



TAUNTON  
— SCHOOL —

# PRE-PREP & EYFS BEHAVIOUR MANAGEMENT --- POLICY

**Policy Lead** – Head of Pre-Prep and Nursery

**Last Review** – September 2025

**Review Schedule** - Annually or following a change in legislation

### **This policy aims to:**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school '**Be kind. Be keen.**'.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equitably to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

**EYFS Guidance:** Children develop at their own rates, and in their own ways. All children are unique and we believe this is the key to understanding children's behaviour.

Taunton School supports children's behaviour by providing the following:

- A Behaviour Management policy and procedure which is followed by all who come into contact with children in our setting.
- A positive Behaviour and Restorative Justice Approach.
- A code of conduct/handbook for staff outlining our expectations of staff in line with the EYFS safeguarding and welfare requirements, which states that corporal punishment will not be used.

In Taunton School EYFS the person responsible for Behaviour Management is Becky Lewis, Head of Nursery and Pre-Prep.

This policy is based on legislation and advice from the Department for Education (DfE) on: Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation: advice for schools 2022, The Equality Act 2010 Keeping Children Safe in Education Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023 Use of reasonable force in schools Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice.

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.

### **Mission Statement and Ethos**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to provide an atmosphere of mutual respect and encouragement in which children can develop self-discipline and self-esteem.

In order to achieve this:-

Class values governing the conduct of the group and the behaviour of the children will be discussed and agreed within the group and explained in appropriate ways to all newcomers, both children and adults. All adults in the group ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. All adults provide a positive model for the children with regard to friendliness, care and courtesy. Adults in the group praise and endorse desirable behaviours. Appropriate methods are implemented including distraction, praise, and reward that highlight positively good behaviour that also links to excellent parent partnership and communication and strong home links. Staff take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Regular agenda items on our Staff meeting agendas and Room Leader meetings focus on the children and behaviour needs. Pupil profiles are used for children where behaviour is linked closely to SEND. Staff ensure they know all children as an individual and share knowledge of children who may need support during more unstructured times.

Our school values of 'Be kind. Be keen.' underpin our ethos and encompasses positive behaviours. We also operate and encourage sharing positive values with the children in assemblies, in play context, PSHE and through our Chapel and Celebration Assemblies.

When children behave in unacceptable ways any difficulties will be handled in a developmentally appropriate way.

**Misbehaviour** is defined as:

- Disruption in lessons, in cloakrooms and the learning environment
- Unkind or physical behaviour
- Refusal to complete classwork
- Refusal to follow instructions
- Poor attitude
- Rudeness

**Serious misbehaviour** is defined as:

- Repeated breaches of the school values
- Physical behaviour which impacts the safety and wellbeing of other pupils or staff
- Racial or other discriminatory behaviour
- Any form of bullying

### **Under 3**

We recognise that strategies for supporting very young children differ because they are not able to regulate their emotions such as fear, anger or distress. Toddlers need caring guidance to figure out how to cope with their emotions. Examples of challenging behaviours usually arise around learning a variety of communication techniques and learning about big feelings; anger, frustration and sadness.

The reason for these behaviours at this age is usually because the child cannot figure out how to express their feelings in an acceptable way. At this stage of development, the child doesn't have the tool kit and doesn't know how to get a need met. Practitioners scaffold and help the child to learn by responding in a more constructive way, modelling developmentally appropriate ways of handling these feelings. Common inconsiderate or hurtful behaviours of young children include: tantrums, biting, scratching, snatching and hitting out. Staff are calm and patient, offering comfort to intense emotions helping children to manage their feelings by simply talking through the child's feelings to promote a greater understanding along with helping to resolve issues.

Reasons for behaviour might be:

- Teething, over tiredness, reaction to sensory overload
- Experimenting to see responses, looking for boundaries
- Biting for oral stimulation
- Toddlers can become frustrated as there are many things they may want to do but cannot due to stage of development
- Learning self-control
- Learning to wait

When behaviour is unacceptable:

- Physical punishment, such as smacking is not used or threatened
- Adults do not shout or raise their voices in a threatening way
- Children are never sent out of the room by themselves
- Techniques intended to single out and humiliate individual children are not used
- It is always made clear to the child or children in question that it is the behaviour and not the child that is unwelcome

- Children are given one-to-one adult support in seeing what is wrong and working towards more appropriate behaviours. In some instances, this might be achieved by a period of "time-out". The adult monitoring the 'time-out' will sit with the child to co-regulate. Once calm, the adult explains the behaviour that took place and why it was the wrong thing to do. If the child has hurt another child then they are encouraged to act appropriately, by saying sorry to the child they hurt
- A record is made of any significant behavioural incidents. If behaviour resulted in harm to another child, the nature of the incident and resultant actions are recorded. Discussions are held with parents/carers of those involved but confidentiality must be respected. Parents/carers are asked to sign the incident book.

At the induction we share with parents our expectations and ask them how they deal with their children at home and work in partnership with the parent at all times. This is talked about sensitively and informally and once a child has started, according to need, guidance and partnership is provided.

We are aware that our families have very different needs, routines and perspectives, which can affect expectations.

### **Positive Handling**

There may be occasions where it is necessary for staff to positively handle children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary will be used for the minimum length of time required for the child to regain self-control. In all cases of positive handling the incident must be documented using the reporting form on SharePoint and reported to the Head of Pre-prep and Nursery.

**UNDER NO CIRCUMSTANCES WOULD IT BE PERMISSABLE TO USE PHYSICAL FORCE AS A FORM OF PUNISHMENT, TO MODIFY BEHAVIOUR OR TO MAKE A PUPIL COMPLY WITH AN INSTRUCTION.**

### **Over 3s**

Our school behaviour curriculum and values create a culture that promotes excellent behaviour. **'Be kind. Be keen.'** is at the heart of everything we do and promote with our children, leading to successful behaviour through the key habits and routines pupils develop.

Pupils are expected to:

- Behave in an orderly and an age-appropriate, self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Embody our TPPS values 'Be kind. Be keen.'

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level behaviour
  - Using positive reinforcement
- Communicate with parents to work in partnership to promote positive behaviour and address any concerns promptly and collaboratively

## **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via class Dojo
- Certificates
- Positions of responsibility, such as being entrusted with a particular task
- Whole-class or year group rewards, such as a popular activity

## **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions / restorative approaches in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour using school values
- Use of a thinking space within the classroom / learning environment
- Expecting work to be completed at break or lunchtime (if appropriate)
- Loss of privileges – for instance, the loss of a prized responsibility
- Restorative tasks where necessary, such as tidying a classroom or helping another child
- Restorative conversations with peers or staff
- Reflective conversation about what has happened
- Discussion at collection or phone call home with parents/carers
- Removal of the pupil from the classroom / learning environment and referring the pupil to a senior member of staff
- Agreeing a behaviour contract with parents and pupils

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Responding to serious misbehaviour**

If behaviour is repetitive and the above sanctions have not been effective in changing the behaviour, this will be deemed as serious misbehaviour.

Racial or other discriminatory abuse will be treated with zero tolerance and the unacceptability of the behaviour and attitudes is made clear immediately, by means of explanations rather than personal blame. If agreed by the parent/child involved, then the incident and names are discussed with parents. Especially if a group or more than one child is involved.

If a pupil's behaviour endangers staff or other pupils this will also be considered to be serious misbehaviour. The nature of the incident and resultant actions are recorded. Discussions are held with parents/carers of those involved but confidentiality must be respected.

Outcomes of serious misbehaviour may include:

- Increased adult support where available

- Removal from certain lessons / times of the day
- Adaptations to curriculum content / activities available
- A reduced timetable
- Thinking days away from school
- Withdrawal of the child's place at Taunton School

A record is made of any significant behavioural incidents on ISAMS and resultant actions are recorded.

Where SEND needs to be considered as part of a behaviour review, before further action is taken, the school will ensure it has met all needs and made all possible reasonable adjustments.

### **Bullying**

See bullying policy

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.