

1. STATEMENT OF INTENT

- 1.1 Our EYFS believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

2. AIM

- 2.1 We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles for guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

3. ROLE OF THE STAFF

- 3.1 The Lead of the Beis Yaakov Early Years setting is responsible for ensuring that the 'Positive Behaviour policy' is understood by all staff and is consistently implemented and shared with parents. A safe, caring and happy environment enables maximum learning to take place. At Beis Yaakov in the Early Years, the role of the Early Years practitioner is to explain, model and ensure all children understand the expectations of the setting with regards to behaviour by promoting emotional, social and cognitive skills in young children.
- 3.2 The key worker has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues which may arise with individual children.
- 3.3 The Early Years department must make provisions for the development of these skills. The EYFS setting encourages the development of 'positive behaviour' such as:
- Emotional intelligence: promoting the management of feelings and behaviour.
 - Social skills: Encouraging children to form positive, respectful relationships, treating one another, as well as the adults around them, with (Derech Eretz) מִדּוֹת טוֹבוֹת and with (Middos Tovos) מִדּוֹת טוֹבוֹת
 - Cognitive skills: increasing self-confidence and self-awareness.

4. ACHIEVING POSITIVE BEHAVIOUR

- 4.1 To develop thinking skills such as reasoning and problem solving (i.e. cognitive skills), practitioners must plan and make use of activities, which are structured as well as free play, and plan games that encourage curiosity. Young children learn by playing, listening, watching, asking questions, and doing.
- 4.2 Social development will happen every day through the use of structured group play to encourage positive and respectful relationships. Children are given plenty of opportunity to develop emotional intelligence, where they recognise their emotional needs and acknowledge them by articulating them. When children are struggling to use their words, this is encouraged through a language rich environment and teaching of vocabulary and speech interventions such as Talk Boost.
- 4.3 To support and implement these boundaries to the children, we have the Behaviour Girls, which are the EYFS behaviour role models as well as מִדּוֹת טוֹבוֹת (Middos Tovos), which are seen and promoted across the whole setting:
- Sharing Shira says, 'Sharing is caring'
 - Resilient Rina says, "You get what you get and you don't get upset".
 - Happy Henny says, "I'm so happy for you" (happy for others' success).

- Learning Libby says, "I love learning" (new things and trying her best)
 - מוותר (Mevater) Miri- says, "I think of others before myself".
 - Respectful Rikky- says, "Please and thank you"
- 4.4 To support the learning about these behaviour models, there are stories, examples and rewards, such as stickers, dojos and certificates. The children are encouraged to listen to and follow these rules consistently across the Setting and they are referred to regularly to ensure all children are familiar with the Behaviour Girls. The expectations are designed to focus on positive action (e.g. - being respectful) rather than what children should not do (e.g. - do not be rude). The rules are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach, there is an element of flexibility to address the needs of specific children.
- 4.5 Practitioners are encouraged to refer issues relating to any concerns about individual children's behaviour to the SENDCO as early as possible. Everyone is responsible for the behaviour of all children and adults should reinforce the rules whenever appropriate. The school works closely with families to allow external support such as OT or SALT to come into school and support the child whilst the practitioners attend the appropriate meetings with the child and the support agency and work closely on the targets given in school. Staff work closely with parents encouraging check-ups on eyesight, hearing and oral health where there are concerns.
- 4.6 In the Setting, we aim to identify and value the unique characteristics of all children and promote their individuality. We promote self-control in all children and encourage caring relationships where children are considerate of each other and their environment. The Setting provides a variety of group activities to foster the development of social skills, relationships and a positive sense of self. Examples of positive behaviour are identified and praised. Social stories are shared with all children and social skills interventions are set up for children who are struggling. Through learning and exploring the weekly Parsha, children are introduced to various Middos (good values) and Mitzvos (Good Deeds), such as Bikur Cholim (caring for a sick friend), or Hachnosas Orchim (Treating our friends and guests nicely).
- 4.7 We work closely with families to encourage good behaviour both at home and at school. Parents are encouraged to write daily Mitzvah notes detailing positive behaviours seen at home. The girls are praised for their good behaviour, and are rewarded with a Mitzva sticker. Their Mitzva note is shared with the whole class, and is then collected in a 'Mitzva note popcorn box'. The girls are always excited to join in a popcorn party when their boxes are full of Mitzvos.
- 4.8 Staff encourage a collaborative working relationship with parents/carers and are not only available to see parents at pick up and drop off but also have face to face meetings at Parents Evenings and also use a daily Home Link Book as well as telephone and email contact. Staff aim to respond to all emails and notes within 24 hours but in practice this is often dealt with as soon as an email comes in or the Home Link Book is checked. All of the staff model and demonstrate value and respect for children behaving positively, whilst understanding that some anti-social behaviour is common in young children, e.g. biting and grabbing. The setting implements a key person system, encouraging employees to develop positive relationships with children and their families.

5. MANAGING UNACCEPTABLE BEHAVIOUR

- 5.1 All staff, volunteers and students use positive strategies for handling any inappropriate

- behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feeling so that they can learn a more appropriate response in the future.
- 5.2 We offer a wide range of stimulating activities and resources that to ensure the children are meaningfully occupied without the need for conflict over sharing and waiting for turns. Although we encourage sharing, we also ensure that there are appropriate numbers of resources available where needed.
 - 5.3 Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors.
 - 5.4 The setting encourages children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and others' feelings. We read stories and teach children about their emotions.
 - 5.5 Often children display unwanted behaviour in order to gain attention from an adult – where possible and appropriate such behaviours will be ignored. Instead the staff will focus and praise all the wanted behaviours to encourage the child to change their behaviour to gain the positive response and praise
 - 5.6 If a child is hurt in a conflict, a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) or Early Years Lead will talk to the child who hurt a peer to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict such as, saying sorry and looking after the hurt child. Interventions may include talking through a child's behaviour, discussing how their actions have made others feel and considering what they might do to make their friends feel better. The word 'sorry' is not emphasised as being essential however we focus on showing them how to solve the problem and role model ways of how to make an apology.
 - 5.7 The EYFS staff do not use any form of physical punishment as a method of dealing with unacceptable behaviour, nor do they raise their voices inappropriately. Physical intervention should only be used when there is a risk of damage to the child, other children or property. If it becomes necessary to restrain a child a written record of the incident should be made and reported to a member of the SLT.
 - 5.8 A child is never isolated as a form of punishment. If a child demonstrates anti-social or unacceptable behaviour such as physical abuse or destruction, this is addressed by staff and dealt with appropriately.
 - 5.9 If a child sustains any physical injury or is distressed through another child's behaviour, all parents/carers are informed. The incident will be immediately recorded in the School Behaviour Log. Both sets of parents/carers will be informed of the incident in a sensitive and supportive way. We respect confidentiality and names of the children will not be shared with the parents.
 - 5.10 The setting recognises the importance of strong partnership with parents/carers and

involves parents/carers when there is any behavioural concern. Any targeted Interventions are devised and implemented in partnership with parents. All information is treated in confidence and any concerns handled sensitively. An 'ABC analysis' forms may be used to record incidents and to try and identify triggers to the unacceptable behaviours in order to help us to work out the best way to help support the child.

- 5.11 Staff seek opportunities to defuse situations and plan activities, allowing children to release their feelings in an acceptable way. We understand that children can need time and space on their own to calm down or play independently. Where necessary a risk assessment may be completed to ensure the safety of the children and the staff where a child displays repeated aggressive behaviours.
- 5.12 The setting endeavours at all times to develop positive behaviour in children and takes into consideration the individual needs of each child. SEND department are involved at early stages and advice is taken.
- 5.13 All staff member and volunteers have a duty of care to report any concerns about how behaviour is managed within the setting to a member of Senior Leadership Team without delay.

Updated by Early Years Lead in November 2024

Ratified by the Governing Body

Signed: _____



Chair of Governors

Date: _____

6th November 2024

This policy will be reviewed on or before the following date: November 2026