Policy: EYFS Behaviour - Rewards, Sanctions and Exclusion

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Date Reviewed:	September 2025
Next Review:	July 2026
Review Frequency:	Annually

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Mission Statement

At Abbey School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with families and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful, responsible independent learners, equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School. Our young children are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older children begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

Our Golden Rules

Children will follow the EYFS-friendly version of school Golden Rules:

"Kind hands and feet" – Do not hurt anyone.

"Indoor voices" – Do not shout in the room.

"Listening ears" – Listen to other people.

"Kind words" – Do not hurt other people's feelings.

"Good tidying" – Respect the learning environment.

"Walking feet" – Keep everyone safe.

Statutory Policies

This policy is based on advice from the Department for Education (DfE) on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DFE Guidance Behaviour and discipline in schools
- DFE Guidance Searching, screening and confiscation at school
- DFE Advice for Schools The Equality Act 2010
- Children and Families Act 2014
- DFE Guidance Use of reasonable force in schools
- Statutory Guidance special educational needs and disability (SEND) code of practice.
- Statutory Guidance Keeping children safe in education
- Early Years Foundation Stage Statutory Framework

Rationale

We are preparing children for their future and ultimately, for their place in adult society. With this in mind, we set out to encourage all our children to be self-aware and self-confident. We aim for them to become increasingly aware and respectful to themselves and others around them, and to live happy and fulfilling lives. At this age and stage in their lives, we encourage children to look after their immediate environment and its surroundings; their own personal property; and to become aware of wider issues in society by starting to learn about caring for our wider environment.

Aims

- To promote the values of honesty, trust, tolerance, fairness and compassion.
- To help children grow up with a clear view of what is right and wrong.
- To develop an understanding of the need for rules.
- To create a caring, happy and orderly environment where there is mutual respect and understanding for everyone.
- To develop a sense of self-discipline and an acceptance of responsibility for their own actions.

- To help children to be aware of and take pride in the environment.
- To help children appreciate the needs of others and of society.
- To promote respect of their own and other people's property.
- To help children to understand the need for and to show politeness and good manners towards all.
- To support Personal, Social, Emotional Development (PSED) in line with EYFS development goals and to develop positive self-esteem.
- To ensure that all staff act as positive role models for children.
- Recognise the individuality of all our children and that some behaviours are normal in young children.

Guidelines

- Behaviour management should always be caring and restorative in nature and aim to support the child.
- Children should be supported to develop their self-control, restore friendships and show responsibility.
- Children should be supported to develop self-regulation and empathy as appropriate to their stage of development.
- We provide a key-person system, enabling staff to build a strong and positive relationship with children and families.
- Children with special educational needs or disabilities must be treated fairly and there may be times when expectations of behaviour are differentiated in accordance with stage of development or need.
- Children are taught and encouraged to use appropriate strategies to support their PSED.
- We have a support pathway for dealing with behaviour that challenges.
- Any behaviour which is likely to affect the education or the health and safety of others must be dealt with promptly and supportively.
- All adults are expected to model the behaviour we expect from children.
- All adults are expected to reinforce positive behaviour, developing children's confidence and self-esteem.

In the EYFS environment

Our Golden rules will be displayed with widget symbols (Appendix 1) in each EYFS room and will be referred to by staff.

Behaviour to be encouraged

All children will be expected and supported to:

- Show respect and kindness to themselves, others and the EYFS environment, using the golden rules of "kind hands and feet" and "kind words".
- Behave in a way that supports their learning and development, and that of other children, using the golden rule "listening ears".
- Take increasing responsibility for their actions and understand the impact of those actions , using the golden rules of "kind hands and feet" and "kind words".
- keep rooms tidy and safe, using the golden rule of "good tidying".
- Move around the building safely, using the golden rules of "walking feet" and "indoor voices".

Positive behaviour strategies

Strategies we use in EYFS include:

- Always having a calm, consistent and positive approach
- Praising appropriate behaviour
- Modelling appropriate behaviour
- Sensory integration strategies

- Divert, distract or redirect
- Use of visual needs and emotions resources
- Clear visual strategies including timetables, timers etc.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to theoretical decisions about acceptable behaviour (age/ stage appropriate).
- Clear, simple language allowing time to process and respond
- Use of short, planned movement breaks
- Use of calm corners
- Clear routines
- Clear expectations linked to individual age and stage of development.

Rewards and sanctions

Adults in Abbey School will always highlight good and positive behaviour. It is important that children generally are given the opportunity to stop behaving in an unacceptable way before they are given a consequence for their behaviour. Rewards and sanctions should be fair and consistent and should match the behaviour.

Rewards

- Good work is praised, displayed and children in pre-school have the opportunity to receive a 'Headteacher's award'.
- Verbal praise and encouragement.
- Stickers.
- Sharing success with families.

Inappropriate and Unacceptable Behaviour

There will be occasions where a child's behaviour is disruptive, inappropriate, or unacceptable. The majority of these occasions will be of a low-level nature and will be dealt with by staff in the room. There will also be occasions where the behaviour may be persistent or is of a more serious nature – known as behaviour that challenges.

Some examples of what we consider to be unacceptable behaviour are:

- Any violent or threatening behaviour towards children or adults.
- Bullying, both verbal and physical, including name calling.
- Swearing or using abusive language
- Dangerous play leading to upset and injury to others or themselves.
- Stealing.
- Damaging property.
- Persistent disruptive behaviour to the detriment of others' learning.
- Disruption in any area of the school e.g. running, shouting.

Responding to behaviour that challenges

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without consideration of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometime overwhelm them.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- We help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm down, but we also offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The setting uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures:

The most relevant staff member(s) will:

-Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and pupil-pupil incident form (Appendix 4). Continue to observe the bitten area for signs of infection. For confidentiality purposes, we do not disclose the name of the child who has caused the bite to the family, but we do inform both families

-Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter, or by saying sorry if they genuinely feel remorse.

- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration and follow Step 2 of behaviour support pathway (detailed below).

- In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have

the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Use of physical intervention

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, families are to be informed on the same day that it occurs using 'physical restraint form'. The intervention will be recorded as soon as possible, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being. This includes smacking, shaking and restraining a child other than for "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).

This is a brief summary. For further information, or the relevant documentation, please see Abbey School Physical Restraint Policy.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age-appropriate approach.

Step 1:

We initially address unwanted behaviours using a consistent and calm approach that is appropriate to the developmental stage of each child:

Babies 0-2 years	• Get down to the child's level. • Speak to the child in a calm, but firm way – e.g. "Oh dear, no thank you." • Show widget card (Appendix 1) to reinforce golden rule expectation and verbally state – e.g. "We use kind hands and feet". • Redirect or distract and praise positive choices. • Support with co-regulation if needed at the most appropriate time.
Toddlers 2-3 years	• Get down to the child's level. • Speak to the child in a calm, but firm way – e.g. "Oh dear, no thank you." • Reflect child's feeling to them to help them become more aware – e.g. "I think you're feeling cross". • Show widget card (Appendix 1) to reinforce golden rule expectation and verbally state – e.g. "We use kind hands and feet". • Redirect with choices or distract, praise positive choices. • Support with co-regulation if needed at the most appropriate time – we never use "time out", but "time in" with a trusted adult to talk through situations may be used.
Pre-school/ Reception 3-6 years	• Get down to the child's level. • Speak to the child in a calm, but firm way – e.g. "Oh dear, no thank you." • Reflect child's feeling to them to help them become more aware – e.g. "I think you're feeling cross". • Show widget card (Appendix 1) to reinforce golden rule expectation and verbally state – e.g. "We use kind hands and feet". • Redirect with choices or distract, praise positive choices. • Support with co-regulation if needed at the most appropriate time – we never

	use “time out”, but “time in” with a trusted adult to talk through situations may be used. • Support children to make amends and restore friendships – e.g. helping tidy up, saying sorry.

Step 2:

If a child needs further support with behaviour, the key worker will seek advice from the room lead or named EYFS behaviour lead (Miss Sophie Hunt).

The behaviour lead will check with the safeguarding team and SENDCo to see if there is any relevant information that may be impacting the child’s behaviour – children communicate through their behaviour. The key worker will be directed to discuss behaviour that challenges with the child’s family to establish if there have been any changes or disruption at home. This is to seek a context for the behaviour, especially if it is a new behaviour.

Behaviour is monitored using a ‘STAR chart’ – Settings, Triggers, Actions and Responses (Appendix 2), to establish any patterns of possible triggers for behaviour that challenges for that individual child. This is done in partnership with families and replicated in the home.

One strategy to support the child is implemented for a minimum of 3 weeks, in partnership with families. This is reviewed regularly (using ABC – action, behaviour, consequence, appendix 3) and adapted as required.

Example strategies:
-Use of a busy box
-Use of a transitional object
-Social stories
-Soft starts
-Sensory breaks

Step 3:

If there is no significant improvement in behaviour following implementation of specific interventions and support, and the behaviour is of significant concern, then the behaviour lead and SENDCo will discuss appropriate next steps with the family.

Example next steps:
-Early Help Referral
-Discussion with Early Years Advisor
-Referral to 0-19 team
-Creation of a pastoral plan (Appendix 5)

REMOVAL FROM SETTING – EXCLUSION POLICY

CHILDREN

Where another child, or a member of staff, is at risk by the behaviour of a child, The Headmistress reserves the right to request the removal of the child from the setting. This is done only after all other avenues have been unsuccessfully explored or in exceptional circumstances.

ADULTS

The school has a strictly no abuse policy, verbal or physical, against any member of staff. Where any parent or other adult in the school community disregards this policy, and is verbally abusive or assaults a member of staff, for the safety of her employees and the children in her care, the

Headteacher will exclude any such parent from the premises permanently and reserves the right to request that the parent concerned removes their child from Abbey School.

Recognising the impact of SEND on behaviour

The school recognises that child's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering how to respond to behaviour that challenges for a child with SEND, the setting will take into account:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the setting to sanction the child for the behaviour.

The setting will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

All children are provided with emotional support prior to any sanction being enforced – "connect before correct". Sanctions will be presented showing empathy and will be meaningful and appropriate according to their emotional development.

Whether a child displaying behaviour that challenges may have unidentified SEND

The setting's special educational needs co-ordinator (Mrs Sophie Temple) may evaluate a child who exhibits behaviour that challenges to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist advisors, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the setting will co-operate with the local authority and other bodies.

If the setting has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the setting may request an emergency review of the EHC plan.

Torbay Council SEND Services

Abbey School EYFS Statement of Behaviour Principles

It is a primary aim of our setting that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school and EYFS behaviour policies are therefore designed to enable all members of our community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to promote good behaviour.

Appendices to add:

1. Widget golden rules

2. STAR chart

3. ABC evaluation

4. Pupil/pupil incident form

5. Pastoral plan template