehave, he/she may need to spend some supervised time away from the classroom.

- If a teacher is concerned about the repeated negative behaviour of a student, they will first contact the school's AHT and SENDCo.

The Zones of Regulation

In Nursery, Reception and Year 1 we introduce a common language for describing feelings and emotions. This is based on 'Zones of Regulation'. The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to self regulate. There are four colours or 'Zones' blue, green, yellow and red.

- Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or low.
- Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

We support and encourage our adults to follow the process of co-regulation through which children develop the ability to soothe and manage distressing emotions and sensations from the beginning of life through connection with nurturing and reliable primary caregivers.

Co-regulation involves various types of responses, including but not limited to: a warm, calming presence and tone of voice, verbal acknowledgement of distress, modeling of behaviors that can modulate arousal, and the provision of a structured environment that supports emotional and physical safety. Responsive teachers, teaching assistants and early years practitioners pay close attention to the shifting emotional and physiological cues of their children, while also regulating their own emotional state. When caregivers are able to demonstrate attunement and provide supportive, consistent responses in the midst of arousal, children develop a growing capacity for self-regulation. The human need for co-regulation evolves throughout childhood and adolescence and remains throughout the lifespan, although for those with healthy early development it decreases incrementally as youth internalize the skills supported in relationship and learn to self-soothe.

Sometimes children show behaviours that are unacceptable. This is part of children's healthy development- they are learning to understand what the boundaries are and how to understand and

manage emotions, situations and social interactions. Behaviour can be affected by factors such as how tired or hungry a child is, changes in routine (e.g. an unfamiliar adult in the room) not having the skills to communicate their needs, or significant events happening at home. Non-compliance, or doing the wrong thing, might be caused by poor comprehension or learning needs. Such factors should be considered when deciding how to respond. In order to know how to respond to behaviour, we try to understand as adults, what is causing or behind the behaviour. If the behaviour is uncharacteristic or infrequent, our reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy will be agreed between staff and parents.

Calm corners

We understand that young children are not yet able to regulate their emotions, which in turn may result in them behaving in an undesirable manner. Our calm corners are used as a behaviour strategy and a mechanism to pre-empt children's behaviour escalating and them becoming dysregulated. Depending on one's age and emotional understanding, children may be accompanied to, asked to go, or take themselves to the calm corner independently, where they can engage in mindfulness activities such as colouring/drawing, reading or simply relaxing. This will support children to regulate their heightened emotions and will enable them to return to their previous activity in a calm and focussed manner. It's important to note that for many of our children, this might be difficult to do and so adults will have to model these strategies by means of co-regulation. The calm corner should be seen as a positive and safe space and not a punishment.

Expectations of Behaviour

Our expectations and language around behaviour are intended to maintain a safe, happy community. They also recognise the contextual nature of behaviour; what we expect in our playgrounds is not the same as our expectations of classroom behaviour. All staff are responsible for promoting these expectations and managing them with pupils. All staff are expected to support each other in maintaining these expectations. In EYFS and Year 1, the children are exposed and encouraged to follow the rules 'Kind hands, Kind feet, Kind words' throughout the school day.

Bullying

It is unlikely that bullying takes place in classrooms with children aged between 2-6. Children's hurtful behaviour is not premeditated to hurt an individual, it is a spontaneous reaction to an immediate frustration. It is rarely malicious. If one child was repeatedly showing hurtful behaviour to one particular child we would support the child to manage their behaviour in the ways outlined above whilst working with the parent. In situations where practitioners or parents/carers suspect bullying to be taking place, this should be referred directly to the Early Years Lead or Head of School. The Anti-Bullying policy will then be followed.