

# **EYFS BEHAVIOUR POLICY**

**Reviewed: August 2024**

# EARLY YEARS BEHAVIOUR POLICY

## 2024-2025

At ISB, we believe that promoting positive behaviour and creating a nurturing environment is vital for the growth and development of our young learners. Our core values of honesty, responsibility, empathy, and open-mindedness guide our approach to behaviour management in the Early Years setting.

### Positive Discipline

We are committed to using positive discipline techniques to encourage good behaviour in our students. We believe in acknowledging and rewarding positive behaviours to reinforce them.

### ISB Core Values

**Honesty:** We encourage children to be truthful and transparent in their actions.

**Empathy:** We promote understanding and compassion towards others' feelings and perspectives.

**Responsibility:** We teach children the importance of taking ownership of their actions and behaviours.

**Open-mindedness:** We encourage children to be receptive to new ideas and experiences.

### Acceptable Behaviour Management Strategies

Our teachers will use a variety of strategies to guide children towards positive behaviour, including:

- Modelling good behaviour and demonstrating empathy and understanding
- Clear expectations and rules that are communicated effectively
- Positive reinforcement such as praise, stickers, or rewards for good behaviour
- Redirecting attention to different activities
- Providing opportunities for children to express their feelings and emotions in a constructive manner
- Supporting the child to make amends or change the behaviour
- Approach, quieten and calm a difficult situation

- Come and play: The adult models ways to play or interact with peers.
- Thinking Chair / Calm corner

## What is Unacceptable Behaviour?

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

## Sanctions

In cases where a child's behaviour does not align with our school's values, sanctions may be utilised. These could include:

- Verbal warnings
- Time-out sessions
- Loss of privileges
- Involving parents and guardians in discussions about behaviour

## Additional Behaviour Support

Where a teacher feels further support is needed to help a student with their positive behaviour, the following steps are used:

Step 1	The advice of the Stage Coordinator and / or Student Support Services is sought. This is recorded in the minutes of the Year Group Meetings. An email will be sent to the parents via Educare.
Step 2	The advice of Phase Leader is sought. This is recorded on the appropriate form. The Key Stage Leader and teacher will meet with the child's parents to discuss relevant issues.

Step 3	The advice of the Deputy Head/ Head of Pastoral Care will be sought and a meeting with parents arranged. The child will be supported with a daily behaviour diary between home and school. The SLT will be made aware of this step and this will be recorded in the SLT confidential minutes.
Step 4	The Head Teacher will apply an Internal suspension for one day.
Step 5	The parent will meet with the Principal and an external suspension may be applied.
Step 6	Expulsion will be applied.

Our goal is to create a safe, supportive, and inclusive environment where all children feel respected and valued. By promoting positive behaviour and addressing challenging behaviours with care and consistency, we aim to help our young students develop into well-rounded individuals who embody our school's core values.

## Further guidance:

[Accommodating the Behavioural Needs of Children with SEND in Early Years](#)

[Addressing Biting Behaviour in Early Years](#)

[How to Respond to Dysregulation and Manage Children's Behaviour in Early Years](#)

[Recognising and Supporting Young Children with Anxiety in Early Years](#)

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*Approved by SLT*