

Positive Discipline for Learning & Life Policy

Early Years Foundation Stage

Be Safe, Be Respectful, Be Responsible

Raising Standards and Transforming Lives

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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 younger children are met, whilst ensuring continuity of learning and expectations.

In the Early Years our aim is to ensure all children are safe and develop the personal, social and emotional skills needed to have positive relationships with their peers and adults. These life skills will enable them to play an active and positive role in the community both today and in the future.

The role of the practitioner is to explain, model and support all children to follow the expectations of the setting. All staff ensure that there is excellent communication with parents and members of the team about any issues which may arise with individual children. The EYFS setting encourages the development of positive behaviour such as:

- **Emotional Intelligence:** promoting the management of feelings and behaviour
- Social skills: Encouraging children to form positive, respectful relationships
- Cognitive skills: increasing self- confidence and self-awareness

To develop reasoning and problem solving (i.e. cognitive skills), practitioners must plan and make use of activities, which are structured as well as free play, and plan games that encourage curiosity, sharing, collaborating, co-operating and taking turns. Young children learn by playing, listening, watching, asking questions, and doing.

Social development will happen every day through the use of structured group play to encourage positive and respectful relationships. To help children develop emotional intelligence, you have to:

- Recognise their emotional needs
- Acknowledge their emotional needs by articulating them

Outwood Primary Academies Behaviour Policy (Whole school)

Expectations for all children

We expect children to:

1. Be safe
2. Be respectful
3. Be responsible

1. Being safe

Children should always act in a way that keeps themselves and others safe, at school, in the community and online. This includes children and adults in the academy. It also extends to visitors and members of the public.

2. Being respectful

Children should always act respectfully and be kind to everyone. This means treating everyone, of any rank or stature, as important because they are human beings who deserve to be treated with dignity. It also extends to visitors and members of the public. We expect our children to work hard and be nice to people – their peers and adults. Our children should be polite and courteous to each other and to adults at all times. This is about developing good manners that they can carry with them throughout their lives.

3. Being responsible

Children should always act responsibly. We expect our children to work hard and take responsibility for their own behaviour, actions and learning. This includes behaving well at all times, taking responsibility for looking after the academy's resources, using the building and facilities well as well as working hard to complete all work they are set.

Overview of our praise systems

We have many ways in which we reward and encourage children to do the right thing. Examples include: **Purple sections** are where EYFS are involved.

Super Swirls – When adults witness children displaying our 3 academy expectations they may reward a 'super swirl'. These are collected by children and certificates are awarded for every 100.

Praising Stars – all children receive a Praising Stars report every half term which includes recognition of effort. This is sent home to parents/carers. Children whose effort is particularly high are invited to celebrate at an event hosted by the principal of the academy.

Talent Awards – each half term Talent Awards are awarded across the academy in recognition of exceptional effort, attitudes and achievement in each of the subject areas.

Attendance awards – for children with high or improved attendance.

Outwood Primary Diploma – each year, children work towards the achievement of one of the 'Primary Pledges'. At the end of each key stage the achievement of these is recognised and the relevant diploma awarded. All children achieve this diploma, some children are awarded a 'merit' or 'distinction' based on their effort grades and attendance.

Overview of our Sanctions Systems (Consequences)

A sanction may be imposed by a member of staff where a child does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the sanction to be imposed, the member of staff will consider the child's circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction imposed will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction be imposed.

Nursery

<u>Prior to more formal consequences within the Nursery setting.</u>	<u>Consequences system</u>	<u>Systems above Consequences system</u>
<ul style="list-style-type: none"> • Use of C1-C3 as positive reminders to support children in correcting behaviour and making the appropriate choices. • Before C1, give the child a reminder/warning and an opportunity to correct their behaviour. <p>C1 = Stop and think</p> <ul style="list-style-type: none"> • Discussion with the child about making the right choice. <p>C2 = Warning</p> <ul style="list-style-type: none"> • Loss of privileges e.g. is moved to a different activity. <p>C3 = Consequence</p> <ul style="list-style-type: none"> • Child accesses a calm, quiet area away from other children for a few minutes 'Time out'. Staff supports the child to reflect on/discuss behaviour. • Staff will discuss with parents/carers if children persistently receive a C3. 	<ul style="list-style-type: none"> • C4 - the child will be supported by a learning manager/SLT in the classroom. They will be encouraged to reflect on their behaviour, discuss/agree the right choice that could be made and then helped to re-engage in activities. Parents/carers will be informed. • C5 – the child will be supported by a learning manager/SLT outside the classroom environment. They will be encouraged to reflect on their behaviour, discuss/agree the right choice that could be made and then re-integrated into the classroom. 	<ul style="list-style-type: none"> • Temporary Suspension* (Fixed Term Exclusion) – issued by the Principal for breaches of the behaviour policy (which sets out our expectations of children to be safe, respectful or responsible) in a situation where lesser sanctions may not be appropriate • Permanent Exclusion – issued by the Principal for a serious breach or persistent breaches of the behaviour policy and where allowing the child to remain in school would seriously harm the education/welfare of the child or other members of the school community <p><i>*The length of exclusions may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days</i></p>

Reception

<u>Prior to formal consequences</u>	<u>Consequences system</u> <u>This will differ slightly in years 1-6.</u>	<u>Systems above Consequences system</u>
<ul style="list-style-type: none"> • Discussion with child • Extra work or repeating unsatisfactory work until it meets the required standard • Loss of privileges • Spending break or lunch time in a different location to other children • Break time detention • Lunch time detention • Report cards • Sent to another classroom for remainder of the lesson • Red and Yellow cards issued at social times (e.g. break, lunch) then involve time out and/or lunchtime detentions. • Use of C1-C3 as positive reminders to support children in correcting behaviour and making the appropriate choices. Staff will discuss with parents/carers if children persistently receive a C3. 	<ul style="list-style-type: none"> • C4 - the child will be supported by a learning manager/SLT in the classroom. They will be encouraged to reflect on their behaviour, discuss/agree the right choice that could be made and then helped to re-engage in activities. Parents/carers will be informed. • C5 – the child will be supported by a learning manager/SLT away from the classroom environment. They will be encouraged to reflect on their behaviour, discuss/agree the right choice that could be made and then re-integrated into the classroom. • C6 - (temporary suspension* (fixed term exclusion) or internal exclusion) for serious violation of our expectations of children to be safe, respectful or responsible in the Consequences Classroom <p>Parents/cares will be informed when a child receives a C4, C5 or C6.</p>	<ul style="list-style-type: none"> • Temporary Suspension* (Fixed Term Exclusion) – issued by the Principal for breaches of the behaviour policy (which sets out our expectations of children to be safe, respectful or responsible) in a situation where lesser sanctions may not be appropriate • Permanent Exclusion – issued by the Principal for a serious breach or persistent breaches of the behaviour policy and where allowing the child to remain in school would seriously harm the education/welfare of the child or other members of the school community <p><i>*The length of exclusions may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days</i></p>

EYFS Behaviour Strategies

Strategies for dealing with different types of challenging behaviour:

In the Early Years observing children is key to supporting the assessment process. The following questions must be taken into careful consideration as children below the age of 5 are still developing the prime areas including Personal, Social and Emotional Development. Important information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers/EYFS lead?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?
10. Are there child protection concerns?

Biting

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

Strategies for when children bite:

- Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks, let's ask Miss Sahota for those Peppa pig pots if she has any)
- Saying 'ouch, it hurts' with an appropriate facial expression.
- Encouraging the child to help with looking after the hurt child.
- Saying 'stop' firmly with an accompanying hand signal.
- Regular input on using safe hands- to be modelled through playing with toys or musical instruments.
- Some children might need alternative things to bite on- especially if they are teething.
- Use resources to look at what our mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror.

- Praise the child when they are using their mouth to do the right thing.
- Circle time discussions to the whole group.

Hitting, Kicking, Pinching or Scratching

Many children arrive at a setting and display these behaviours- directed to peers and adults. These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

Strategies when children hit, kick, pinch or scratch:

- Establish and teach clear group rules, e.g. “We are nice to one another”.
- Lead small group activities focused around gentle hands, feet, etc.
- Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc.)
- Ensure that there are consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
- Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting another person get on the bike)
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff need to decide how important their request is and decide which incidents need to be dealt with and which are best left.

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you.
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when a child participates in adult-led tasks.

Tantrums

Tantrums are a normal part of development for most children between the ages of 18 months to 3 years. Often referred to as “the terrible twos” children want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If an adult gives children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

Strategies to use:

- Diversion/ distraction- if the tantrum can be spotted early. Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: “It is ok.”
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them. Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of safety to the child, other children or property.

Inappropriate language

When toddlers swear or use bad language they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean, but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them.

Strategies to use:

- Selective deafness and the occasional “We don’t use those words here” ensuring that the same strategy is used at home at the same time.
- Maybe both parties can choose to ignore inappropriate language for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.

Using time out or thinking time in Early Years:

- In Nursery and Reception time out chairs or time with an adult can be used which is timed according to the child’s age (4 years old = 4 minutes). The main aim of all staff is to avoid getting to this point in the first place.

- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; “What you did was not nice and the wrong thing to do, you now need to be with me or on time out until you are ready to make the right choice”.
- The child can sit on a time out chair or stay by an adult’s side for a few minutes (3 years old = 3 minutes) No talking as they need to know that they are missing out on whatever they were doing before. They are not having a “chat” with the adult... speaking at this time would be considered as a reward.
- Once that thinking time is finished, the adult speaks to the child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you, I will not do that again”.
- Adults should look out for any opportunities for the first child doing the right thing and praising them for it.

Encouraging positive behaviour

In the Early Years we:

- Use praise specifically related to the children’s actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards.
- Refocus the child’s attention on another activity and then praise immediately.
- Focus on activities and routines that encourage sharing, negotiation and co- operation.
- Encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment.
- Encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- Model appropriate behaviours in different contexts and set good examples.
- Consult with the children to draw up rules for behaviour within our setting.
- Involve parents in establishing rules for appropriate behaviour and our expectations.
- Demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- Discuss with children what is acceptable behaviour in all areas of learning and experiences.
- Encourage the children to express openly their feelings/likes and dislikes.
- Help the children to understand the consequences and effects of their behaviour on others.
- Support the children to resolve conflicts with other children.

- Have a strong pastoral element to our work in class and staff continually reinforce the rules during the school day.

REMEMBER: PRAISE, ENCOURAGE, AND BE POSITIVE. WHEN DISCIPLINARY MEASURES ARE NEEDED, BE FAIR, BE CONSISTENT.