

## 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

EYFS staff model, support and provide opportunities for children to practise social skills. They provide positive interest and concern for children and recognise and help them to express their feelings, without judgement. On a daily basis staff support the development of sharing and encourage children to work together and include others in their play. Staff support choices and autonomy and provide challenges for thinking and scaffold learning. Staff recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development.

In keeping with the ethos of the EYFS we are a sticker free environment. The expectation is that children choose a significant amount of their play experiences, following their own interests. The intrinsic value of achievement is therefore embedded within the experience. Positive behaviour strategies include regular and explicit praise for desirable behaviours.

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

### Reception

Although part of the EYFS, Reception Class are also fully integrated into the Junior School and thus adhere to the guidelines outlined in the Junior School Behaviour, Rewards and Sanctions Policy.



## Rewards

The Pre-School uses regular praise as a reward. Reception follows the Junior School policy.

## 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. Where there is a consequence to a child's challenging behaviour and a sanction is given by an adult it should be relevant and introduced soon after the event. Undesirable behaviours are dealt with restoratively and children are supported as they learn to self-regulate their feelings and emotions. When appropriate or necessary, parents are informed and appropriate action and next steps are taken.

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 Head of EYFS 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.

<b>Reviewed by:</b>	Mrs Escreet – Head of Pre-School Mrs Moss – Head of Junior School Mr Evans – Deputy Head (Pastoral)		
<b>Date of last review:</b>	May 2024	<b>Date of next review:</b>	June 2025

