ST BENEDICT'S SCHOOL
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Behaviour Policy - EYFS

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1 Introduction

The Head of Pre-Prep and Nursery is Mrs. M Edwards, and she is responsible for EYFS Behaviour Management. To fulfil this within our EYFS Behaviour Policy we shall endeavour to realise the following:

Our aim in accordance with the Mission Statement is to create a caring, safe and stimulating environment, which will encourage and strengthen the children's self-image, self-esteem and self-worth.

We aim to give strong moral and spiritual guidance in accordance with the teachings of the Gospel and St Benedict.

The School is committed to carrying out its duties under the Equality Act 2010, including issues related to pupils with special educational needs and disabilities and the requirement to make reasonable adjustments for these pupils. The School will also work closely with parents and other agencies to act in the best interests of the children in its care.

All members of staff are expected to promote good behaviour among the pupils and to deal appropriately with any unacceptable behaviour. We follow the three school rules; **BE READY, BE RESPECTFUL and BE SAFE'** which can be applied to a variety of situations and are taught and modelled explicitly. It is understood that, while consistent and fair application of these rules is essential, there will be some variations in staff application depending on the nature of the class or activity they are supervising. However, behaviour that undermines the learning of other pupils is always unacceptable and all members of staff have a duty to ensure that good behaviour is encouraged and poor behaviour is not tolerated.

Regular discussion of school behaviour at fortnightly pastoral team meetings, staff meetings and School Council meetings helps to ensure that staff and pupils understand how the behaviour policy is applied consistently and fairly. Staff meetings will also periodically include training in behaviour management.

2 Aims

- To develop a behaviour policy for EYFS supported and followed by the whole School community, parents, teachers, children, School Advisors and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the EYFS curriculum, values, and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour, rather than to simply penalise bad behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious mis-behaviour and the range of sanctions that will follow appropriately to the EYFS age group.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- All staff should never ignore or walk past poor behaviour.

3 Promoting Positive Behaviour

A major aim of the School policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. Wherever possible we believe in prevention before sanctions.

The Early Years Stage of St Benedict's School has a responsibility to encourage good behaviour in children. Positive behaviour management is about using children's skills and energy to secure responsibility, co-operation and effective decision making which then maximises their learning opportunities.

4 Objectives

- Every child shall be treated as an individual and behaviour management practices shall be appropriate to the child's developmental level.
- Staff shall encourage positive behaviour from children using methods such as praise, encouragement, positive re-inforcement and modelling.
- Staff shall promote peaceful conflict resolution through positive modelling and actively assisting children in resolving conflicts.
- Staff shall remind children of the classroom limits in positive ways and assist them to understand the reasons behind the limits.
- Staff shall redirect and help children to settle into other activities as required.
- Staff shall communicate their limits and behaviour management practices with parents and supply staff.

5 Guidelines

5.1 Successful Strategies to Promote a Positive Learning Environment

- Provide positive stimulating environments.
- Positive role modelling in an environment that minimises the need for conflict.
- Developmentally appropriate activities, experiences, expectation, equipment and environment.
- Consistency – language, team approach links between home and classroom and across the Early Years setting.
- Clear guidelines, negotiated between children and staff, should include visual and verbal cues.
- Focus on the positive to increase positive social behaviour.
- Reinforce routines.
- Help children to understand respect and listen to other children.
- Observation of children, assessing antecedent behaviour consequences.
- Use previous knowledge of the child and effectiveness of techniques in the past.
- The school rejects the use of corporal punishment.

5.2 Encourage Children to Do What They Are Asked To Do

Steps to take when a child exhibits inappropriate behaviour:

a) Give a clear instruction
    - Say their name.
    - Get down to the child's level.
    - Use eye contact.
    - Explain which rule has been broken (**BE READY, BE RESPECTFUL, BE SAFE**)
    - Tell him/her clearly, exactly what you want

- Tell him/her to do one thing at a time.
- Say it once.

Note – Do not ask; do not try persuading; do not be trapped into explaining/discussing why. Provide firm instruction with developmentally appropriate support and de-escalation.

b) Wait for about 10 seconds to see if he/she has obeyed, but do not stand over or discomfort the child.
c) If he/she obeys, give him/her praise using 'I' statements to tell them why you are pleased (e.g., I am pleased that you have tidied that up for me).
d) If he/she does not obey, repeat the instruction again.
e) If he/she still does not do as he/she is asked, given a choice. (e.g. 'if you continue to throw the dough, the teacher will ask you to leave the play dough table').
Refer to school rule which has been broken: **BE READY, BE RESPECTFUL, BE SAFE.** Following this, use "First .... Next ...." strategy.
f) Be consistent and provide consequences every time; provide lots of positive reinforcement.

6 Taking Action about Aggressive Behaviour

The Use of Reasonable Force

The Headmaster has authorised all teaching staff to use reasonable force in the following defined circumstances to prevent a pupil from:

a) Committing an offence.

b) Causing personal injury or damage (including to themselves).

c) Engaging in an activity prejudicial to good order around school campus

Should physical intervention be necessary, the occurrence will be noted/recorded using MyConcern and the parents of the child informed on the same day or as soon as reasonably practicable.

Action

- Take action early. Prevention before sanctions
- If a child is hurt, pay attention to her/him first.
- Listen to and understand their feelings.
- Give children some ways of handling that situation if it arises again (e.g. Find a teacher or adult, saying "Stop it, I do not like it!", whilst moving away to a safe place).
- Reinforce it is not OK to hurt others/damage property.
- Put in place some consequences for the inappropriate behaviour.
    1. Sit and watch.
    2. Redirection.
    3. Mobile time out (Hold the hand the child and walk together).

- Remember to be flexible and use your professional judgement.
- A 'Time Out' should be limited between 3 and 4 minutes and be in the classroom, in an appropriate place.
- Be calm, talk quietly but firmly.
- All staff should be prepared to carry out action for the agreed behaviour situations and be consistent.
- Use other staff members for support.

- Consistency is very important for success.
- Do not continue to talk about the incident.
- 'Time Out' is the preferred method and can be called “thinking time” or “quiet time”.
- ‘Thinking time’ or ‘quiet time’ must be supervised and must not amount to seclusion. A child will not be prevented from leaving a space in a way that would constitute seclusion unless this forms part of a lawful restrictive intervention and is recorded and reported in line with school procedure.

7 Restraining Hold Procedure

In extreme situations, it will be necessary to use this procedure to ensure safety in situations when a child’s behaviour is jeopardising their safety or the safety of other children or staff.

The procedure is as follows:
In a classroom, a teacher sits behind a child with child’s arms crossed in front of them. The child and staff member remain in this position with the teacher talking to and calming the child until the child is settled.

Any use of force, restraint, immobilisation, or seclusion will only be used when lawful, necessary, and proportionate, and only when reasonable steps to prevent harm or serious disorder require it. The School will record each incident in writing using MyConcern as soon as practicable and, where required, report the incident to parents as soon as practicable, ideally on the same day. Records will include the child and staff involved, time, date, location, duration, reason for the intervention, de-escalation strategies used, type and degree of force applied, and any injuries or follow-up support.

8 Biting

The child who has been bitten will be consoled and their parents will be informed of the incident. It will be recorded on MyConcern. If the biting incident has resulted in skin being broken, school staff will encourage the bitten child’s parents to decide if any medical assistance may be required, such as visiting their GP or tetanus injections.

Biting will not be tolerated in the EYFS. If a child bites, the teacher will speak to the child and explain that biting is unacceptable and breaks our **SAFE** rule. The child will apologise to the person who has been bitten. The child will then be put on time out, away from his or her peers and the child’s parent will be telephoned to inform them of the incident. If this type of incident continues, various strategies will be used by staff to support the child (e.g. visuals, positive reinforcements, reward charts etc.) and the parents may be required to collect and take the child home. The parent of the child will be spoken to by a member of the Senior Leadership Team and kept informed of the child’s progress.

9 Disciplinary Sanctions

1) *Unacceptable Behaviour*

In our school, certain behaviour is unacceptable, this includes:

- Bullying or harassment (this includes Cyberbullying)
- Threatening behaviour
- Violence / physical fighting

- Swearing

Disciplinary action will be taken against pupils who have been found to make malicious accusations against staff.

These will be dealt with in the following way:

Step 1: Incident written up using MyConcern by the member of staff who witnessed the incident. Swearing and physical/threatening behaviour will not be tolerated. The Head of Pre Preps and Nursery , having liaised with the Headmaster, will agree an appropriate sanction.

Step 2: If negative behaviour persists, the child will be referred to the Deputy Head who will work with a range of positive behaviour strategies and target setting activities to encourage an improvement in behaviour. ***This will be recorded using MyConcern. Parents will be informed.***

Step 3: Parents invited into school to discuss the situation with the Headmaster or, in his absence, the Deputy Head.

Step 4: Exclusion procedures may be implemented. This may also occur as a result of a one-off serious incident, which is in major breach of our three school rules: **BE READY, BE RESPECTFUL, BE SAFE**.

Step 5: Permanent Exclusion after consultation with the Headmaster, Parents, and Governing Body.

Fixed Term Exclusion

The period of a fixed term exclusion is determined by the Headmaster, and the decision and the circumstances leading to it will be communicated to the pupil's parents. After a review meeting with the pupil (and their parents if appropriate), the Headmaster will readmit the pupil on the assurance of future good conduct either verbally or as a written behaviour contract. At the discretion of the Headmaster, a fixed term exclusion might be served within school under separate staff supervision, depending upon the circumstances of the pupil and the incident. Examples of behaviour, which may result in fixed term exclusion, include the following:

- Verbal abuse, including gross insolence, of a member of staff of the School, volunteers or visitors.
- Violence towards another pupil, including fighting.
- Persistent bullying or harassment (see the School's Anti-bullying Policy).
- Theft or vandalism of property either belonging to the School or otherwise.
- Persistent disregard for the three school rules: **BE READY, BE RESPECTFUL, BE SAFE.**
- Inappropriate use of ICT (see the ICT Acceptable Use Policy).
- Inappropriate use of social networking sites.
- Bringing the School into disrepute by inappropriate behaviour when on a School related activity, whilst wearing school uniform or when travelling to and from the School.

- Other behaviour that the school deems serious enough to warrant fixed-term exclusion.

Permanent Exclusion

Permanent exclusion is a last resort and will normally be enacted after a final warning has been issued, although not necessarily in every instance. Examples of behaviour which may result in permanent exclusion include the following:

- Any of the offences listed above where the actions are deemed by the Headmaster to be so serious that permanent exclusion is warranted.
- Physical abuse and/or intimidation of a member of staff of the School.
- Re-occurrence of an offence that had previously led to a fixed-term exclusion within a calendar year.
- Possession of a knife or other offensive weapon.
- Making a malicious accusation against a member of staff.
- Other behaviour that the School deems serious enough to warrant a fixed-term exclusion.

Suspension

Suspension will be appropriate in the following cases:

- A pupil may be removed from lessons for part or all of the school day with immediate effect if it is deemed appropriate by the Headmaster or Deputy Head in order to prevent the escalation of a situation or to remedy a particular problem (e.g. risk of bullying or conflict between pupils). In these circumstances, the parents will be notified of the need to withdraw the standard provision of lessons. Such exclusions will normally be supervised by senior members of staff.
- When a pupil has failed to respond to the standard series of sanctions used by the School in relation to their behaviour, the Headmaster or Deputy Head may require them to remain at home until a formal meeting with their parents can be arranged in which the situation is discussed. Their return to class will be dependent on an assurance (either verbal or written depending upon the circumstance) that they will adhere to the rules and regulations of the School.

Continuing Education

The School will continue to provide education for a pupil who is either excluded or suspended as long as they remain on roll. In the case of an exclusion or suspension, lasting more than 10 days the School will consider:

1) How the pupil's education will continue
2) How their problems might be addressed in the interim
3) Re-integration after the exclusion, except in the case of a permanent exclusion

10 Monitoring and Reviewing

The policy was reviewed in September 2025 and will be reviewed again in September 2027 by the Head of Pre-Prep and Nursery, Mrs. M Edwards. The SBSE Board of Governors will note any amendments that have been made to policy/practice and give formal acknowledgement of said amendments at the next SBSE Board meeting.