

## EYFS BEHAVIOUR MANAGEMENT POLICY

### **Aim:**

Deira Private School provides an environment that is safe and stimulating for the children in our care. The aim of the Early Years Foundation Stage (EYFS) Behaviour Management Policy is to promote a positive and supportive environment for young children that fosters their social, emotional, and cognitive development. The policy outlines strategies and approaches to ensure that children's behavior is understood, managed effectively, and supports their overall well-being and learning outcomes. We believe in working closely with parents to enable a consistent approach to behavior management.

### **Explanation:**

Staff members will use positive techniques of guidance, redirection and reinforcement to demonstrate positive behavior in children. We will have a clear set of realistic guidelines for children's behavior.

### **Practice:**

- Every child and family is to be treated with respect and dignity.
- Positive reinforcement will be used to promote appropriate behavior.
- Parents will be updated on their child's behavior regularly.
- There will be, at all times, avoidance of blame, harsh language and degrading responses.
- Through explanation, children will be encouraged to take responsibility for their choices.
- At no time will a child be subjected to any form of physical or emotional ill treatment.
- Foul or abusive language should never be used.
- Deira Private School strives to create a sense in each child of being well-behaved, well-mannered and attentive.
- A positive behavior incentive scheme will be put into place to encourage positive behavior such as 'sticker charts', reward charts and praise.
- There will be a Class Dojo points and Star of the week certificate given to one child every week to encourage good behavior.

- Incentive stickers, hand stamps can be used to reinforce positive behavior. In addition, each class teacher gives oral or written praise.
- We will always address the action, NOT the child.
- Children should be given the opportunity to make appropriate choices and will be encouraged to make their own decisions where applicable.
- We should display a positive role-model image at all times.
- If a child's behavior is disruptive, dangerous, aggressive or unusual, a staff member will attempt to re-motivate the child, directing him/ her to an alternative activity.
- Teachers will monitor the child and try to prevent negative behavior from reoccurring.
- When discussing undesirable behavior, staff members must go down to the child's level. An explanation of why the behavior was inappropriate should be given in a calm and gentle manner. Distract them and gently direct them to an alternate activity.
- Only if necessary for persistent behavior problems, the parents will be called to attend a meeting with the Manager and staff concerned.
- There is no time out policy. No child should be sent to a quiet corner or a particular area in the class.

### **The Environment:**

- Create a positive environment by greeting children warmly every day, speaking in a calm tone, providing choice and interest and developing warm relationships with every child.
- Catch children doing the right thing and express pleasure at appropriate behavior.
- Model consideration, patience, courtesy and helpfulness.
- Admire efforts of children to build self-esteem sincerely and consistently.
- Use non-verbal behaviors such as high fives, thumbs up and a caring voice to build trust and self-esteem.

### **Strategies for Behaviour Guidance:**

#### **Praise and ignore**

- Encourage positive behavior either verbally or non-verbally. At appropriate times choose to ignore negative behavior (if not dangerous) to reinforce that acceptable behavior receives attention and rewards.
- When reinforcing appropriate behavior, do it immediately and be specific.

### **Redirection**

- If you can see a situation may arise from behaviors being exhibited, redirect the child to another activity or place.
- If a situation has already occurred, redirect a child to something/somewhere else if necessary.

### **Modeling**

- Model the behavior you desire and work together with the child to encourage the behavior.
- Teach children about good behavior and what they are not expected to do.
- Use one child as a model for another: this can be very useful in group situations.

### **Rewards and Privileges**

- Use rewards or privileges only during or immediately after desired behavior, do not use them to stop misbehavior.
- Describe the reward behavior to the child.
- Vary rewards and privileges regularly.
- Occasionally tell children ahead of time what they can do to earn rewards and privileges.
- Simple rewards or privileges include allowing children to do something they like such as getting lunch boxes ready. Often these non-tangible rewards are the most meaningful for children.

Part of this process is learning that what they do has an effect on themselves and others.

## **WHAT WE DO ABOUT HITTING**

1. **Preventive actions** – If we spot it early enough, sometimes inappropriate behaviour can be stopped before it has a chance to spiral out of control.
2. **Positive Guidance** - It is hard to prevent children from displaying inappropriate behaviour and young kids are still learning right from wrong. When something arises, we offer positive guidance through stating rules in a positive manner.
3. **Redirection** – We try to redirect a child's attention, offering a different age-appropriate activity than the one they are struggling with or having trouble cooperating with.
4. **Positive Time Out** – When a child is having a difficult moment, he/she is kindly invited to sit somewhere nearby to express his/her feelings and eventually cool down.
5. **Communication** – Parents will be notified immediately in case of major or reoccurring behavioural challenges.

## **WHEN HITTING OCCURS**

- The child will be comforted and reassured.
- Assessment and first aid will be administered on the affected area by the Nurse.
- The teacher, nurse or manager will immediately contact the parents to discuss course of action.
- When the parents come to collect the child there will be an incident form completed by the teacher and by the nurse and the manager should always check and sign this, it will have all the information about the incident and any treatment given.

### **WHAT CAN WE DO ABOUT BITING?**

- We understand that if the child has been bitten or has bitten someone, this can be very distressing for the parents so they can speak to staff about any concerns they may have in a calm manner.
- The staff should not give any information about any other child and cannot disclose who has bitten the child or who the child has bitten.
- At DePS we like to work closely with all involved to reduce and eliminate these issues.

### **WHAT HAPPENS IF CHILD IS BITTEN?**

- The child should be comforted and reassured.
- The child will be taken to the nurse and the bite wound will then be washed and cleaned
- by the nurse with an antiseptic wipe.
- A bleeding wound will be allowed to bleed and not be covered to reduce the risk of infection.
- When the parents come to collect the child there will be an incident form completed by the teacher and by the nurse and the EYFS head should always check and sign this, it will have all the information about the biting incident and any treatment given.

### **Parents Role**

Parents will be regularly kept informed of their child's behavior if it is deemed to be inappropriate. Parents can help by recognising that the DePS Behaviour Management Policy requires close cooperation between parents, teachers and children.

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