

# **EYFS Behaviour Policy**

**A UNIQUE CHILD 1.3 Keeping Safe. 1.4 Health and Well-being**  
(supports EYFS 2.1 Respecting each other 2.3 Positive interactions)

## **Rationale**

In Queen's College Pre-Prep and Nursery we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

## **Implementation of the policy in Queen's College Pre-Prep and Nursery**

### **It is the responsibility of the senior management team to:**

- produce a written policy statement which includes Queen's College Pre-Prep and Nursery's commitment to developing children's positive and acceptable behaviour.
- produce a written policy statement which specifically refers to Queen's College Pre-Prep and Nursery's commitment to dealing with bullying behaviour and the procedures that should be followed to deal with this issue.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in Queen's College Pre-Prep and Nursery.
- share the procedures for behaviour management with parents.
- identify named members of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise.

(In (our setting) the named person with responsibility for matters relating to behaviour management issues is: Mrs Gill Harrison who liaises with Mrs. Janet Williams - Pre-Prep, Miss Elizabeth Hayes - Nursery)

- ensure that all staff have training in behaviour management.
- ensure that all staff, including students and volunteers, do not use any form of physical punishment.

- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.
- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.

(Make reference to DfEE circular 10/98.)

- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- specifically identify behaviour that is unacceptable within Queen's College Pre-Prep and Nursery (bullying/harassment/name-calling) for staff, parents and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour within Queen's College Pre-Prep and Nursery.

### **Our practice**

- We organise the indoor learning environment so that it has 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 'time out' of the immediate situation with 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 Queen's College Pre-Prep and Nursery'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.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

### **Encouraging positive behaviour**

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage:

sharing

negotiation

co-operation.

- We encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up rules for behaviour within Queen's College Pre-Prep and Nursery.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

## Appendix 1

### **Behavioural Strategies in the Early Years Foundation Stage – Taken from the Staff Handbook**

We aim to:

- “Nurture a child's self-esteem along with a caring for others which;
  - respects and celebrates an individual's own qualities
  - respects and celebrates the differences of others
  - encourages children to behave appropriately.

### **Statement**

The Early Years Foundation Stage Behavioural Policy will support this through a process which is positive and affirmative.

***Please read the full policy which can be found on the shared area on your computer.***

We recognize that an ordered and caring environment which supports a child's education needs to be disciplined and it recognizes that the most effective form of discipline is self-discipline.

We promote the belief that discipline needs to be taught and that this learning process needs a sound structure which will nurture and support the child whilst the necessary skills and attitudes are acquired.

## **Aims**

This policy will aim to:

- set out a structure for reinforcing good behaviour which is known by the children, parents and staff
- reward good behaviour
- involve children, where possible, in understanding and shaping the rules
- create situations in the Nursery where children can exercise responsibility and demonstrate good behaviour
- ensure that all children are free to develop within a safe, secure environment
- encourage respect for self and peers
- define various steps and sanctions to use in dealing with unacceptable behaviour. These need to be known by all staff and parents.
- Wherever possible, offer children a choice of actions and consequences which they can understand.
- Provide children with various strategies to resolve conflicts based upon empowerment principles.

Achieving these aims for personal and social development has a high priority in the Nursery. They will link closely with the Early Learning Goals for the Early Years Foundation Stage and feature strongly in our planning.

Circle time will be used to promote and reinforce these aims.

## **Positive Reinforcement of Good Behaviour and Good Working Habits**

### a) **Praise**

Good behaviour, kindness to others, responsible actions etc will be recognized and praised.

### b) **Stickers**

These are individual, positive rewards in recognition of excellence relating to any aspect of Nursery and Reception life and are a way of

reinforcing commendable effort, example and behaviour. They cannot be taken away once given.

c) **'Well Done' Tree – used in the Nursery**

This is a tree picture which acknowledges particular efforts and achievements made by the children through the addition of written leaves of individual achievements noted by the staff during the course of the day.

They may be given for good work, helping, exceptional or improved effort, fulfilling a responsibility, kindness, politeness etc.

c) **Recognition by Peers**

Recognition from the children during circle time of personal kindness and qualities such as caring, respect and helpfulness.

d) **Responsibilities**

Opportunities are created for the children to take on responsibilities e.g. drink and snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, taking messages etc.

## **Nursery and Reception Rules**

During the first few weeks of each term a set of rules will be discussed with the children during circle time. Negative rules will be balanced by stating them in a positive manner. These rules will be displayed in each room and children will be encouraged to adhere to them and think about their importance.

- say please and thank you
- tidy away
- always walk
- take care of books and toys
- be kind to one another

- smile at one another
- be helpful
- take turns and share
- put your hand up if you want to speak during circle time
- tell a teacher if you need help

**- wash your hands after using the toilet**

Disruptive and inappropriate behaviour will be dealt with according to the following steps which are known the children:

- a) tell the child that this unacceptable, explain why and ask them to stop
- b) move the child from its position or area, if necessary
- c) use the following strategies at circle time:
  - i) children may comment upon how they are affected by the behaviour and the offending child will listen – this will need the support of Nursery staff to implement.
  - ii) talk about situations that children don't like without using names – asking questions like – “What makes you sad/angry?” “How do you feel when you have been unkind?”
  - iii) children will read and respond to ‘emotion based’ stories at story time and be encouraged to understand actions, reactions and feelings.
  - iv) empower children by offering a choice of actions and consequences.
  - v) have strategies to use for those children who cannot treat property with respect.
  - vi) talk seriously to the child about the behaviour which is causing a problem.

Time out to reflect on behaviour may be used if staff feel this course of action is appropriate –

vii) this should not last longer than is appropriately necessary.

viii) Discuss with the child any modification in behaviour and value subsequent improvements.

## Links, References and Regulations

### Links to other policies:

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety
- Equal Opportunities
- Special Needs
- Working in Partnership with Parents and Carers

### Children Act Regulations relating to our policy:

None apply.

### References:

[DCSF, EYFS September 2008 Statutory Framework: Safeguarding and promoting children's welfare p 28](#)

Review: The Early Year's Team will review the policy every 2 Years.

Date: January 2010

Signed: