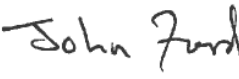


**The Carlton & Faceby and Bilsdale Church of England Federation**

# EYFS Behaviour Policy

Author	Adapted from Cadishead Primary School
Adopted by	Governing Body  Signed:  (Chair of Governors) Date: 03/02/2022
Date	03/02/2022
Review Date	03/02/2025

# EYFS Behaviour Policy

## Rational

We believe that everyone at The Carlton & Faceby and Bilsdale Federation has the right to feel valued, respected, and safe. For this to happen in practice, specifically in the EYFS setting, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process, and that through modelling positive behaviour at all times, and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at The Carlton & Faceby and Bilsdale Federation.

## Aims

We aim to listen to, and acknowledge the views of everyone in the EYFS class at The Carlton & Faceby and Bilsdale Federation, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values:

- **Respect and Recognition:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **Freedom and Responsibility:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **Inclusion:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **Honesty:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **Safety and Trust:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

## Guidelines

At this age children are learning how to behave appropriately. Many of the things they do are normal for the stage of development, and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the EYFS.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by adult modelling of conflict resolution (see Appendix 1).
- Sharing information with parents/carers about their children's behaviour both in school and at home (see Appendix 2).
- Providing strategies to support turn-taking e.g. using a sand-timer.

- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources in relation to the number of children in an area at any one time.
- Providing planned opportunities to discuss behaviour and feelings e.g. at circle time / during Jigsaw sessions for Reception children.

## **Challenging Behaviour**

Adults in the EYFS will intervene when behaviour is persistently disruptive, difficult to manage, or likely to cause injury to another child.

We do this by:

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- If necessary, using positive handling techniques for the child's own safety and the safety of others.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- In some cases, involving the SENCo in setting up an Individual Education Plan (IEP) with specific targets related to behaviour.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members within the classroom/vicinity.
- Contacting the parent/carer and discussing whether the child is taken home.
- Convening a meeting as soon as possible, including a member of the Senior Leadership Team and the parent/carer, to identify ways forward.
- Referring to other agencies for further guidance and support.

## Appendices

### Appendix 1 – Conflict Resolution Steps

- Approach calmly and with an open mind  
*Walk over and get down to their level*
- Acknowledge feelings  
*Say “I can see you’re feeling hurt/cross/upset/angry”*
- Gather information from both sides  
*Say “What’s the problem?”*
- Restate the problem  
*Say “so the problem is...” (refer to our rules)*
- Ask for solutions and choose one together  
*Say “I wonder what we can do to solve the problem/help you feel better?”*
- Be prepared to give follow-up support  
*Keep an eye out for what happens next and give further support if needed.*

### Appendix 2 – Parent/Carer Involvement

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour in the EYFS, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about their child’s behaviour on a regular basis, as well as at parent/carers consultations.
- Being fair, non-judgemental, and consistent when discussing children’s behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children’s challenging behaviour by directing to appropriate agencies.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child’s behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff in EYFS in implementing positive behaviour strategies.
- Be a positive role-model for their child.

### Appendix 3 – Rewards and Consequences

- All behaviours must be managed in the moment.
- Low-level disruptive behaviour during teaching time will be managed by the teacher giving a short verbal reminder, then if behaviour continues, by speaking to the child once the lesson is finished. This will be shared with parents/carers if it persists.

- Praise / support should be immediate.
- We do not reward 'expected' behaviour with stickers / house points (although we would reward verbally, e.g. well done for looking after our school).
- We can reward those behaviours that go above and beyond what is 'expected' by giving house points.