



Early Years Behaviour Policy

Policy Information

Date of last review:	January 2026	Review period:	2 years
Date ratified by Local Governors:		Policy owner:	EY Lead

Reviews/revisions

Review date	Changes made	By whom
January 2028		

Purpose of this Policy

At Princefield Early Years, we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding.

This policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

The principles that underpin our behaviour policy are:

Approaches to behaviour should be consistent and fair

Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate.

Children should enjoy school and feel in control

Children should feel motivated and challenged

Parents and carers need to feel well informed about and comfortable with all behaviour expectations

Transitions are managed effectively, thought about and planned in advance

Everyone should be and feel respected

Partnership with parents, including discussing any issues as and when they arise

Aims

In our Early Years, we focus on Personal, Social and Emotional Development and developing life skills. This in turn promotes self-regulation. We want our children to be confident, happy and involved. Developing skills that will continue through the rest of our school.

In our Early Years, we develop life skills including ;

Planning for own learning

Problem solving

Conflict resolution

Caring for others in the community

Building relationships

Dealing with emotions

Divergent thinking skills

Negotiation and compromise

At Princefield Early Years we promote positive behaviour through class dojo points, verbal praise, stickers, Headteacher golden book, messages home and star of the week certificates.

Consequences

If a child demonstrates a behaviour that puts themselves or others in danger they are given a verbal warning and the behavior is clearly explained to the child.

Sometimes, as a last resort, (e.g. if the behaviour is repeated) children need time to reflect or have some quiet time. We call this 'reflection/quiet time' instead of time out.

This involves insisting children move away from what that are doing and sit somewhere to reflect with an adult. This will be a safe and comfortable place.

Other children do not need to be aware that another child is having quiet time.

Children should always be given a warning before having reflection time. This time should be 1 minute for each year of life and the child should not talk to anyone during that time.

Parents/carers are informed about Quiet Reflection time at the end of the day when this occurred, including the reasons for needing this consequence and the steps taken leading up to it.

If this, and other positive approaches are not being successful, we will seek support from our SENCO team.

Equal Opportunities and Inclusion

The children and parents are actively involved in our behaviour expectations and their perceptions are explored and valued. There are clear curriculum guidelines for children with learning difficulties and behaviour. Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles
- Using pupil's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

Princefield Early Years is fully aware of the equal opportunities legislation as it relates to behaviour policies, the Disability Discrimination Act 2005 and the Race Relations Act 1976 Amended 2000 and takes account of all special educational needs, disability, race, religion, culture and other vulnerable pupils.

Staff are aware that they must make reasonable adjustments in the application of their behaviour policy according to the individual child.

The school ensures that it complies with the relevant equality legislation and with the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006) and has a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying; as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

It also ensures that vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need.

This policy will be reviewed every 2 years, or earlier if necessary.