



# **EARLY YEARS BEHAVIOUR POLICY**

**September 2021**

Date for review: September 2022

## **Statement of Intent**

In the James Montgomery Academy Trust (JMAT) Early Years Foundation Stage, children are still learning about boundaries and what is acceptable in terms of behaviour. We teach tolerance and patience to help our pupils develop into kind and well behaved members of society.

The general principles of behaviour at this stage of learning and development are as follows:

- Keep your hands and feet to yourself.
- Do not hit.
- Speak nicely to others.
- Do not shout.
- Do not run inside.
- Sit quietly and listen when a teacher tells you to.
- Look after the equipment in the classroom.
- Share.
- Take turns.
- Use the toilets as they are meant to be used.

## **Responsibilities**

- The Local Governing Body (LGB) has overall responsibility for the implementation of the Early Years Behaviour Policy of each Foundation Stage in the JMAT.
- The LGB has overall responsibility for ensuring that the physical Early Years Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The LGB has responsibility for handling complaints regarding this policy as outlined in the JMAT's complaints policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Behaviour Policy
- Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Behaviour Policy.

## **Behaviour under the principles of the Early Years Foundation Stage**

### **A unique child:**

- Every child is a unique, competent learner and they deserve to be respected and treated positively.
- Children develop in individual ways and at varying rates and they will have different personalities, however, every pupil should follow the principles of good behaviour.
- Children's attitudes are fluid and can be influenced by others and so as teachers, we should use our influence carefully to ensure that pupils grow to be tolerant and happy individuals.

### **Positive relationships:**

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike. Pupils will respond to behaviour that they are exposed to and so all pupils should be treated with kindness and respect.
- Teachers and other staff members should try as much as possible to be positive, directing pupils towards correct behaviour, rather than using negative language to prohibit undesirable behaviour.

## **Enabling environments:**

- The learning and play environments are vital for supporting and extending a child's development and within the rules are guidelines for respecting the environment and equipment inside the classroom and in the outdoor environment.

## **Learning and development:**

- The Foundation Stage is organised in a way that encourages children to explore and learn safely.
- Good behaviour in the learning environment is important for the safe running of the school/setting and some types of behaviour could be dangerous for other children.

## **Discipline**

Discipline operates through reward and praise in the first instance to promote confidence and discourage bad behaviour.

Minor matters will be dealt with by the adult in charge with an expression of disapproval, after which the pupil will be reminded of the rules.

Pupils will always be asked to apologise to the person they have wronged.

Pupils may be asked to sit in "time-out" to think about what they have done. The timescales for this type of action are dependent on the child's age.

Where a pattern of unacceptable behaviour is identified, a behaviour chart will be used, providing that the pupil understands what it is for.

If there is a pattern of unacceptable behaviour, they will be closely monitored and rewarded for positive behaviour during lessons.

## **Extreme or serious behaviour incidents**

If there is a case of serious or extreme behaviour, such as bad language or physical violence, teaching staff will record the incident and the pupil will be disciplined using a "time out".

If a pattern of extreme or serious behaviour is identified, the pupil will be referred to the Headteacher and a parental meeting will be set up.

## **Parents and carers**

Parents and carers are responsible for the behaviour and well-being of their children whilst in their care upon school grounds.

Parents and carers will be informed of their child's behaviour as appropriate to the incident.

If children regularly fight, be insolent or bully others, parents will be informed.

## **Monitoring, Evaluation and Policy review**

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness **annually** by the **Trust DSL**.

The scheduled review date for this policy is **September 2022**.