



## **EYFS Behaviour and Discipline Policy**

### **Aims:**

- To encourage a calm, purposeful and happy learning environment.
- To foster positive, caring attitudes towards everyone where individual achievements, at all levels, are acknowledged and valued.
- To encourage independence and self-discipline; so that each child understands the importance of good behaviour, learns to accept responsibility for his/her own action and begins to understand the consequences.
- To have a consistent approach to behaviour throughout the school; with parental cooperation and involvement.

### **Philosophy:**

We believe that pupils have a right to be taught and the teachers have the right to teach. Good behaviour should be rewarded, through positive reinforcement, and sanctions imposed when behaviour is inappropriate. Our behaviour Policy aims to ensure that all children are treated equally and fairly.

### **Children's responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To take care of property and the environment, in and out of school.
- To co-operate with other children and adults.

In EYFS we, age appropriately, introduce the idea of our "Golden Rules" and "Core Values"; which are listed below. These rules and values are reinforced as the children move through the department and into KS1.

### **The "Golden Rules":**

We are gentle.	We don't hurt others.
We are kind and helpful.	We don't hurt anybody's feelings.
We listen to people.	We don't interrupt.
We try to work hard.	We don't waste our time or other people's time.
We look after property.	We don't waste or damage things.

We are honest.	We don't cover up the truth.
We always play in a nice way.	We do not spoil other people's games.

**The "Core Values":**

- Integrity
- Initiative
- Kindness
- Open-mindedness
- Independence
- Dedication
- Tolerance
- Honesty

**Staff Responsibilities are:**

- To treat all children fairly and respectfully, irrespective of: sex, nationality, colour or faith.
- To have the children's well-being central for effective learning; raising their self esteem and confidence, in order to reach their full potential.
- To form excellent relationships with the children in our department; based on mutual respect and honesty.
- To create a safe and stimulating environment in which the children can flourish.
- To encourage positive behaviour and reinforce the rules; clearly and consistently.
- To be a good role model.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their individual needs.

**The Parents' Responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To show an interest in their child's schooling.
- To form good relationships with teachers so that the children see that the key adults in their lives share a common aim.
- To ensure good communication links with the class teacher, particularly where the wellbeing of their child is concerned.
- To support the school in the implementation of this policy.

**What we do to encourage good behaviour.**

- We begin introducing the children to the Golden Rules and Core Values from Pre-Nursery; encouraging good behaviour, based on mutual respect.
- We make our expectations clear and we model good behaviour.

- We discourage inappropriate behaviour by modelling turn-taking and encouraging the children to acknowledge the feelings and wishes of others.
- We encourage children to understand their behaviour can have an impact on others; positively and negatively.
- We promote peaceful conflict resolution through modelling the language and encouraging the children to see the consequences of their actions.
- All good behaviour is praised.
- When children demonstrate very good behaviour/work; they may visit the Key Stage coordinator or Head of Primary to celebrate and share their achievements.
- In order to encourage and celebrate good behaviour, we participate in classroom reward systems, such as: stamps, stickers, smiley face charts and monster points on Class Dojo. (Each class adopts a method of reinforcement which is suitable for the age of the children and meets their understanding.)
- Each class in EYFS has a Class Mascot; one child is selected to take the mascot home for the weekend, to celebrate their individual achievements in school.
- Each class also awards a Star of the Week certificate to children for good behaviour, work, attitude etc
- Each week, a child from each class is chosen to appear on the Wow Wall; in order to celebrate a personal achievement or particularly good work.
- Each child who receives a class reward is added to a display in the corridor, so all parents and staff can congratulate and play reinforce the achievement.
- In EYFS, we use the Jigsaw PSHCE Programme in order to help reinforce the desired behaviours and encourage the children to learn how to manage their own behaviour and resolve conflict with others.

#### **What we do if children misbehave:**

- We encourage children to reflect on their behaviour, thinking about the impact their behaviour has had on others.
- Re-direct behaviour through a positive statement and children make amends if they have upset someone by saying sorry or a kind gesture.
- We teach the children how to deal with conflicts peacefully; encouraging them to use appropriate language in order to explain why they are unhappy. Children are then asked to say sorry or offer kind gestures as an apology. The teacher will then help the children think about how they can move forward e.g. take turns, share, find an alternative game to play etc.
- If a child displays unacceptable behaviour, first the teacher will talk to him/her, explaining why the behaviour is inappropriate and offer advice on how they could change their behaviour for the better. Children who continue to display inappropriate behaviour or children who have hurt another (by actions or words) may need time to 'sit out', reflect and regain control, in a quiet place. The teacher will ensure that the child is safe and supervised at all times. When appropriate, the teacher will, kindly and firmly, make it clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others, apologise and move forward positively. The incident is reported to the class teacher and any recurring or serious incidents would be logged on the ISAMS system and discussed with the Key Stage Co-ordinator.

- Any serious incidents on the playground are reported to the child's class teacher, the Key Stage coordinator and/or Headteacher and are dealt with accordingly.

**Further response to unacceptable behaviour will be:**

- Time out policy being removed from class situations, but never outside classrooms.
- Reported to Key Stage Co-ordinator and/or Head of Primary.
- Contacting parents through a phone call, email or letter.
- Meeting with parents.
- Pupil put on a positive behaviour chart after discussion with parents.
- Meeting with Head of Primary.
- Further disciplinary action may be taken in exceptional cases such as loss of privileges and in school suspension with Head of Primary.

**Serious Sanctions Register**

All internal, fixed-period and Permanent Exclusions would be regarded as a Serious Sanction and recorded in the register.

**Bullying.**

We will not tolerate any unkind behaviour towards an individual over a period of time and will act immediately if any suggestion of this is noted or brought to the attention of the staff. (See Bullying Policy for full details)

Sexual/Racial Harassment – will not be tolerated and action will be taken immediately to deal with the situation.

**We aim to be consistent with the implementation of the Department's Behaviour & Discipline Policy to establish continuity within the school.**

Created and Reviewed by : LK, September 2018	Policy Category: Behaviour / Welfare
Approved by SR:	Reviewed:
Approved by School Council:	Next Review: September 2019