

Wessington Primary School

Behaviour Management in EYFS

Review Date: Autumn 2025
Next review date: Autumn 2026
Person in charge: Headteacher

In Wessington EYFS we believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities.

Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the EYFS we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Provide a Key Person system enabling staff to build a strong and positive relationship with children and their families
- Recognise the individuality of all our children and that some behaviours are normal in young children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Use the High-Scope approach to encourage children to deal with conflict peacefully
- Have a named person who has overall responsibility for issues concerning behaviour.

The named person for managing behaviour in the EYFS is:

Katie Longstaffe

The named people for managing behaviour will advise other staff on behaviour issues and will keep up-to-date with legislation and research and support changes to policies and procedures.

They will access relevant sources of expertise where required and act as a central information source for all involved; attend external and in-house training events.

When children do not show acceptable behaviour:

- It may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and staff. This will be recorded on an incident form and the parent/carer contacted.
- Children will not be singled out or humiliated in any way. Staff within the EYFS will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity. The use of visual aids will be used to help the children to understand what is sociably acceptable behaviour.
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions
- Parents will be informed if their child's behaviour is unkind to others or if their child has been upset. Staff will report any incidents onto CPOMS. In all cases inappropriate behaviour will be dealt with in the EYFS at the time.
- Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and school. In some cases we may request additional advice and support from other professionals.
- Children need to develop conflict resolution strategies, they need to have their feelings acknowledged and to be given opportunities to release their feelings creatively.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour.
- In the event where a child's behaviour involves consistent aggressive actions towards other children and staff, for example hitting, kicking etc. the teacher should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used (team teach).
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

- Appendix

Dealing with Conflict

Using the High/Scope 6 Steps for Solving Problems and Resolving Conflicts

1. Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
2. Acknowledge children's feelings. Say something simple such as “You look really upset;” let children know you need to hold any object in question.
3. Gather information. Ask “What's the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding the reasons behind it.
4. Restate the problem: “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
5. Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
6. Be prepared to give follow-up support. Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Adults respect children’s ideas for solving problems, even if the options they offer don’t seem fair to adults. What’s important is that children agree on the solution and see themselves as competent problem-solvers.

Signed _____ Chair of Governing Body

Signed _____ Headteacher

Date _____