



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.

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 EYFS has a designated practitioner with for overall responsibility for behaviour management in the EYFS.

3.2 The Designated Practitioner 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 paid teachers and paid support staff, and other staff (for example volunteers) as authorised by the Headmistress, 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 to assist the School.

4. Aims

4.1 The Early Years Department believes in promoting positive behaviour. We aim to encourage self-discipline, 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 we value and respect them. 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 and 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 sharing 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), and policy 10.28 Special Educational Needs in Practice – Junior School. 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. They are rewarded for good behaviour by being given a token to add to the class reward pot. Staff also give reward stickers for individual spontaneous acts of good behaviour and consideration of others

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

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. Procedure

7.1 How a particular type of behaviour is handled will depend on the child, their age and the circumstances. There are no circumstances in which physical threats or physical punishment can be justified.

7.2 All behaviour management issues should be initially dealt with by the member of staff who is with the child at the time. If it is felt that the issue requires further action, the child's class teacher will be involved.

7.3 Procedures for dealing with disciplinary incidents: -

- Initially the only intervention required may be to distract the child and re-direct his/her attention.
- It may require withdrawing other children/adults from the situation.
- The child will be asked to talk and think about what he/she has done.
- The child will be asked to see if the person who was upset is all right and, to say or show that they are sorry.
- Parents will be informed if their child is persistently unkind to others or if their child has been upset.
- In all cases, inappropriate behaviour will be dealt with in school at the time.
- Parents will be asked to meet with staff when relevant to discuss their child's behaviour, so that if there are difficulties we can work together to ensure consistency between home and school.
- 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 do this.

7.4 Staff use their professional judgement on how unacceptable behaviour is managed. On most occasions an explanation to the child about why their behaviour is unacceptable is sufficient. If unacceptable behaviour persists then staff will speak to the parent to inform them of the behaviour and the behaviour will also be logged on SIMs. Unacceptable behaviour is also discussed weekly in the staff meeting and this is then also logged on SIMs. Any serious behaviour issues which could cause significant harm to themselves or others will be discussed with parents that day (when possible) and logged on SIMs.

8. Hurtful Behaviour

8.1 We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, the vast majority of hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

8.2 We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, we help this process by offering support, both calming the child who is angry as well as the one who has been hurt by the behaviour.

8.3 We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help young children learn to empathise with others, understanding that they have feelings too and that their

actions have an impact on others' feelings. We encourage the children to say sorry and understand the meaning of their action and this word

8.4 We also help young children to develop pro-social behaviour, such as resolving conflict over who has the toy. We are aware that the same problem may happen repeatedly before skills such as sharing and turn taking develop. In order for both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

8.5 When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

9. Rough and Tumble Play and Fantasy Aggression

9.1 Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying.

9.2 We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

9.3 We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

9.4 We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

9.5 We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

10. Strategy for Dealing with Ongoing Behavioural Problems

10.1 EYFS strategies range from the following:

- Discussing the incident with the child – not asking what happened.
- Ask what they could have done instead.
- Look for triggers that set off unwanted behaviour.
- Keep a log of events to find out what triggers behaviour.
- Try to intervene when patterns of poor behaviour are going to occur.
- Talk to parents and work with them.
- Consequences, such as exclusion from an activity.

10.2 All strategies that are put in place by staff must be consistently followed, by ALL members of staff so that children understand the consequences of their actions.

10.3 As a last resort, if all other strategies have failed, it may be necessary to discuss whether a child should be withdrawn. No decision will be taken without consultation with the Junior Head and / or Headmaster. Under these circumstances any fees paid are non-refundable.

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. Please refer to the school's admissions policy.

10.5 In the case of children with recognised SEND, the following steps will be borne in mind as appropriate where a pupil's behaviour is escalating or is otherwise of concern:

- Any Education, Health and Care Plan will be reviewed;
- Additional support within the bounds of what is reasonable for the School to offer – as per the terms of the Special Educational Needs and Disability Policy;
- Good communication with the parents is key to ensuring transparency so that parents are aware of steps that the school may consider taking when dealing with behavioural issues;
- In appropriate cases, guidance will be sought from external agencies, usually with the parents' consent (if there are safeguarding issues, the parents' consent may not be sought to make any referral).cases where children have been identified as having special needs or disabilities,

11. Physical Restraint

11.1 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 Physical Restraint Policy (5.7).

11.2 In deciding whether reasonable force is required, the needs of individual children will be considered and reasonable adjustments will be made for children with special educational needs or disabilities.

11.3 Parents will be informed of the incident as soon as is reasonably practicable and at least on the same day, and the parents will be invited to the School, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour.

12. Corporal Punishment

12.1 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.

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

13. Child Protection and Liaison with other Agencies:

13.1 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.

14. Malicious Allegations Against Staff

14.1 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.

14.2 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.

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

15. Complaints

15.1 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.

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

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

16. 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.

17. 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) 2019.

Guidance

- Keeping Children Safe in Education’, DfE, September 2019
- 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)

18. 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

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
30.11.2019	Reviewed and adopted by Board. References updated. Additional paragraph inserted at 7.4.