



Behaviour Policy

(additional information for EYFS)

The Early Years Foundation Stage (EYFS) follows the school's policy for promoting appropriate behaviour in the school environment and beyond. The school policy focuses on positive behaviour management through praise and raising self-esteem, as well as providing a high quality learning environment and quality teaching activities and learning opportunities.

In the EYFS behaviour expectations and rules are established and reviewed in consultation with the children and staff and shared with the parents. They are displayed in the classroom and reinforced pictorially. Signing support will also be encouraged, as will establishment and reinforcement of expectations and rules through parental support and use of home language.

In the EYFS children are encouraged to learn about greater awareness about actions and consequences. They are expected to take start taking responsibility for their actions. Acceptable behaviour and/or significant improvement in behaviour is generally rewarded with immediate verbal feedback/ praise. Occasionally stickers are awarded and special award certificates may be sent home.

It is important to remember that incidents of disobedience, physical and verbal abuse are judged thoughtfully. Most children at this stage of development still need to learn the difference between accidental contact, temper outbursts, retaliation and frustration incidents as well as deliberate and repeated physical and/or verbal abuse (bullying). It is also vital to consider that children at this age tend to be curious about others and learn through exploration and experimentation. They may not yet have developed empathy towards others.

In order to ensure that all children in our care are safe and to help children reflect on their behaviour we provide focused circle time sessions to support Personal, Social and Emotional Development. Additionally, we have developed the following **guidelines for dealing with inappropriate behaviour**:

Step 1: Making child aware of action and consequence followed by brief reminder of acceptable behaviour and rules (pictorial as well as verbal if possible).

Step 2: Making child aware of action and consequence followed by brief reminder of acceptable behaviour and rules (pictorial as well as verbal if possible) and brief time out with adult in setting. Record in incident log

Step 3: Repeated incident – thinking time/ time out in parallel class or different year group within EYFS (no longer than 5 minutes); Record in incident book.

Step 4: Time out with EYFS Leader, parent called and discussion with staff and parents to support child in EYFS.

All incidents need to be recorded in the class incident log and parents need to be informed at the end of the day.

Date Reviewed: 11/02/2022

This policy is reviewed annually