**EARLY YEARS**

**BEHAVIOUR POLICY**



**September 2021**

Date for review: September 2022

Written by: JMAT

 Modifications by: J Cook

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| **Date Ratified by Governors** |  |
| **Signed – Chair of Governors** |  |

**James Montgomery Academy Trust**

**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 Head of School/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 Head of School/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.

**Rewards and Sanctions at Brinsworth Howarth Primary**

Children will be awarded terrific tickets through the day for positive behaviours. Every member of school staff has their own personalised terrific tickets and may reward positive behaviours to any child in school. On Friday, a terrific ticket is drawn from the class box and a ‘choosy prize’ awarded.

Children will be given rewards for specific work or behaviours which they place on their personal chart. When 4 rewards are collected a ‘choosy prize’ is awarded.

Should a child demonstrate negative behaviours, verbal and non-verbal signals will be given and disapproval indicted.

Should the negative behaviours continue, the child will be asked to place their name in the amber traffic light and take ‘time out’ to think about the behaviours.

Should the negative behaviours continue or escalate, or should the child demonstrate violence to another child or member of staff or use inappropriate language to others, then they will place their name in the red traffic light. The child will take ‘time out’ to think about their behaviour and miss 5 minutes of their golden time on Friday afternoon. Such incidents will be recorded on the Safeguard system and parents will be informed by a staff member.

Wherever possible, staff in the EYFS will focus on positive reinforcement in the first instance.

# **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 **DSL** and the **Safeguarding Director.**

The scheduled review date for this policy is **September 202****2.**