



Behaviour Policy - EYFS

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0.1	Behaviour Policy - EYFS	Final	SLT	Principal/ Vice Principal	May 2023	June 2026	June 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

POLICY ON BEHAVIOUR IN THE EARLY YEARS FOUNDATION STAGE

"If a child lives with tolerance the child learns to be patient... If a child lives with encouragement, the child learns to be confident... If a child lives with praise, the child learns to appreciate... If a child lives with fairness, the child learns justice" - Anon

Introduction

We believe that all members of our early years setting are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. We believe we should be preparing children to be independent in their learning, in an environment where teachers have a right to teach and children have a right to learn. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes.

We believe that children should be; polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults. We believe adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge and concerns. It is important that adults can communicate with other adults and children, can feel safe in the work place and are confident to deal with a variety of situations and behaviour issues. It is essential that all staff members' opinions and ideas are taken into account and that they are valued and respected.

We believe adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes and ensure that children learn from them. We think that adults should be; understanding, caring, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstance.

Procedure

The behaviour management policy provides clear and consistent high expectations for children and strategies for those who may require additional support.

We promote the Golden rules which are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We care for our school and its environment

Golden Rules are displayed in EYFS classrooms to promote children's awareness of expectations. Teachers refer to the Golden Rules daily to reinforce positive behaviours and celebrate children making good choices.

Behaviour Rewards

In our classrooms, we give praise and rewards to children who behave well, make achievements, share well or show kindness to other. Rewards include:

1. Verbal praise and encouragement
We use these frequently to encourage children to show good behaviour, make achievements and in recognition of something they have done well.
2. Sticker rewards
We give stickers for a number of reasons; making a personal achievement, being kind and caring, eating lunch well and being brave if they get upset or hurt. We hope the sticker will also prompt parents to ask their child why they earned it so they too can celebrate the achievement with their child.
3. Class Dojo Points
Class dojo points are rewarded for excellent behaviour, effort and trying hard, super tidying and being kind and helpful to each other. Parents are notified when a child receives a dojo point.
4. Star of the Week
A child from each class will be chosen as our Star of the Week. They will be awarded a certificate. Parents will be informed about the award.

Behaviour Sanctions

In Foundation Stage staff use the Star, Sunshine, Rain cloud and Thunder Cloud to show the children the appropriate symbol related to their behaviour.

All children start as Sunshine and will be moved to the appropriate place depending on positive and challenging behaviour.

First challenging behaviour: Child is reminded of the Golden Rules.

Second challenging behaviour: Child moves to the Rain Cloud.

Third challenging behaviour: Child moves to the Thunder Cloud and child participates in 'thinking time'.

Should the challenging behaviour continue, child will go to the Phase Leader's office for more 'thinking time' and parent will be contacted.

Class teachers will be monitoring children's behaviour to 'catch them being good' throughout the day and will move children back onto the Sunshine as soon as possible to promote good choices in the children.

Any physical attacks on staff, biting or verbal abuse will not be tolerated at Newlands School. Parents will be required to meet with Head of Department if an incident takes place.

Children with Special Educational Needs

We are a school that promotes equal opportunities and anti-discrimination. This includes children with and without Special Educational Needs. Children with Special Educational Needs should be encouraged to follow the school and class routines. However, a greater understanding should be given to such children and additional strategies and/or timeouts should be used by staff.

For some children the behaviour rules of the classroom are not applicable and it needs to be personalised to meet their individual needs. The strategies used can vary depending on what works for that particular individual. The Head of Inclusion will provide advice.