



**ELTHAM**

CHURCH OF ENGLAND  
PRIMARY SCHOOL

SINCE 1814

# EYFS Behaviour Principles and Exclusions Policy

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"For the commandment is a lamp and the teaching a light, and the reproofs of discipline are the way of life." Proverbs Chapter 6 Verse 23



Eltham C of E Primary School has an approach of positive reinforcement for behaviour as well as one of listening, understanding, empathy, and mutual respect between all members of the school community. This is in line with our Christian ethos which underpins everything we do. In Early Years, we have adapted our Behaviour Policy to best suit the needs of our youngest members of the school community supporting them to learn the skills of self-regulation, co-operation, respect and forgiveness.

“To Act Justly, Love Mercy and Walk Humbly with your God”

**We do this by:**

- Promoting and modelling Christian values within the school thereby encouraging personal integrity, consideration for others and understanding different viewpoints
- Offering an exciting curriculum, planned appropriately to be accessible to all, which enables all children to develop a positive self-image, achieve well and develop a love of learning
- Celebrating and valuing our school as a multicultural community
- Promoting effective problem-solving, communication and thinking skills
- Creating strong links between school, home, our parish church and the local community

Positive behaviour and an individual’s ability to self-regulate are key factors to a successful educational environment. Without a calm, warm and welcoming atmosphere, where all feel valued and a sense of belonging, learning cannot take place. In our Early Years, we aim to help children to develop a positive attitude towards themselves and others, with a strong sense of self- respect.

All children require positive attachments with adults that are attuned to their needs. We are aware that factors like a new baby, changes at home, SEND needs, illness etc. can all cause children to behave in different ways. We therefore encourage parents and carers to share such information, both formally and informally, so that we can provide appropriate support. Members of staff become highly attuned to the children’s needs and build positive relationships in order to offer individual support for children who are struggling with self-regulation.

**Promoting Positive Behaviour**

In our Early Years we actively reinforce positive behaviour through praising and emphasising positive behaviour when we see it. We understand that a child’s self-esteem can be instrumental in their ability to behave positively. Consequently, we place emphasis on the behaviour illustrated, not the child, making sure that no child is labelled negatively and that all children see themselves as being valued, fostering a sense of belonging and positive self-esteem.

## Use of Rewards:

To support pupil self-esteem, reward good behaviour and recognise individual achievements.

The school recognises that a supportive learning environment can be aided by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We believe that good behaviour needs to be noticed and recognised.

'Dojo Points' can be awarded by any member of staff for examples of active good behaviour.

Number of Point Awarded	Examples of Behaviour
1	Good manners e.g. opening a door, picking up a piece of litter, answering a question in class, good focus during a task, sportsmanship.
3	Kindness towards another pupil, excellent focus during a task, great teamwork, brilliant effort in a piece of work.
5	Exceptional effort- going above and beyond.

## Golden Book

A child from each class will be nominated weekly for the 'Golden Book.' Children should be nominated for putting particular effort into a piece of work. The child's name and achievement will be read out during Golden Book Assembly and they will receive a special certificate and a badge.

## Restorative Approach

At Eltham C of E we use: Restorative approach. This is inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people at the heart of its response to conflict. Staff use the restorative approach to help resolve conflict and support children to recognise how their actions have affected others. In the Early Years this is adapted to suit the age range of the children. Children are encouraged, verbally, with a trusted adult to reflect on their actions and the implications of those actions, if they are able, and when they are ready to apologise.

## Managing Behaviour in EYFS

*We are consistent in our approach including:*

Using consistent, age appropriate language throughout Nursery and Reception so that the children understand what is being said to them e.g.

We do not hit- gentle hands

We use our words not our hands

We keep our hands and feet to ourselves

We never embarrass or humiliate children. Conversations with an individual child happen away from the other children wherever possible.

We demonstrate a kind and caring approach to the children.

We use a restorative approach; we allow the children to reflect upon their behaviours so that they can understand the implications.

Teachers ensure that all staff are aware of strategies being used to support individual children with their behaviour.

Positive handling procedures are employed only when strictly necessary. Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour (See Positive Handling Policy).

### **Strategies for Conflict Resolution**

Stop the behaviour & get down to the child's level (making eye contact if possible), using a firm-controlled voice.

Comfort the child who has been hurt (if applicable).

Try to establish what has actually happened by listening to all parties involved and then, where appropriate, carrying out a restorative conversation to help reflection.

Help children see the consequence of their actions and let children know what is unacceptable about the behaviour- labelling the behaviour rather than the child.

Teach children to negotiate. Children are taught to say 'Stop, I don't like that', say what they want with their words, listen to others and to seek help from an adult if other strategies fail.

Support children to make amends using the restorative approach.

Explain to a child clearly what will happen if unacceptable behaviour continues and talk to parents so that we can support each other and share any actions.

### **What happens when a child in the Early Years does not follow school expectations?**

*Consequences are proportional and in line with the children's developmental stage:*

Giving a positive reminder of desired behaviour.

Tactical ignoring and speaking with the child at a more appropriate time.

Eye contact to show inappropriateness of an undesired behaviour.

Giving a simple re-direction e.g. draw attention to good sitting, listening etc.

A discreet verbal reminder of the relevant rule or responsibility.

A reflective conversation with a trusted adult.

Using visual cards e.g. we do not hit, we do not bite.

'Time in' time with a trusted adult away from other children for a short period e.g. 2-5 minutes to reflect on behaviour which has hurt another child e.g. hitting or biting.

Monitor behaviour - teachers record frequency and include any contextual information in class incident files.

For persistent behaviours which hurt themselves, other children or staff e.g. pushing, hitting or biting a risk assessment and behaviour support plan may be established alongside the EYFS Phase Leader and/or Inclusion Team with parental involvement.

Αγαπῶν, for persistent behaviours which hurt themselves, other children or staff e.g. pushing, hitting or biting support may be sought from external agencies e.g. Waterside Behaviour Support Team, ASD outreach, Community Paediatric team.

## **Children with SEND**

There may be occasions in which children require an adapted approach to support the development of self-regulation and positive learning behaviour. This will be implemented in consultation with the SENCO and/or Inclusion Lead and parents.

Where appropriate, and in accordance with the school's Inclusion and Special Needs policy, external support agencies will be involved to advise on the development of individualised approaches and to monitor a child's progress. The school operates on the basis that any child with social, emotional or mental health needs is recognised and supported by the entire staff. Class teachers in particular are provided with support and practical assistance in addressing the needs of individuals and applying the expectations and targets set for children in their Individual Learning Plans.

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue; these children may have a 'safe space' to be able to regulate their emotions.

## **Suspensions and Permanent Exclusion**

Suspensions and permanent exclusion within the EYFS are rare; we recognise the need to adapt our practice and show flexibility to the very youngest members of our school community. Nevertheless, it is important to share this information, as this policy runs throughout the school including the EYFS.

At Eltham Church of England School permanent exclusion will usually be the last resort after a range of measures including seeking support from external agencies (e.g. Waterside Behaviour Support Team, CAMHS, ASD Outreach etc.) have been tried to improve the pupil's behaviour. The school has a Behaviour Principles and Exclusion policy and an Anti-Bullying Policy and staff training in place to promote good behaviour and prevent poor and unacceptable behaviour. We apply our policies in a consistent, rigorous and non-discriminatory way and seek to ensure that in all areas of application we satisfy the legal requirements under race, disability and gender discrimination law.

## Removing Pupils from a School Site

In the following sets of circumstances individual pupils may be required to leave the school site, namely where: ·

- There is sufficient evidence that a pupil has committed a serious disciplinary offence and if allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school. In these circumstances the pupil may be suspended from school for a fixed period or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a head teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the Head Teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence.

## The Decision to Suspend or Exclude

### Only the Head Teacher can exclude a pupil.

*When establishing the facts in relation to a suspension or permanent exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.*

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

***Guidance for maintained schools, academies, and pupil referral units in England May 2023.***

### A decision to exclude a pupil permanently is taken only:

In response to serious breaches of the school's Behaviour Principles and Exclusion policy. If allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school.

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug

- carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place. For any permanent exclusion, the Head Teacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

A decision to suspend a pupil for a fixed period is taken:

- On a balance of probabilities
- Only in response to breaches of the school's Behaviour Principles and Exclusion policy, that are not serious enough to warrant permanent exclusion and lesser sanctions as set out in the Behaviour Principles Policy are not considered appropriate.

Individual fixed period exclusions (suspensions) will be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of suspension without adverse educational consequences. Pupils will be provided with work to continue their studies at home. This may be through online medium e.g. Tapestry or via class email.

### **Pupil and Parent/Carer's Opportunity to Participate in Exclusion and Suspension Procedures**

The pupil will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding. Parents/Carers, the local authority and where appropriate the pupil's virtual school Head Teacher and Social Worker will be informed of any suspensions or permanent exclusion in writing.