

## **EYFS Behaviour Policy**



This EYFS behaviour policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe. The purpose of the policy is, therefore, to ensure that our young children's welfare is of paramount importance, that early and additional help is offered to prevent escalation and that where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

At Grangetown Primary School we support positive behaviours for learning through a supportive, nurturing and fully inclusive approach. In liaison with parents we may seek advice to support positive behaviour through other agencies. All staff understand that 'behaviour' is a form of communication so the policy and procedures are very closely linked to the development of PSE and Speech, Language and Communication. This policy also links to our SEND, SMSC and British Values policy and principles and ethos of wellbeing.

In our Early Years settings we aim to provide a happy and secure environment in which young children can learn and develop. Children who have developed a good positive self-image, self discipline and have learned acceptable codes of behaviour are more likely to set and achieve their own goals, and be considerate and responsible members of society.

### **Procedures**

- We value each child as an individual through interaction with each child, assessing attitudes, likes and dislikes and to value positive individual traits.
- We develop a positive self-image by praising and supporting, developing confidence through constant encouragement, enabling all children to succeed.
- We encourage self-discipline by encouraging the children to think and act for themselves, setting their own goals, developing self-help skills and effective communication through independent learning and self-regulation.
- We promote empathy towards people and all living things by encouraging the children to share and to be considerate to others.
- We ensure all members of staff understand the policy and apply it consistently and fairly.
- We use and establish the positive relationships approach. We discuss our observations and any concerns with parents to seek the best outcomes for the child and family.
- We endeavour to support parent understanding of their child's behaviour and to accept and work through concerns in order to achieve the best support, care and development for the child.
- We intend that this leads to in-house support or an agreed referral to an outside agency, such as the Educational Psychologist or Early Help.
- We focus on supporting self-regulation skills for the child to enable them to understand their feelings and behaviours and foster strong behaviours for learning.

## **Golden Rules**

We use an agreed set of 'golden rules' throughout the school. In EYFS we use the same key language with the children. This may be adapted to suit the age or needs of individuals. The golden rules are set out below:

- We are polite to everyone.
- We always have kind hands, feet and words.
- We take turns and share.
- We listen carefully to others.
- We always look after everything in our school.
- We use walking feet and indoor voices

Staff will discuss these rules at the start of every term and when new children start. Rules will be displayed using pictures or photos which can be used as prompt reminders. We will use the same language with a consistent and fair approach.

## **Strategies**

All children are expected to behave appropriately at all times throughout the Nursery day.

To enable this:

- We organise the indoor and outdoor learning environments so that they have a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'thinking time' of the immediate situation and support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the setting's routines and procedures. We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour using CPOMS.
- We deal with negative behaviour at the earliest opportunity.

We encourage positive behaviour by:

- Creating a highly stimulating environment where key messages are communicated and understood by all.
- Using praise specifically related to the children's actions and behaviours
- If appropriate, refocusing the child's attention on another activity
- Focusing on activities and routines to encourage sharing, negotiation and cooperation.
- Encouraging responsibility in caring for others and the environment, through helping to tidy up, set up, hand out and share, helping to water plants, etc.
- Play and learning activities (circle time, stories, role-play, puppets)
- Praising and rewarding children with stickers, certificates, dojo points and choosing special activities
- Lunchtime staff following the same principles and we have lunchtime stickers to be used at meal times
- Involving parents in establishing rules for appropriate behaviour
- Demonstrating that the child is still valued even if his/her behaviour is unacceptable
- Discussing with children what is acceptable behaviour in all areas of learning and experiences

- Encouraging the children to express openly their feelings/likes and dislikes Helping the children to understand the consequences and effects of their behaviour on others
- Helping the children to develop assertive strategies to challenge bullying
- Supporting the children to resolve conflicts with other children
- Helping to support children's self-esteem by enabling them to be successful in play experiences and activities

We truly believe that nurturing positive relationships between adults and children develops good behaviour. We will spend quality time with each child, especially when they start in our setting. In Little Butterflies a greater focus will be on their key children. We work closely with parents to also develop a positive relationship and to ensure the behaviour expectations are the same.

### **Dealing with Negative Behaviour**

Our main approach to promoting positive behaviour is to reward good behaviour. Nevertheless, we also need to enable children to understand that harmful behaviour towards others is not acceptable. We try to prevent this from happening, but sometimes it may be necessary to deal with persistent misbehaviour by using a series of sanctions. When dealing with negative behaviour, staff are mindful of the individual child, their specific needs (sometimes special needs).

When children are making the wrong choices we will always tell them what we want them to do not what we don't want them to do e.g. "use walking feet" not "don't run". When appropriate we will tell them why this is important to give a reason for the rules e.g. you could fall and hurt yourself or we will have no toys to play with etc.

### **Consequence Steps**

Making Poor Choices with behaviour will result in:

- 1st time.** Verbal warning using positive language
- 2nd time.** Verbal warning- show picture of rules and explain next step (Little Butterflies use red sad face)
- 3rd time.** Their photo moved onto orange/ shown red sad face (LB) and taken into a quiet space for **thinking time**. Sit on an orange mat for 2/3/4/5 minutes (depending on age). Use digital timer.
- 4th time.** Same as above to move into a different classroom/ area and moved onto red. Little Butterflies start back at 1.  
When the child returns from thinking time we will encourage the child to say sorry or give a cuddle to develop empathy. A cuddle will only be given if the other child gives their permission.

### **Severe clause**

Serious incidents of misbehaviour such as hitting, kicking, biting, hard pushing, spitting at someone or hair pulling are dealt with immediately. If this happens the child will be given no warnings and moved onto orange and given thinking time. If this is happening consistently we will discuss with parents/ carers and SENDCo.

Biting can sometimes happen in our two year old room (Little Butterflies). If a child bites another child/ adult we will always inform parents/ carers (of both children). If this is happening consistently will we shadow the child until we feel it is necessary to stop.

If a child has been moved onto red on that day parents/ carers will be spoken to at the end of the day (unless other arrangements such as home/school behaviour diaries have been agreed).

We recognise that, for some children, additional support may be required. This may include the use of home/school behaviour diary. These will be used for some children following discussions with parents/carers in order to inform parents about how well their children are behaving in school on a daily basis and will also give parents/carers an opportunity to let school know how the children are behaving at home.

In extreme cases of poor behaviour help and advice will be sought from the behaviour intervention team, CAMHS or through the Early Help Service by the SENDCo.

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Consultation with staff

5.5.21

28.4.21

21.4.21