

Low Road and Windmill Music Federation and Windmill Daycare



**Low Road and Windmill
Music Federation**

EYFS Behaviour Policy

September 2026

Introduction

The Early Years Foundation Stage (EYFS) Behaviour Management Policy is a subsidiary of the school's main policy and has been written to ensure that the needs of our younger children are met.

Please refer to the 'Policy for Behaviour and Discipline' document and associated policies for the complete school context.

Aims

- For the whole Federation community to be clear about procedures that help to create a calm, happy and secure working environment.
- To foster a caring, family atmosphere in which teaching and learning can take place with achievement for all.
- To reinforce good behaviour through positive behaviour management strategies.
- For children to develop a love of learning and be intrinsically motivated to achieve their own goals.

Positive Behaviour Management

The development of children's executive function and self-regulation skills are crucial to their ability to develop into curious, creative, resilient, independent learners who show high levels of well-being and engagement.

Our curriculum focus on Communication and Language development and approach to behaviour management ensures that children have the tools to navigate the complexities of managing their Personal, Social and Emotional (PSED) skills which will support them not only in their youngest years but into adulthood too.

In accordance with the EYFS Statutory Framework (2023) the learning programme for PSED states:

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development....

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary...

Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

We recognise the Characteristics of Effective Learning as key to how children learn. From the very youngest children, we believe it is important to support and empower children to develop a positive mind set to their learning e.g *“I can do this because I want to and because I can!”*

We use a range of positive behaviour management strategies to ensure that children become intrinsically motivated to pursue the challenges that they encounter rather than needing lots of external rewards.

Positive behaviour strategies – include but are not limited to:

- Regular and explicit praise for desirable behaviours are an integral part of all EYFS practice, e.g. *“excellent listening ears”* or *“well done for remembering to put your quiet hand up”*
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment e.g *“Thank you picking up the books and putting them back in the right place”*
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Support the child to make amends according to the circumstances and their stage of development, eg help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Wherever possible use positive language, e.g. *“use your walking feet”* rather than *“don’t run”* to focus on the desirable behaviour.
- Using distraction techniques - E.g. noticing a child is beginning to become disruptive *“I need someone to help me get the milk for snack, can you help*

me?”

- Talking to children as you would expect to be spoken to

Rewards

It is important to recognise children's hard work and efforts and we offer several class rewards to highlight children's achievements. This also helps to support the wider class in establishing and promoting positive behaviour.

- **Stickers** are used throughout EYFS
- **Certificates** – to send home comments to inform parents about excellent behaviour and learning choices
- **Dojo** – to showcase fantastic work for the whole class as well as individual behaviour and learning choices
- **Star of the week** – (Reception classes) At the end of the week a child from each class is chosen as 'Star of the Week' to acknowledge the positive behaviours they have demonstrated throughout the week. This is a class celebration and the child receives a certificate to take home. A photograph is taken and displayed in the classroom for the following week and published on their personal Tapestry profile.
- **Stamps in home reading records** – to acknowledge children who have read at home.
- **Stars in the Hall of Fame** – positive behaviour is acknowledged on a daily basis through writing a short message on a star. E.g "Curtis remembered to use his quiet hand at carpet time." The star is placed in a box until the end of the day when all stars are shared with the class.
- **Class bear** – (Reception classes) A child is chosen each week to take the class bear home for a weekend of adventure.
- **Team Points** – Used from Autumn 2 for Reception classes in line with the whole school ethos for reward systems

Dealing with unwanted behaviours

As the age range across the EYFS department ranges from 0 -5 years old, it is impossible to list 'unwanted' behaviours as the age and stage of a child is important to determine what is considered 'unwanted'. As an example, an instance of biting in a two year old could be considered a typical developmental stage reaction to a problem whereas a biting incident with a five year old would need a different response. There are always other factors to consider, such as how tired the child is, if there are any relevant events happening at home or any SEND needs. Parents and carers are encouraged to share any relevant information with the EYFS staff, eg a change in circumstances at home such as a bereavement.

We do not:

- Shout at children
- Humiliate children by singling them out
- Use threatening words
- Remove children from the classroom unless the safety of others is compromised

In line with the Federation policy for the wider school, the EYFS department uses restorative practice to resolve issues as they arise; working through problems sensitively to ensure that all children are heard and situations can be resolved promptly.

Restorative practice focuses on:

- Putting things right
- The harm that has arisen as a result of someone's actions
- Responsibility/Accountability
- Empathy as a deterrent
- The healing of those affected

What does this look like in practice?

1. Getting down to the child's level and maintaining eye contact.
2. Gathering information from the children involved in an incident.

Can you tell me what happened?

"Kaitlyn is upset and it's important that we find out why"

3. Acknowledging the child's feelings and talking to them about how they are feeling.

"I can see you look upset / angry / frustrated / worried right now. Has something happened to make you feel this way?"

"When Jack knocked your tower down, how did it make you feel? I understand that it made you feel angry when that happened but it's not ok to hit him. What would make you feel happier right now?"

4. Re-stating the problem for the child and asking children for ideas to the solution. Asking children to say "sorry" is not solving the problem. It is important to work through and find a solution that all of the children are involved in.

"Eva is upset because she was reading the book and you took it from her. I understand that you want to read it too so let's see what we can do about that"

"I can see that you want to use the bike right now but its Zain's turn at the moment. Let's see if we can work out when it will be your turn."

Consequences

Whilst we want to ensure that behaviour is dealt with positively, children also need to learn that there are consequences to their actions if they choose not to listen.

Consequences might include:

- Moving the child away from a play situation
- Having some time to think, reflect and re-set – it is sometimes necessary and appropriate for a child to be moved away from the situation and stay close to an adult for a few minutes. This might look like a child being asked to play close to an adult in a different room. However, children should never be asked to sit in a corner, bench or other space isolated from their peers.
- Moving spaces on the carpet

Persistent Issues with Behaviour:

- Talk to the parents/carers to discover if this behaviour is repeated at home. Agree a strategy to be used in Daycare / School and at home and share this with all staff. Review after an agreed time and agree further strategies if necessary.
- Discuss the behaviour with the Head of Early Years
- If this, and other positive approaches are unsuccessful seek advice and support from the Federation SENDCo and Safeguarding Team

Parent Partnership

It is imperative that parents are kept informed of their child's behaviour both positive and negative and that we work with them to support their child as needed. It is important to remember that dropping off and picking up time is not the time to pass on sensitive information to families. If a child has physically hurt another child or has had a challenging day then a phone call home or a meeting can be arranged to discuss the issue.

A .Swan – EYFS Leader
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