



EYFS Behaviour Management Policy & Procedure

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EYFS Class Rules

(Rules keep us safe and help us learn)

1. **Listen to the teachers**
(Be polite and respectful)
2. **Respect each other**
(Give each other space, keep hands and feet to yourself and ask before joining)
3. **Use the activities with care**
(Return them to the correct place neatly)
4. **Walk**
(Be mindful of children who are working on the floor)
5. **Look after your classroom**
(Keep it neat and tidy, put rubbish in the bins/recycling and return items to their place - even if they are not yours)
6. **Use indoor/quiet voices**
(Allow other children to focus and concentrate on their task)

Be Kind and Be Patient

Be The Best Example

Useful phrases:

"In our classroom, we ..."

- ***walk***
- ***are kind to each other***
- ***listen to the teachers***
- ***listen to each other***
- ***are gentle with our hands, feet and words***
- ***take turns***
- ***stay with our activity until we've finished***
- ***use indoor/quiet voices***
- ***tap the teachers gently and we wait***
- ***give each other space***
- ***respect children while they are working***
- ***take turns talking***

ALWAYS remember to model the language you would like the children to use.

"Please may I have some more snacks?"

"Thank you."

"You're welcome."

"Please may I pass through?"

"Excuse me please."

PLEASE DO USE YOUR INDOOR VOICE :)

Types of behaviour

Mild

- *Getting up from activity without tidying up*
- *Disturbing others*
- *Not sharing activities*

Moderate

- *Saying no to teachers*
- *Running*
- *Being loud*
- *Shouting*
- *Spitting*
- *Tugging at other teacher's or children's clothes*

Extreme

- *Rudeness to teachers*
- *Hitting*
- *Biting*
- *Kicking*
- *Punching*
- *Throwing large items*
- *Climbing furniture*

Procedure for Mild/Moderate Behaviour

Step One

- Check your intention (it's about guidance)
- Get the child's attention (eye-contact, come to their level)
- State the expected behaviour:

E.g. for a child who refuses to share his activity: "In our classroom, we share the activities."

Step Two

- Remind the child again of the expected behaviour and this time also state the follow up action:

E.g. "In our classroom, we share the activities. You will have to hold the teacher's hand and practise sharing."

Step Three

- Do the follow up action (Hold the child's hand and walk with them)
- The child stays with a teacher until they are ready to return, about 5 minutes (when a child stays with a teacher, they have to hold the teacher's hand and follow the teacher around. They must walk with the teacher properly. The teacher can occasionally point out model behaviour in the classroom to the child by saying "Look at that child...they are doing their activity neatly...."
Avoid conversing too much with the child)

Options for follow up actions

- Child is helped to tidy up his/her activity by another child
- Child is asked to move to another table/area

Procedure for Extreme Behaviour

- Ensure the child is away from other children.
- Give them a chance to calm down, give them some space/distance.
- Acknowledge their feelings and remind them of the expected behaviour "I can see that you are angry/upset/frustrated/sad.....right now, even when we are angry/upset/frustrated/sad... we never use our hands and feet..."
- Tell them that they'll need to talk about what happened "You can stay here until you are ready to talk. When you are ready, you can tap me on the shoulder" (If the child can stay safely on their own in view of the teachers)
OR "I can stay with you until you are ready to talk."
OR "I have to stay with you until you are ready to talk so you can stay safe." (if the child wants to run or throw things....just keep some distance)
- At this point, call if the child is still being physical
- Fill in a Behaviour Form and record the incident, a meeting with the parent has to be scheduled on the same day to discuss the child's behaviour.
- In the case of three repeated extreme behaviours, a meeting with headship should be scheduled.

If a child refuses to follow instructions/directions

- Look at the situation first, can the child tidy up independently or is the mess too big/difficult?
- If the child can tidy up on their own, say to them, "Stay here until you are ready to tidy up, in our school, we tidy up after we finish."
- If the mess is too big/difficult, ask the child if they would like help, if the child says yes, either help the child yourself or get another child to help. Ensure that the child takes part in tidying up.
- Another technique that works is to give the child a task or option e.g. "You pick up all the blue beads and I'll pick up the red beads"
- If the child completely refuses to tidy up, even after help is offered, they have to stay by their activity until they are ready to tidy up.

If a child says 'no'

- Get another teacher to reinforce what you've said.

E.g. "Miss Manal has asked you to put away the book..." The support teacher re-says what was asked by adding the teacher's name and "has asked you". You can add "In our school, we listen to our teachers"

- If the child still refuses, then go to "If a child refuses to follow instructions/directions"

Positive Language in the classroom

The language we use with children is very important. In our classroom, we are acutely aware not to overpraise. We work to foster the child's inner guide and not to look for external reinforcements. It's all about building independence and an inner sense of self-worth. In the classroom, we especially avoid phrases that create expectations. Comments such as "You're so smart." and "You're really good at Maths." are hard to constantly live up to. Instead of being encouraging, they can be debilitating.

<u>Instead of...</u>	<u>Say this...</u>
"Clever girl..."	"How do you feel about that?"
"I love it!"	"I can see you put effort into it."
"I'm so proud of you."	"You must be very proud of yourself."
"You're so helpful."	"I appreciate your help."
"What a beautiful drawing!"	"It looks like you enjoyed creating that."
"If you hurry. We'll get ice cream after."	"It's important that we arrive on time."
"Put on your shoes and you get a sticker."	"It feels good when we get dressed ourselves."
"If you eat all of it, you can pick out a toy."	"Our bodies feel good when we eat good food."
"Stop running in the classroom."	"Please walk in the classroom, I wouldn't want you to have an accident. You can run when we go out in the playground."
"Don't take your friend's toy."	"Can you please find something else to play with until he's done?"
"Stop yelling."	"Please use your indoor voice."
"No throwing balls in the classroom."	"You can take the ball outside to play if you like."
"No hitting."	"Be gentle, use your gentle hands."
"Stop whining."	"Please use your words so I can hear you."
"Don't throw sand."	"Would you like to fill this bucket with sand?"
"Don't even think about running, I'm watching you!"	"I'm so glad to see you remembering to walk safely."

Monitoring and Review:

*It is the responsibility of those working in the EYFS setting to follow the principles stated in this policy. The Headship team will carry out monitoring on EYFS as part of the whole school monitoring schedule. **This policy will be reviewed every two years or when necessary.***