

EYFS Behaviour Management Policy

This Policy applies to pupils in the Early Years Foundation Stage

The Early Years Foundation Stage Strategies

- Praise positive behaviour.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other, and the environment.
- Support the child to make amends according to the circumstances and their stage of development, e.g. help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Maintain eye contact with the child to emphasise you are serious.
- Gather information from the children involved in an incident.
- Restate the problem for the child.
- Ask the children for ideas for the solution.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, e.g. "please can you walk" rather than "don't run".
- Tell the child clearly what will happen if they do not stop the unwanted behaviour, e.g. removing them out of the situation.
- Give follow-up support to the child.
- Use of a sand timer and time out if needed.

Safety

It is the role of all adults in the EYFS to judge the safety of what the children are doing and to decide on appropriate responses. The decision should balance the child's need to explore and stretch their strength and abilities without the risk of them injuring themselves. Staff will also be aware of behaviour that may increase the risk of the spread of infection during the Covid 19 pandemic. Any such behaviour, such as coughing or spitting intentionally into someone's face will be reported immediately to the parents and be escalated to the 'If the Behaviour Persists' section of this policy.

Physical Intervention

Physical intervention is allowable to avert immediate danger of personal injury to the child in concern or others. If physical intervention has been used the member of staff must record the event, including dates and times in the 'Physical Intervention' file. Parents must be informed on the same day or as soon as reasonably practicable. The Head of the Junior School must sign the form. For further information please read 'Physical Intervention/Restraint' policy.

What is Unacceptable Behaviour?

- Hurting someone physically, e.g. biting, kicking, throwing things at people, spitting.
- Hurting someone verbally, e.g. name calling, racist remarks, shouting at someone, swearing at someone.
- Emotional sarcasm, threats or manipulation.
- Showing disrespect for the property of others, e.g. damaging equipment or the work of others.
- Showing disrespect for the feelings of others, e.g. not waiting a turn.

The judgement about a child's behaviour must be made according to the child's age and stage of development. A two-year-old in the Pre-School may have a very different response to a five-year-old in a Reception Class. There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home. Parents and carers are encouraged to share any relevant information with the EYFS staff, e.g., a family member being in hospital. If the child's unwanted behaviour is uncharacteristic, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

Corporal punishment is not used or threatened at The Mount School.

If a Behaviour Problem Persists:

- Discuss the behaviour at the end of the day with the staff team.
- Discuss the behaviour with the the Head of the Junior School.
- Talk to the parents/carers to discover if this behaviour is repeated at home.
- Agree a strategy to be used in the EYFS and at home and share this with all staff.
- Review after an agreed time and agree further strategies if necessary.
- If the behaviour continues, work with the parents/carers to start a Special Educational Needs (SEN) record, School Action, in consultation with the Special Educational Needs Co-ordinator (SENCO) and agree a review date.
- Monitor all behaviour and record relevant observations.
- If the behaviour still persists consult relevant outside agencies, in consultation with the parents/carers and SENCO.

Please refer to the School's Behaviour Policy for the procedure of a suspension.

Related Policies:

- Behaviour Policy

This policy complies with the relevant requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).