



HARROW LITTLE LIONS: PROMOTING POSITIVE BEHAVIOUR IN EARLY YEARS

1. Aims of the Policy

1.1 At Harrow Little Lions, we are committed to establishing a learning environment that promotes positive behaviour and relationships where all stakeholders treat each other with care and respect. Harrow Little Lions is an inclusive environment that supports children; guiding them as they grow and develop, taking increasing responsibility for themselves and their actions whilst considering the welfare and wellbeing of others.

1.2 Underpinning the Harrow Little Lions approach to promoting positive behaviour are the core values of courage, honour, humility and fellowship which are demonstrated by everyone involved in the life of Little Lions. We operate a policy on promoting positive behaviour and though sanctions do exist, Harrow Little Lions is not a punishment-led environment. Instead, positive behaviour is promoted accordingly and celebrated appropriately through the narratives and feedback offered to the children.

1.3 With regards to praising the work of the pupils, the team will focus more on the effort made by the child rather than the outcome. Pupils are encouraged to try tasks which are challenging and thereby if the result becomes the focus and praise only given when a child is 'correct,' they may be less likely to try again for fear of failure. Please note that phrases such as 'good job,' 'clever girl' and 'you're so smart' should not be used unless the praise is quantified with feedback focused on the task, the processing of the task or the child's self-regulation.

1.4 Threatening language should not be used in any circumstances; raised voices, aggressive body language and negative expressions demonstrate that the adult has lost control and as such, are unacceptable. 'If you don't.....then you won't.....' should be avoided; 'When you.....then you.....' should be used instead. We do not label children, call them names nor label them as 'naughty.' We may talk to them about their behaviour, but we do not refer to them as individuals. Phrases like 'you are not kind' should be replaced with 'your behaviour towards ... was not kind. What could you do to make ... feel a little better?' Negative physical contact (e.g. grabbing or pushing) with children is only acceptable if it is to remove them from a dangerous situation that requires immediate action.

1.5 A sanction which works well, and one which is to be advocated, is for the pupils to miss something that they particularly enjoy. Having a shortened break time or play time outside or staying in class for ten minutes whilst the rest go to a learning space demonstrates to pupils that undesirable behaviour can result in consequences.

1.6 To help reinforce positive behaviour, it is imperative to find out what works for each child in need of support. Where challenges exist, and the classroom team feel they require further support to manage undesirable behaviour, input from the leadership team should be sought. The leadership team should not, however, be used as a threat.

2. Encouraging Positive Behaviour

2.1 Ten steps for encouraging positive behaviour at Harrow Little Lions

| Step | | Example: |
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| 1 | Consistently promote expectations in class and throughout HLL through meaningful discussion with the children, and by displaying expectations appropriately for everyone to see. | Class / HLL expectations on display. Harrow values on display (in an appropriate format). |
| 2 | Develop positive relationships with parents and children, built on trust and mutual respect. | Creating a warm, welcoming environment for the children where the child's feelings and ideas are listened to and respected. Acknowledge and appreciate the role of the parents and family members in the child's education by listening to their comments and feedback, providing appropriate and timely responses. |
| 3 | Use children's actions, work and behaviour as positive modelling opportunities for others. | Sharing a positive event with the class during carpet time. |
| 4 | Consistently notice and praise positive behaviour reflecting a task, processing of a task or child's self-regulation. | "Wow James, I really liked how you kept trying out different ways to build the bridge in your town. You did not give up." |
| 5 | Recognise both sustained good behaviour and improvements in behaviour. | Looking out for children making good choices where previously they have struggled and celebrate this with them and their parents or carers. |
| 6 | Make it clear that it is the behaviour which is unacceptable, not the child. | "Lucas, you are a kind person, but you have not made a good choice by pushing your friend." |
| 7 | Keep parents and carers informed about good behaviour, particularly where there has been improvement. | Passing positive news on in the morning, at the end of the day or taking time to draft that positive email. |
| 8 | Balance feedback given to parents and carers with something positive. | "Charlotte loves to contribute during circle time when we ask questions, but she is struggling to be responsible when we are tidying up at the end of the day." |
| 9 | Act as a positive role model through actions, words and interactions. | If we want children to smile and be polite to others, then we should do the same towards them and our colleagues. What children hear and see becomes their inner voice and modelled behaviour; therefore adults must be aware of their language (verbal and non-verbal) |
| 10 | Take children to the leadership team, or to another classroom for praise on a special occasion (only if this aligns with their character). | Just like adults, children react positively to recognition of their efforts. |

2.2 It is worth establishing a safe phrase for all members of the teaching team, for moments when (for whatever reason) they simply need to walk away from a situation that they are finding challenging. 'There is an important call for me at reception' or similar could be used to indicate that an adult is on the verge of jeopardising their professional conduct and behaviour, and simply needs five minutes away from whatever it is that is challenging them to reflect on how they will move forward.

3. Shared Behavioural Expectations

3.1 All practitioners at Harrow Little Lions have a shared responsibility for promoting consistent behavioural expectations. Positive behaviour in Early Years is reinforced through six key phrases, accompanied by a visual:

- Listening ears
- Looking eyes
- Kind words
- Gentle hands
- Walking feet
- Indoor voices

3.2 Through the use of these expectations, practitioners can always ask for the behaviour that they would like to see from the pupils rather than the behaviour that should be avoided. Examples would be 'use gentle hands' instead of 'no hitting' or 'we are using our indoor voices' instead of 'no shouting'.

Listening Ears



Kind Words



Gentle Hands



Walking Feet



Looking Eyes



Indoor Voices



4. Informal Rewards

Class Teachers may use stickers or stamps, gems in the jar etc. to acknowledge and praise good work and behaviour. This should be kept informal, but consistency across each year group is expected.

4.1 The Leader of the Week is given to two pupils in Reception from each class for demonstrating one or more of the six key leadership attributes as follows:

- Contributing positively to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making fair and just choices
- Facing challenges with determination

The pupil's name, photograph and reason for being chosen will be celebrated as part of a celebration assembly at the end of each week and is displayed in the respective classrooms.

5. Dealing with incidents

5.1 When a pupil acts in a way which is counter to the School's social vision statement, action should be taken. In order that action is consistent, educational and restorative, the following approach should be adopted in all cases. All members of staff should feel empowered and indeed have a responsibility to act as 'first responders' before escalating any behavioural concerns:

The pupil should be asked the following questions in an age-appropriate way:

1. Can you tell me why...is sad? (This can be a teacher, TA or pupil who is sad)
2. Did you use any part of your body to hurt them?/Did you make a good choice?
3. How do you think they feel?/Why was it a bad choice?

A fourth question may be required for the pupil to take the right steps to restore the situation:

4. What do we need to do to make them feel better?/What should we do next time?

5.2 This framework can be applied to any situation, although the response may differ depending on the context and severity of the situation, the intent and the potential or actual harm caused. The Lower School Behaviour Categories (In section 4, Figure 1 of the Lower School Behaviour Policy) are intended to act as a guideline to the type of response appropriate for a range of situations. However, it is impossible to be exhaustive and each situation must be approached with sensitivity to its context, with education and restoration at the heart of the decision-making process.

6. Anti-bullying

'Bullying is when a pupil intentionally and repeatedly tries to get power over or exclude another pupil, physically, verbally or online'

6.1 Children can begin to show bullying tendencies as early as three years old. Consequently, early childhood settings offer a valuable chance to observe and guide the ways young children interact and communicate, shaping healthier social dynamics from the start. The anti-bullying and harassment policy can be found in Appendix 3 in the Lower School Behaviour Policy.

6.2 All children are entitled to a supportive, secure place where they can learn and play. For teachers, it is essential to understand how to address bullying, whether a child is already affected or you simply wish to prevent it. The following recommendations should guide all stakeholders:

- Bullying can inflict long-term harm both on the child being bullied and on the child who displays bullying behaviours. Addressing such conduct in the early years is an ideal way to prevent it from taking root.
- It is not their fault. Children should never be advised to ignore the situation or to change who they are. Instead, it is the child engaging in bullying who must learn to modify their behaviour and attitude.
- Let them know they have a trusted adult they can confide in if they feel someone is being unkind. They need to feel safe and comfortable coming to you with concerns.
- The anti-bullying policy is accessible, clearly explained, and regularly promoted. This policy should outline exactly how incidents of bullying will be handled, and it should be shared openly with parents as well.
- Use the term 'bullying behaviour,' not 'bully' as labelling a child as a 'bully' implies a fixed identity rather than a behaviour that can be changed. Focus on the actions, not the child.
- Acknowledge and praise children who demonstrate kindness, empathy, and cooperation.
- Staff and parents alike should set an example of positive communication and courtesy.
- Engage in activities that teach children to recognize and name their own emotions, as well as perceive and validate the emotions of others. Emphasize helping those who are upset and celebrating differences.

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