

EYFS Behaviour Policy

Please also refer to the Whole School Behaviour Policy; and Whole School Anti-Bullying Policy including Anti-Cyber Bullying

Introduction

1.1 Achieving Positive Behaviour

Our setting believes 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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Similarly to the Junior School, Tokens are given by staff for outstanding effort, ideas, conduct etc. A Token takes the form of a certificate outlining what they have done. This is then sent home to be celebrated with parents.

Procedures

2.1 The Head of EYFS and the Junior School Lead are responsible for monitoring how behaviour is managed. All staff are responsible for supporting personal, social and emotional development, including issues concerning behaviour.

2.2 A copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in EYFS. They must read and sign to say to understand the policy.

2.3 All Early Years staff are expected to:

- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care, respect and courtesy.
- Keep to the guidelines in the Staff Code of Conduct, requiring these to be applied consistently.
- Work in partnership with children's parents. Parents are regularly informed verbally about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children 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, explanation as to what was not acceptable and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

- In the EYFS, staff will use distraction and positive praise to encourage positive behaviour. Age-appropriate language and reasoning will be modelled and encouraged to develop self-regulation and emotional control. Boundaries and consistency in routine enable children to understand what acceptable behaviour in the Nursery is.
- If a child demonstrates a poor choice, the child will have the opportunity to reflect

with an adult and think about how they could have made a better choice.

- Staff will make use of the Calm Corners to aid children in regulating their feelings and emotions.
- We acknowledge considerate behaviour such as kindness and willingness to share using verbal praise.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Physical intervention is only used to prevent physical injury to children or adults and/or serious damage to property. Details of such an event are recorded on Pastoral Care Records. The child's parents/carers are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- When responding to unacceptable behaviour, we do not humiliate children, segregate them or deprive them of food, warmth or comfort.

3.1 Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and

strategies for conflict resolution.

- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

3.2 Hurtful behaviour

- We take hurtful behaviour very seriously. Children under the age of five may at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
 - We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
 - We do not engage in punitive responses to a young child's upset as that will have the opposite effect.
- Our way of responding to pre-verbal children is to be calm and offer a safe, secure environment. Verbal children will also respond to this strategy to calm them down, but we also offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit ... it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen repeatedly before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills by modelling behaviour, activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- We use the Code of Conduct to support the child, family and staff making the appropriate referrals to a Behaviour Support Team where necessary. We will always endeavour to find the root of the problem while enlisting the support of the Head of Pastoral Care/SENCO.

● Review Date	● Reviewed By	● Next Review
● September 2018	● KH & CV	● August 2019
● November 2018 (edited)	● KH	● December 2020
● December 2020	● ACD, SC, LT, JY	● September 2021
September 2022	ACD, LT	September 2023
September 2023	ACD, LT	September 2024
April 2024	AC, LT	Summer 2025
May 2025	AC/LT	Summer 2026