



BURGESS HILL

— PREP —

Positive Behaviour Policy - EYFS

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Responsible for Initiating Review of Policy	Prep School SLT
Committee to Review	Prep School SLT
Last Review Date	April 2022
Review Period	Three years
Approved by (Committee and Date)	SLT April 2022
Approved by Board of Governors	April 2022
Effective Date of Policy	April 2022
Next Review Date	July 2025
Related Policies	Whole school – Behaviour (overarching statement) 9 c Discipline and positive behaviour policy Junior 9 d

Nursery / Pre –Prep Class

We seek to create an environment in which children can develop self-discipline and self-esteem, in an atmosphere of mutual respect and encouragement.

We also seek to praise children whenever we can, and try to reward good and acceptable behaviour at all times. However, as in all settings, there is need for a basic framework of rules that govern the children's behaviour during their time here.

All staff will be expected to:

- * Acknowledge the rights and feelings of the children.
- * Acknowledge their own feelings, and ask for other staff to be involved when they recognise relationship difficulties with any particular child.
- * Be supportive of each other, and discuss strategies for behaviour management in order to ensure that the children do not receive 'mixed messages'.

We aim to create a well-ordered and caring environment, by using the following means:

- rewarding good behaviour, and encouraging the development of self-discipline, empathy and respect for others;
- ensuring that there are always plenty of well-chosen activities to engage the children;
- encouraging good self discipline with regard to hygiene and general tidiness;
- allowing the children to 'experiment' within a safe and controlled environment;
- ensuring that adults are actively involved in the children's play;
- planning activities to address pastoral issues; in partnership with parents
- staff and students acting as good role models;
- developing language and communication skills to enable children to express their needs and to respond politely to others
- allowing the children the time and opportunity to talk to the adults and be heard in the setting.

Unacceptable behaviour:

- all types of physical violence whether towards an adult or another child
- throwing objects
- cause deliberate damage to equipment and toys
- swearing
- hurtful remarks including those of a racist or sexist nature
- playing on outside equipment without staff supervision
- playing on the stairs or in the toilets
- racing around in the building

Dealing with an incident:

- In the first instance whichever member of staff is present will deal with a situation. Feed back to Lead Practitioner or class teacher as required.
- Should there be a recurrence of the problem parents may be informed, a Nursery Lead Practitioner or the Deputy Head of Prep School will be informed.
- The next stage will involve the Nursery Manager or Head of Prep School
- More serious/recurring incidents will always be discussed with parents by arranged consultation, at pick-up or through a phone call.

When unacceptable behaviour occurs, staff will apply the following strategies:

- Unacceptable behaviour will be handled in an appropriate manner, respecting the children's level of understanding and maturity.
- On a 1:1 a member of staff will explain to the child why the behaviour is unacceptable. In all cases, children will be made aware that it is the behaviour that is unacceptable, and not the child;
- Children will be expected to say sorry to the person they have hurt;
- Staff will not shout, or raise their voices in a threatening way, in response to any type of inappropriate behaviour;
- **Corporal punishment is never used nor threatened**
- Staff will record incidents in My Concern

If behaviour problems become persistent, the following actions will be taken:

- Staff will discuss recurring behavioural problems with the parents/carers.

- Staff will discuss recurring problems and develop a positive behaviour management programme for the child in question, using objective observations in order to establish an understanding of the cause.
- Staff will be aware that some kinds of behaviour may arise from a child's special needs.
- Any strategies will be discussed and reviewed at regular intervals, in order to identify the level of success achieved, and to plan further strategies for the child as appropriate in consultation with the child's parents/carers.