



# SILCOATES

Independent education for boys and girls aged 3-18

## Behaviour, Rewards and Sanctions Policy (EYFS)

### Aims

To promote effective relationships between peers, staff and parents working together collaboratively being considerate and supportive of others.

To promote positive patterns of behaviour and actions through clear expectations and modelling through routines.

To ensure staff make positive contributions, setting high standards and expectations applying the rules, rewards and sanctions fairly and consistently.

At Silcoates, a special atmosphere and ethos within the school has been created through the approach of encouragement, praise and motivation. This combination is essential in order that children and staff can work together in a happy, positive environment.

The class rules for Pre-School are outlined through fun characters that display the 'Super Six Rules' which help the children become familiar with the rules in place.

### Behaviour

To encourage positive behaviours, 'kind hands' and 'kind words' in everyday routines. Other strategies include emotion cards, puppets and circle time activities. Positive reinforcement is continually used throughout the day. The Pre-School children use the 'Super 6 Team' to help them choose to do the right thing.

- 1) We walk in our classroom.
- 2) We help to tidy up our classroom.
- 3) We share nicely.
- 4) We use kind words to everybody.
- 5) We always try our best.
- 6) We use kind hands and don't hurt anyone.

Staff respond accordingly when resolving a situation regarding certain behaviours depending upon the children's age and stage of learning.

## **Rewards and Consequences**

### **Rewards**

In Pre-School and Reception, positive behaviours are approached through expectations which are shared with the children and modelled effectively. The reward system is developed to meet the interests and needs of the children to provide key foundations for the routines of the school day. Teachers give verbal and non-verbal feedback in response to their behaviour and attitude towards their learning. Children receive special awards in their classroom environment, using various reward schemes, e.g. stickers, certificates and a prize box/bag. This can change depending on the children's interests and the needs of the cohort. Staff work positively with parents to share achievements giving feedback when they collect their child. Parents support and feedback is important to continue to develop the behaviour system that is in place and support the children to reach their potential in Pre-School and Reception. The children are encouraged to have ownership in their own learning and are supported to understand that their behaviour and actions can impact others around them.

In Pre-School, the behaviour and action system in place, incorporates the children's needs and interests which can be adapted accordingly, e.g. Space Explorers, Fairy Tales and beanstalk. This idea is changed on a regular basis to ensure the children are interested and ready to learn. It's important that the system is tactile and visual for the children to develop ownership and responsibility of, developing their understanding of expectations and how their behaviours and actions affect others. To support this, each child is given a 'character' for whom they are responsible for through children's story book characters. They are able to look after him/her through positive behaviour.

Following on from Pre-School, Reception use their behaviour chart in a similar way to Pre-School supporting transitions and expectations using a chart to focus on their individual learning, development and behaviours. This ensures that positive rewards and constructive consequences enable the children to reflect on their behaviour and how it impacts others. This is used daily and the children are able to start at the 'ready to learn' section every day. When a child reaches the top of the chart, this enables them to receive a house point contributing to the Junior School rewards system. The Reception children are involved in the Junior School's Special Assembly each week. One child is selected as the 'Presentation' Winner and they receive a special certificate from the Head of Junior School, along with a trophy to take home for a week.

### **Consequences**

In the EYFS, consequences can vary and are flexible where staff are encouraged to use their professional judgements when acting on unwanted and reoccurring behaviour. All problems in the initial stage are dealt with by the staff in Pre-School and Reception, but will be referred to the class teacher. When appropriate or necessary, parents are informed and appropriate action and next steps are taken – actions may include:

- Children displaying unkind behaviour or actions will be given a warning.
- If they continue after this warning, the children will be asked to change the behaviour system in place accordingly and they will be asked to sit in time out.
- The Pre-School children use a 3 minute timer. The adult will explain to the child that they will sit in time out to have some 'some thinking/reflection time.'

- If necessary an adult will sit with them to talk about their behaviours and how it has made an impact on others.
- After the timer has finished, the adult will then ask the child why they have had to sit in time out and help to support them to resolve the situation.

The partnerships developed by staff with the children’s parents and their families is important to work collaboratively within the best interest of the child regarding their learning and behaviour.

If a behaviour problem persists:

- Discuss the behaviour at the end of the day with the EYFS team and speak with the EYFS Teacher in Pre-School or Reception regarding next steps.
- Continue to monitor behaviours and make records.
- Talk to parent/carers to see if similar behaviours are repeated at home.
- Agree a strategy of support both in school and possibly home, sharing with other staff and the child’s parents.
- Continue to review strategies and involve other professionals if needed e.g. Local Authority Pre-5 Area SENDCo.

### Suspensions

Major disciplinary matters may result in a pupil being suspended from school for a fixed duration or being asked to leave the School by the Headmaster.

In the absence of the Headmaster, the Deputy Head Senior School (Pastoral) has the power to impose a suspension, but this will be subject to official ratification by the Headmaster on his return.

### Withdrawal from the School

In exceptional circumstances, or after a series of other measures have been implemented without success, a pupil may be required by the Headmaster to leave the School.

### Corporal Punishment

Corporal punishment is not used at Silcoates. Physical restraint would only ever be used under the specific guidelines set out in the Staff Handbook and the Safeguarding Policy.

This policy is continually monitored by the Early Years Team with the Head of Junior School, to ensure it meets the highest standards of early years’ education.

<b>Reviewed by:</b>	Miss Waller – Head of EYFS Mrs Moss – Head of Junior School		
<b>Date of last review:</b>	September 2020	<b>Date of next review:</b>	June 2021