



Early Years Behaviour Policy.

The values, ethos, and code of conduct for pupils and parents outlined in the Chalkhill Primary School Behaviour Policy apply to the Early Years Foundation Stage (EYFS). However, it's important to make certain age and developmental stage adjustments to accommodate the unique needs and characteristics of children in the EYFS, given that they are at an early stage of development.

We seek to create a caring learning environment for all children by:

- **Recognising Good Behaviour:** We promote and acknowledge positive behaviour while maintaining a consistent approach to addressing misbehaviour.
- **Boosting Self-Esteem:** We encourage children to value and respect themselves and others, thus promoting self-esteem.
- **Ensuring Safety:** We provide a secure and safe environment for children.
- **Early Intervention:** We prioritize early intervention to address any issues that may arise.
- **Fostering Positive Relationships:** We encourage positive relationships with parents and caregivers, working collaboratively to implement nursery policies and procedures.
- **Encouraging Responsibility:** We empower children to take responsibility for their behaviour.
- **Explaining Unacceptable Behaviour:** We provide clear explanations about what constitutes unacceptable behaviour.
- **Setting Good Examples:** Our staff serves as positive role models for the children.

These strategies collectively contribute to the creation of a caring and supportive learning environment.

To encourage good behaviour, we employ the following strategies:

Positive Reinforcement: We use praise, rewards, and encouragement, including gestures like thumbs up, pats on the back, smiles, "woosh," stickers, and positive language.

Leading by Example: We use instances of positive behaviour as examples to inspire others to exhibit desired conduct.

Social Skills Development: We actively model and foster the development of important social skills, such as sharing, good manners, hygiene, and taking turns.

Promoting Responsibility: We encourage children to take responsibility not only for their own behaviour but also for promoting positive behaviour in others. For instance, we support a child in expressing their preferences to another child, saying, "please don't do that, I don't like it."

These approaches collectively contribute to the promotion of a positive and respectful behaviour environment.

When addressing misbehaviour, we consider the child's age and developmental stage.

Unacceptable behaviours in our setting include:

Inappropriate Language: Use of bad language or derogatory language.

Social Skills: Failure to comply with social skills like turn-taking and sharing.

Physical Harm: Causing physical harm to other children, oneself, or staff members.

Property Damage: Repeatedly damaging nursery property or property belonging to another child.

Bullying: Engaging in bullying behaviour.

Our staff takes proactive measures to prevent unwanted situations from occurring by intervening before they escalate. We utilize a range of strategies to address unwanted behaviour, and these strategies are tailored to the child's age, developmental stage, the specific situation, and other factors such as fatigue. These strategies include:

Verbal Warnings with Explanation: We provide verbal warnings and explain why the behaviour is unacceptable.

Equipment Removal: We may temporarily remove access to certain equipment or materials.

Distraction: We redirect a child's attention to a different activity or interest.

Child Removal: If necessary, we remove the child from the situation.

Reminders: We offer reminders of appropriate behaviour.

Time Out: In certain cases, we may implement a time-out strategy. During a time-out, the child is always supervised by an adult and is never left alone.

However, our primary focus is on promoting positive behaviour and preventing unwanted behaviours. If a child consistently exhibits behaviours that are atypical for their age and stage of development, we take the following steps:

We discuss persistent behavioural problems with the child's parent/carer and document them in the child's records.

We inform the Special Educational Needs Coordinator (SENDCO).

If necessary, we seek advice from external agencies, such as health visitors, community nursery nurses, speech and language teams, or educational psychologists, to address the behaviour effectively.

Our goal is to create a supportive and safe learning environment where positive behaviour is encouraged, and any challenges are addressed collaboratively with parents and professionals as needed.