



Sidcot
Live Adventurously

Policy Name: Behaviour and Discipline EYFS Policy

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1. Introduction

1.1 Quakerism is central to our School's ethos. The recognition of the "good" within each person, and the peaceful and reasonable resolution of conflict, are applications of Quaker principles.

1.2 Sidcot Early Years Department believes that children flourish best when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

1.3 As part of our Sidcot Pre-School nurture induction process, we support children's well-being by allowing a flexible approach to attendance when this seems in the best interests of the children. This will be reviewed regularly to ensure we are meeting both the child's and family's needs.

2. Scope

2.1 This policy is relevant to children in the Early Years Foundation Stage (EYFS).

2.2 This policy is available on the School's website and in hard copy form free of charge.

3. Responsibilities

3.1 The Head of Early Years has overall responsibility for behaviour management in the EYFS.

3.2 The Head of Early Years will liaise closely with all staff in the EYFS and the Junior Head, to monitor patterns of behaviour and to agree on courses of action where appropriate.

3.3 The Governing Body is responsible for ensuring that arrangements are made to safeguard and promote the welfare of children within the School's care. In pursuance of their duties, the Governors will support the School in maintaining high standards of behaviour and will promote good behaviour through this and the related behavioural policies, which it will keep under review in conjunction with the Junior Head, staff and parents.

3.4 Staff, including teachers, support staff and other staff (for example volunteers) as authorised by the Junior School Head, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all and maintain high standards of behaviour.

3.5 Parents, guardians and carers are expected to take responsibility for the behaviour of their child both inside and outside of the School. They will be encouraged to work in partnership with the School.

4. Aims

4.1 The Early Years Department believes in promoting positive behaviour. We aim to encourage self-discipline and consideration for each other, our surroundings and property. By praising children and acknowledging their positive action and attitudes, we hope to ensure that children see that everyone is valued and respected. All staff are expected to model behaviour that they would expect from the children and be consistent in their approach to the management of behaviour. We recognise that acceptable behaviours for interacting with other people vary between cultures and require staff to be aware of, and respect cultural differences wherever possible. Appropriate limits are set for children and maintained consistently by adults.

4.2 Our approach to discipline is concerned with safety, care and respect for each other. Our approach will always be one that helps children to see the consequences of their actions. We will provide opportunities for them to learn how to interpret feelings by listening to them and offering the necessary support that will enable them to verbalise their own frustrations, hurts and disappointments.

4.3 Positive behaviour is encouraged by praising and reinforcing good behaviour, and by encouraging turn-taking and negotiation. Children are consulted about the 'rules and boundaries' in connection with behaviour and soon become aware of the routines and procedures and what is expected of them. They are encouraged to recognise that fighting, hurting and racist comments are not acceptable behaviour. They are encouraged to think about the effects of their behaviour on others.

4.4 Our ultimate aim is that we work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals.

4.5 We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them work through their emotions.

5. Equal Opportunities

5.1 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11). The School will make such reasonable adjustments as are necessary and will liaise with the SENCO where appropriate.

6. Rewards

6.1 All children in the Early Years Department work as part of a class towards a class reward. Staff also give reward stickers for individual spontaneous acts of good behaviour and consideration of others. These stickers specify which Quaker value has been achieved.

6.2 Children are constantly rewarded with praise and encouragement, both verbally and non-verbally.

6.3 By positively promoting good behaviour, valuing co-operations and a caring attitude we hope to ensure that children will develop as responsible members of society.

7. Behaviour Management

7.1 At the heart of our approach to behaviour is the belief in fostering self-discipline, mutual respect, and a shared sense of responsibility among all members of the school community. While our primary aim is to nurture positive behaviour through guidance and example, there will be occasions when sanctions are necessary in order to maintain a safe and respectful learning environment for all.

When misbehaviour occurs, whether minor or serious in the judgement of the relevant staff member, our response is diagnostic, educative, consistent, and supportive. Every behavioural incident is treated as an opportunity to reflect, restore, and learn.

We follow a restorative justice approach, which focuses on repairing relationships, understanding the impact of actions, and promoting accountability. When discussing behaviour with students, we use the following reflective values-based language:

- Lack of **respect**
- Lack of **integrity**
- Lack of **empathy**
- Lack of **kindness**
- Lack of **engagement**

This consistent language helps students to better understand the impact of their behaviour on themselves, others, and the wider school community.

We recognise that behavioural issues may stem from underlying academic, emotional, or social factors. As such, patterns of behaviour are monitored closely and recorded on CPOMS to ensure a joined-up approach between pastoral, academic, and safeguarding teams

8. Procedures

8.1 How a behaviour is addressed will depend on the individual child, their age, developmental stage, and the context. Under no circumstances are physical threats or physical punishment acceptable or permitted.

8.2 Behaviour should be addressed promptly and initially by the staff member present. Where needed, the class teacher will be informed, and further support or follow-up may be agreed.

8.3 De-escalation and Restorative Steps:

Staff will adopt a calm, empathetic approach, using the following steps as appropriate:

- Use distraction and redirection to guide children towards positive choices.
- Temporarily remove other children or adults from a situation to support safety and resolution.
- Encourage the child to reflect on their behaviour and consider how others may feel.
- Support the child in checking on the wellbeing of others and, when appropriate, expressing regret by saying and explaining why they are sorry or showing that they are sorry.

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- Inform parents if their child is persistently unkind or has been upset by the behaviour of another.
 - Celebrate and share positive behaviour and achievements with parents.
 - Ensure that all incidents are dealt with immediately and proportionately.
 - Where necessary, invite parents for a meeting to co-develop strategies for consistency between home and school.

8.4

Staff will exercise professional judgement in managing behaviour. In most instances, a simple explanation of why the behaviour is unacceptable is effective. Where behaviour persists:

- Parents will be informed, and incidents will be recorded on SIMs when we feel appropriate.
- Persistent or notable behaviour concerns are discussed in weekly staff meetings, and relevant notes are logged on SIMs.
- Any serious incident, particularly those involving harm or risk, will be communicated to parents the same day where possible, and documented in detail.

We recognise that very young children are still developing emotional regulation skills and rely on sensitive adult support to co-regulate emotions such as frustration, anger, or fear.

9. Hurtful Behaviour

9.1 We take all hurtful behaviour seriously. It is developmentally typical for children under five to sometimes say or do hurtful things impulsively. This behaviour is generally spontaneous, emotionally driven, and not intended as bullying.

9.2 We understand that children may display hurtful behaviour due to underdeveloped emotional regulation. Our role is to support both children involved, calming the distressed child and guiding the one who has hurt others to understand and respond appropriately.

9.3 We help children name and express their feelings by making verbal connections between events and emotions. Through empathetic conversations and modelling, we build their capacity to recognise, verbalise and empathise with others' feelings. Circle time and story sessions are used to help children explore and understand emotions in themselves and others.

9.4 We support children to develop pro-social behaviours such as sharing, turn-taking and collaborative problem-solving. We understand that repeated exposure and patient, consistent adult support are essential for these skills to develop.

9.5 If hurtful behaviour becomes persistent or problematic, we work closely with parents to identify underlying causes and agree on a plan of support.

10. Rough and Tumble Play & Fantasy Aggression

10.1 Many young children engage in play involving superhero or weapon themes. While this may look aggressive, it is typically symbolic, exploratory, and not a precursor to bullying or real-world aggression.

10.2 Rough and tumble play and teasing are developmentally appropriate forms of social play and are acceptable when respectful and safe. These interactions are monitored to ensure they remain within safe limits.

10.3 We set clear and agreed boundaries with the children for this type of play and help them recognise when play is becoming unsafe or uncomfortable for others.

10.4 Fantasy play involving "goodies" and "baddies" can be used as a teachable moment to explore right and wrong, problem-solving, and empathy.

10.5 Staff engage with and observe this play, using it to introduce alternative solutions, empathy-building, and promote creative, safe interaction.

11. Strategy for Managing Ongoing Behavioural Concerns

11.1 When behaviour becomes a persistent concern, a graduated and supportive strategy is adopted. This includes:

- Reflective discussions with the child, focusing on what they could have done differently.
- Identifying triggers and keeping a behaviour log to inform patterns and responses.
- Pre-emptive interventions when patterns of behaviour are identified.
- Ongoing parent partnership to ensure consistency across settings.
- Logical, proportionate consequences, such as removal from an activity, with clear explanations.

11.2 All strategies must be implemented consistently across all staff to help children understand boundaries and build security through predictable responses.

11.3 In rare cases where all supportive strategies have been exhausted, it may be necessary to discuss whether the setting continues to be appropriate for the child's needs. This decision will involve consultation with the Junior Head and/or Head.

- Withdrawal from the setting is considered a last resort and will involve full discussion with parents.
- Under these circumstances, any fees paid are non-refundable.

10.4 Please note that admission to Pre-School does not guarantee a place in the Junior School. In the rare instance where continuing would not be in the best interests of the child or the wider school community, the School reserves the right to make an alternative recommendation. Please refer to the Admissions Policy for further detail.

12. Physical Restraint

12.1 Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a child in specific circumstances. Any use of force by staff will be reasonable, proportionate and lawful and only in accordance with the Reasonable Force and Physical Restraint Policy (5.7).

13. Corporal Punishment

13.1 It must be stressed that corporal punishment and the threat of physical punishment are strictly prohibited under Section 131 of the School Standards and Framework Act 1998. This applies to all members of staff and voluntary helpers whether on school property or elsewhere. Violence towards others is not condoned and, furthermore, is contrary to the ethos of a Quaker establishment.

13.2 Other punishments including those designed to humiliate or deprive a child of basic needs are also prohibited.

14. Child Protection and Liaison with other Agencies:

14.1 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm; the School's Safeguarding and Child Protection Policy (2.1) and procedures will be followed. On occasion, it may be appropriate to liaise with external agencies regarding concerns arising from behavioural issues, and to undertake a multi-agency approach. Under normal circumstances the School will do this in liaison with parents, unless there are child protection concerns which would indicate that this is not appropriate.

15. Malicious Allegations Against Staff

15.1 Where a parent has deliberately invented a malicious allegation; the Junior Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

15.2 In accordance with the DfE's guidance Dealing with allegations of abuse against teachers and other staff (October 2012), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

15.3 The School reserves the right to contact the police to determine whether any action might be appropriate.

16. Complaints

16.1 The School has an open-door policy, and we encourage parents to talk openly to us about any concerns, worries and complaints in the knowledge that the School takes such matters seriously.

16.2 The School's complaints policy is available on the intranet, School website and in hard copy form.

16.3 Parents may contact the Independent School's Inspectorate if they believe that the requirements of the EYFS are not being met (0207 6000 100).

17. Monitoring and Review of this Policy

16.1 This policy will be reviewed annually or sooner if major incident or change in guidance or statute dictates by the Head of Early Years, and the Pastoral Committee.

18. References

Legal framework

- The Early Years Foundation Stage
- The Equality Act 2010
- The Education Acts 1996 and 2006
- School Standards and Framework Act 1998
- The Education and Inspections Act 2006
- The School Standards and Framework Act 1998.
- The Education (Independent Schools Standards) Regulations 2014
- Handbook for the Inspection of Schools (Commentary of the Regulatory Requirements) 2018.

Guidance

- Keeping Children Safe in Education', DfE, September 2022
- Working together to Safeguard Children', DfE, 2018
- 'What to do if you're worried a child is being abused', DfE, 2015
- Behaviour and discipline in schools DfE (2016)
- Dealing with allegations of abuse against teachers and other staff (DfE October 2012)
- DfE guidance "Use of Reasonable Force in Schools" (DFE July 2013)

19. Related Policies

2.1 Safeguarding and child protection policy

2.2 Staff student code

2.6 Complaints procedure

2.11 Equal opportunities – children

6.4 Special Educational Needs and Disability

5.1, 5.1a 5.1b Behaviour and discipline – senior school, junior school and out of school care / holiday clubs

5.7 Physical restraint

19. Document Change History – document any changes since November 2015

Date of change	Detail significant changes and any new legislation / guidance taken into account
12.03.2016	Policy approved by Board of Governors
3.12.2016 Review of policy by Board	Minor stylistic changes Insertion of paragraphs 3 (Responsibilities), 13 child protection (liaison with other agencies) 14 malicious allegations against staff, 15 complaints, 16 monitoring and review, 17, references and guidance.
12.05.2017	Reformatted and references updated
23.11.2017	Paragraph 3 - Designated Practitioner updated in view of staff change Paragraph 8.3 duplication removed Paragraph 16 – procedure for policy review updated Policy Reviewed accordingly
01.12.2018	Reviewed and adopted by Board 4.2 – Reference to the School Code deleted, as not relevant to EYFS. 10.4 Admission to nursery does not guarantee a place in the Junior School in the event that this is not felt to be in the best interests of the child or the school community. . 16.1 Review of policy delegated to the Head of Early Years prior to Committee approval References updated
06.04.21	Policy reviewed and updated by Head of Early Years
03.08.22	Reviewed by Head of Junior and Head of Early Years 1.3. Additional information about Pre-School nurture induction process Change from Nursery to Sidcot Pre-School Change of dates
1 September 2024	Policy reviewed, minor edits made
1 September 2025	Policy Reviewed – section 7 Behaviour Management added and sections 8-11 rewritten for clarity