



**BRIGHTON & HOVE**

Prep | High | Sixth

---

**GDST**  
GIRLS' DAY SCHOOL TRUST

# BHP POLICY

## EARLY YEARS BEHAVIOUR POLICY

### **Document Control**

**Document Owner & Contact Person :**

Alison Cardownie-Clare  
Head of EYFS

**Valid as of:**

July 2018

**School:**

Brighton & Hove Prep

**Version:**

03

**Last Review:**

January 2016



## TABLE OF CONTENTS

1.	PURPOSE & APPLICABILITY	2
2.	LIST OF ABBREVIATIONS & MEANINGS	2
3.	GENERAL REQUIREMENTS	2
3.1	INTRODUCTION	2
3.2	OUR AIMS	2
3.3	EXPECTATIONS	3
3.4	STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR	3
3.5	BEHAVIOUR MANAGEMENT STRATEGIES	4
3.6	RECORDING	4
3.7	CORPORAL PUNISHMENT	5
3.8	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES	5
4.	APPENDIX	6
5.	DOCUMENT HISTORY	6



## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton and Hove Prep (Early Years) related to pupil behaviour.

This document is only applicable to the Brighton & Hove Prep Early Years.

## 2. LIST OF ABBREVIATIONS & MEANINGS

BHP	Brighton & Hove Prep
EY	Early Years
GDST	Girls' Day School Trust
SENDCo	Special Educational Needs and Disabilities Coordinator
<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Introduction

We aim to provide a caring environment that positively reinforces and promotes appropriate behaviour and to encourage self-discipline and consideration for others by exercising positive behaviour management.

In Brighton and Hove Prep School (Early Years), we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

### 3.2 Our Aims

- To develop and maintain an accepted code of conduct and behaviour which ensures the safety, welfare and learning opportunities of others.
- To develop an understanding of what is right and what is wrong.
- Respect the need for boundaries and to respond to behavioural expectations.
- To enhance the development of positive relationships.
- To increase the child's confidence and self-esteem
- To encourage children to become aware of their identity as individuals and of the importance of considering the feelings and wishes of others.
- To understand, to value and enjoy their community and to realise the important contribution they can and do make.



- To be consistent in our approach to behavioural expectations
- To share the procedures for behaviour management with parents and work in partnership with them.
- Liaise with other agencies where appropriate.

### 3.3 Expectations

We provide a supportive environment which is ordered, consistent, comforting and safe on a physical and emotional level. We support each child in understanding their behaviour, why it happens, the effect it has and how to take control and to put things right when they have gone wrong. We set realistic and meaningful boundaries and we involve the children in suggesting the rules and why we have these rules in place.

### 3.4 Strategies for the Promotion of Good Behaviour

We actively promote good behaviour through our responses and use of consistent behaviour management strategies. The Early Years Team will encourage good behaviour in the following ways:

- By providing children with the strategies to stand up for themselves in a positive way e.g. by telling someone "Please don't do that, I don't like it"
- For children to understand if another child asks them to stop doing something, that they must respect that wish and stop.
- Good adult role models - displaying positive behaviour, smiling and using a calm voice.
- Demonstrate consistent management of inappropriate behaviours;
- By establishing routines for activities i.e. snack time, story time, meal times, tidy-up times, getting ready to go out etc.
- Comment positively on considerate behaviour such as kindness and willingness to share.
- By celebrating good behaviour and success with the rest of the class (during whole group time). This should also include when a child puts right something that was wrong.
- By discussing emotions and behaviour and during carpet time and in circle time
- Using stories and songs as a strategy for encouraging/supporting positive behaviour
- By displaying and drawing attention to our "We are kind and helpful" displays and the Early Years Code of Conduct.
- Promoting good behaviour and understanding others through puppets, 'Good Sitting' teddy, 'WOW' displays, Kindness Tree, Kindness Clouds etc.
- Adults using clear communication (explaining to a child that what she is doing may, for example, be making someone else feel sad is preferable to saying 'Don't do that').
- Identifying a few class rules with the children. Encouraging children to the rules and explain why these rules are in place.
- Liaise with parents/carers to establish shared expectations and consistency of approach.



### 3.5 Behaviour Management Strategies

We consider it important to have consistent staff expectations of behaviour so that children receive the same messages from all staff they come into contact with. Strategies for behaviour management may include -

- Giving positive attention for good behaviour and co-operation
- Supporting friendship issues by encouraging co-operation activities with other children.
- Ignoring attention seeking behaviour except if it puts the child or others at risk.
- Talking with both children in order to obtain a clear picture of each child's viewpoint in conflict situations;
- Asking an aggressor how she thinks the victim is feeling to encourage empathy, and then to help make amends e.g. comfort the other child, collect a tissue for tears etc.
- Recognising that it is the behaviour that is disapproved of and not the child, so avoiding saying "you are unkind" and instead saying "That was an unkind thing to do".
- Challenging excuses through discussion and reasoning,
- Encouraging children to tell us if they are hurt or upset or see another child unhappy.
- Diverting attention by intervening to encourage positive play.
- Time out (approximately 3 minutes) to reflect upon inappropriate behaviour and the opportunity to discuss calmly with an adult.
- Promoting good choices by using a sunshine and 'Thinking Circle' in Reception.
- In consultation with parents, staff will decide on strategy for children who repeatedly behave inappropriately.

### 3.6 Recording

- Challenging or consistent inappropriate behaviour will be noted in the Class Behaviour book.
- After the initial dealing with the behaviour, incentives may be introduced to motivate the child to refrain from the inappropriate behaviour, such as a star chart, marbles in a jar, encouraging the whole class to work as a team to help to support the child and achieve the target.
- Recorded information is shared in the EYFS assessments (ILD) and may include observations of a child's developing understanding of the behavioural expectations and aspects of their behaviour.
- When behaviour is challenging and persistent, we will observe the child in different situations to monitor what is really happening, when, where and how often, to discover if there is a pattern. A record of these behavioural incidents may be kept.
- The SENDCo, Head of Early Years or Deputy Head observes a child in class if there are ongoing concerns and provide suggestions for strategies which may lead (with parents' permission) to contacting outside agencies.
- Pastoral staff meetings are regularly used to raise and discuss individual concerns and appropriate approaches are shared.
- The Early Years Team will regularly communicate and evaluate behavioural issues.



- Reporting to parents is done verbally through informal discussion on a day-to-day basis.
- Negotiated formal interviews are arranged as and when necessary
- We work in partnership with the parents on ways forward to resolve the behavioural problem.

### 3.7 Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

### 3.8 Special Educational Needs and Disabilities

The Prep school SENDCo must be notified as soon as possible/appropriate for any incidents that involve pupils with special educational needs or disabilities so that appropriate follow up can be established. Should a pupil who is not listed on the SEND register be identified through their behaviour as requiring assessment, the Prep school SENDCo must be notified accordingly.



## 4. APPENDIX

NIL

## 5. DOCUMENT HISTORY

<b>Document Title</b>	<b>Version</b>	<b>Date of Issue</b>	<b>Change</b>	<b>Updated by</b>	<b>Status</b>
BHP EY Behaviour Policy	01	Sept 2016	Full review	Alison Cardownie Clare	Expired
BHP EY Behaviour Policy	02	Jan 2017	Full review	Alison Cardownie Clare	Expired
BHP EY Behaviour Policy	03	July 2018	Full review & new policy template	Jenny Blacker, Paul Fairhurst	Live

END OF DOCUMENT