

EYFS Behaviour Policy

The EYFS Behaviour Management Co-ordinator's are Mr Clark as Head of Junior School. This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyberbullying Policy, Acceptable Use Policy, Reasonable Force Policy, Search and Policy, SEN Policy and Code of Conduct and KCSIE 2018.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities. This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Head teachers and School Staff DfE 2014. Aims and objectives.

Aims and expectations:

In the EYFS unit at Westbourne School we aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We understand that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe in promoting and nurturing positive behaviour.

All staff, students and volunteers will be responsible for:

- Demonstrating the traits of a positive role model for desired behaviour by treating children, parents and each other with friendliness, care and consideration.
- Use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development such as distraction, praise and reward.
- All staff should not label the child for example: saying you are “naughty”
- Be made aware of the schools behaviour policy and its rules for behaviour
- Keep to the rules, and apply them consistently so children know what's expected of them and feel safe.
- Work with parents to help children learn the rules
- Be aware that some kinds of behaviour may arise from a child's special needs
- Ensure that children who behave inappropriately know that it is the behaviour not them that is unwelcome using the behaviour board, where children are given the opportunity to rectify their behaviour and receive acknowledgment for it.
- Praise and endorse desirable behaviour using the behaviour board, such as kindness and willingness to share. Children move their face up the behaviour chart to silver and gold for following our Golden Rules. We have 5 Golden Rules in the EYFS.
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

- Being vigilant of any incidents that could constitute peer on peer abuse. Peer on peer abuse which can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. (KCSIE Sept 2020)
- Inappropriate behaviour is different for different ages of children and stages of development but may include, for example
 - refusing to share and take turns with other children;
 - aggressive behaviour of any kind such as hitting, kicking or pushing;
 - unkind words, name-calling and racist remarks.
 - deliberate defiance of a member of staff

When handling inconsiderate behaviour we will help children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include for example, acknowledgement of feelings using our zones of regulation board, an explanation as to what was not acceptable using good choice not a good choice picture board showing what the child should have done or said when they got it wrong. It will always be made clear to the child that it is the behaviour and not the child that is unwelcome.

When children behave in inappropriate ways:

Their actions and the possible consequences will be discussed calmly with them by a member of staff and where appropriate the child will be encouraged to apologise to the person concerned.

- If staff are finding behaviour persistently difficult to deal with, we may wish to use observation records to establish an understanding of the cause. In addition we would discuss the way forward with the parents to determine if there is an underlying cause such as problems at home or change in family circumstances.
- We would aim to find a common approach with parents/guardians/carers.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development and the behaviour board will be used. Children will be asked to move their face down to Amber and possibly red depending on the act. Children may be helped to deal with their feelings through the use of distraction, discussion, being redirected to another activity. If the behaviour continues or is served the child will be withdrawn from the situation and given a short period of "**time out**" from activities to reflect on their behaviour.

N.B. The following ways of dealing with inappropriate behaviour will **NOT** be used under any circumstances in the EYFS unit:

- Physical punishment such as smacking or shaking
- Deprivation of needs
- Humiliation or ridicule
- Leaving a child alone in a room
- Physical restraint of a child will only be used where in the judgement of the staff there is real or potential danger of injuring himself/herself or others or of damaging property. Any significant event of this sort will be recorded in our Incident book and the parent/carer informed on the same day and will sign the Incident Book to indicate that he/she has been informed. We adhere to Local Authority Guidance regarding the use of reasonable force. Please find information at the following:
https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_sept_18.pdf