



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# Early Years Foundation Stage Behaviour Management Policy

## Appendix to Whole School Rewards and Sanctions Policy

UPDATED	REVIEW DATE
23 October 2015	1 September 2016
Name of staff member responsible for documents	
Samantha Selkirk– Head of Early Years	



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## **BEHAVIOUR MANAGEMENT POLICY FOR THE EARLY YEARS FOUNDATION STAGE**

**To be read in conjunction with the whole school policy when applied to pupils in the  
EYFS**

All members of staff working in the Early Years Foundation Stage (EYFS) should know, and follow the guidelines for behaviour management as outlined below.

At no time may adults use, or threaten to use corporal punishment. Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, to another child or adult, or to property. Any occasion when physical intervention is used to manage a child's behaviour will be recorded and their parents will be informed on the same day or as soon as reasonably practical.

We praise and reward appropriate behaviour, verbally as well as using stickers and displays in Green Shoots and Kindergarten. In Kindergarten we use certificates, class positive behaviour charts and treat jars. In Reception we use stickers, house points and certificates as well as verbal praise and encouragement. The school's 'Charter of Values' is explained to all pupils and they are encouraged to follow this, not only in the EYFS but throughout their time at Reigate St Mary's.

### **All staff, volunteers and students will be required:**

- To provide a positive model of behaviour by treating children, parents and one another with friendliness, care, courtesy and respect.
- To keep to the guidelines within the policy, requiring these to be applied consistently.
- When handling conflict situations with children use positive strategies that are appropriate for the child ages and stages of development (distraction, praise, reward).
- To 'catch children being good' to avoid situations where children only get attention for negative behaviours. Desirable behaviours such as willingness to share or kindness should be praised.
- To comment on the behaviour and not the child e.g. 'I love the way you shared your bike with your friend' or 'hitting hurts others - we don't like that behaviour'. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- To be aware that cultural differences may mean that children interact or behave differently in some circumstances. This will require sensitivity and understanding.
- To be aware that certain factors may also have an impact and cause children to interact or behave differently, such as tiredness, hunger or boredom.
- To deal with discipline in ways that does not humiliate the child or put their health and safety at risk e.g. sending the child outside without supervision, physically hurting the child, humiliating the child, using threatening voices.
- Only to use physical restraint when the health and safety of the child or others is at risk. This will be recorded and parents will be informed.

- To work in partnership with parents. Parents will be kept informed of their child's behaviour and together we will work to support the child. Parents are able to discuss their children's behaviour with any member of staff and the Behaviour Management practitioner.
- To be aware that some kinds of behaviour may arise from a child's learning difficulty or disability and this may require the involvement of the SENCO (Special Educational Needs Co-ordinator). Under the SEN Code of Practice, children with '*emotional and behavioural difficulties*' have '*as equal an entitlement to positive, inclusive provision as any other*'.
- To use our monitoring and observations to record a child's behaviour, if appropriate, to assess undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.
- To deal with serious incidents of behaviour immediately and appropriately and inform parents. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- To give children who misbehave one-to-one adult support in seeing what is wrong and work towards achieving a better pattern of behaviour.
- To supervise, where appropriate, period of "time out" with an adult.
- To handle any behaviour problems in a developmentally appropriate fashion, respecting individual children's understanding and maturity.

### **Additional positive strategies for negative behaviour**

- Staff, volunteers and students 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 negotiation, intervention, diversion and distraction.
- We positively affirm considerate and kind behaviour.
- We support each child in developing positive 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.
- We do not use techniques which single out and humiliate individual children.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in the child's personal file. The child's parent is informed on the same day, as appropriate.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.
- We consistently use positive phrases to obtain the desired behaviour, such as "walking feet", as opposed to "don't run".

### **Management**

If a child displays unwanted behaviour towards another child, or if their behaviour is likely to cause harm to another child, the member of staff that observes it should take the child to one side and explain that this is not acceptable. The child may then be asked to apologise. If the behaviour is repeated, the child will be taken away from the activity for a short period. Again, they should be told that the behaviour is unacceptable and asked, if appropriate, to apologise to the other child or adult. They will be told that if they do the same thing again that they will be removed from the

classroom and taken to see the Head of Early Years, and that their parents will be informed of their behaviour.

### **Persistent negative behaviour**

We take persistent negative behaviour very seriously and recurring problems will be tackled in partnership with the child's parents. We define it as the persistent physical or verbal abuse of another person in our setting. It is characterised by intent to hurt, and is accompanied by an awareness of the action. Where such behaviour occurs we have strategies to deal with it. The Class Teacher, Head of Early Years/ Behaviour Management practitioner and Special Educational Needs Coordinator (SENCO) will work together to explore the ABC of behaviour (Antecedents, Behaviour and Consequence). If needed an Individual Behaviour Plan (IBP) will be produced in consultation with the child's parents.

Amended by Samantha Selkirk, Head of Early Years – 23 October 2015

Review due –September 2016