

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.

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.

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 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.

Reception use their behaviour 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.
- An adult will sit with them to talk about their behaviours and how it has made an impact on others; with a particular focus on regulating feelings and emotions.



- Once the situation has calmed down the adult will then ask the child why they have had to sit out and help to resolve the situation as required. The adult will reinforce that there is a consequence for making the wrong choice and the importance of being honest and being fair.

The partnership developed by staff with a child's family is important to ensure that everyone works collaboratively to best support a child with 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 Head.

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

Physical Restraint

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.



The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mrs Escreet – Head of Pre-School Mrs Moss – Head of Junior School		
Date of last review:	April 2023	Date of next review:	April 2024

