

EYFS DEPARTMENT

Equality of opportunity: Achieving positive behaviour

This Policy applies to the Early Years Department and is published to staff and parents. It is written in accordance with, and reflects, the whole school policy.

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General Welfare Requirement: Safeguarding and Promoting Children’s Welfare

Children’s behaviour must be managed effectively and, in a manner, appropriate for their stage of development and individual needs.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

The staff working in the Early Years setting have responsibility for the programme for supporting personal, social and emotional development, including issues concerning behaviour.

Each member of staff is required to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the setting.
- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

- Work in partnership with children's parents. Parents are regularly informed about their child's behaviour by the class teacher. We work with parents to address recurring inconsiderate behaviour, using an observation book is appropriate to help us to identify patterns of behaviour, to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. This is in accordance with Government guidance on use of reasonable force in schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- We will 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.

Hurtful behaviour

- We take hurtful behaviour very seriously.
- 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. We will help them manage these feelings.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We support social skills through modelling behaviour, through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Bullying

- We take bullying very seriously.
- A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has bullied to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully.
- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Other documentation to consider:

EYFS Equality of Opportunity Policy
EYFS Parental Partnership Policy
EYFS Handbook