BLACKHEATH HIGH SCHOOL GDST

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9a BLACKHEATH HIGH SCHOOL EYFS BEHAVIOUR POLICY

Early Years Foundation stage

. This policy applies to:

- EYFS only

Person responsible:	Lizie Riordan, Head of EYFS
Contact details of person responsible:	l.riordan@bla.gdst.net
Identified Governor:	N/A
Reviewed by and frequency:	Annually by Head of EYFS
Date of last review:	September 2025
Policy approved by SLT on:	September 2025
Date of next review:	September 2026

This policy should be read in conjunction with:

- Blackheath High School Junior Behaviour Policy
- Blackheath High School Anti-Bullying Policy
- Blackheath High School Classroom Management Policy
- Blackheath High School Equal Opportunities Policy
- Blackheath High School GDST Exclusions Policy
- Blackheath High School Restraint Policy
- Blackheath High School Rewards Policy
- Blackheath High School Safeguarding Policy

LEGAL REFERENCES:

This policy operates within a wider national and local policy framework, which includes:

- The Equality Act 2010
- The Pupils and Families Act 2014
- Behaviour and Discipline in Schools (2016)

AIMS:

The policy aims to ensure that

- Pupils are given clear expectations for their behaviour
- Pupils in the EYFS can work in an atmosphere conducive to learning and good personal, social and emotional development
- Staff respond consistently and effectively to support pupils to behave appropriately

How we promote appropriate behaviour in the EYFS

We create a safe and nurturing environment through positive role models and attitudes. We believe that all staff are responsible for creating a climate of good behaviour; the courtesy that we expect from pupils should be reflected in the way that we treat them and the

example we set. We explicitly teach good values and attitudes within the EYFS curriculum and make our expectations clear through class rules called 'Our Handy Hints'. The pupils are taught that we should 'look', 'listen', 'think', 'share and be kind' and 'try our best'. These expectations are established during our PSED lessons that follow the Jigsaw scheme. The pupils are encouraged to make an action to show each 'handy hint' and are shown that there is one for each finger on one hand. The 'handy hints' are discussed regularly, and pupils are praised when they demonstrate them.

We are flexible in our teaching, addressing personal, social and emotional issues as they arise through story, circle time and games. We are pro-active and plan activities which promote good behaviour and help our pupils develop self-esteem and confidence. We promote and encourage behaviour through a variety of rewards systems and use our sanctions in a fair and consistent way when required. We work closely with our parents/carers to ensure our approach and expectations are matched and aim to deal with small behavioural matters in a timely manner before they escalate.

Rewards

We encourage our pupils to practise good behaviour by operating a system of praise and reward. This includes:

- Giving praise as often as possible for making the right choices in their behaviour and learning
- In Reception, the pupils are allocated a House as part of the whole school House system. They are rewarded house points correlated to the 'Blackheath Way' and the behavioural and learning expectations set in class
- A visit to the Head of Juniors for a special sticker
- The accolade of Superhero of the Day is awarded in relation to the Characteristics of Effective Learning and is shared on the Weekly News on Firefly with parents/carers
- Good behaviour is shared with parents through conversation, email, Parent Teacher meetings and interim and end of year reports

Sanctions

All classes use Circle Time to reinforce positive behaviour and address any issues but inevitably there are times when a pupil/pupils need to be reminded of what is appropriate behaviour. In that event the following strategies will be used:

- Staff will remind the pupil/pupils of the class rules and expectations
- A short "time out" of five minutes to consider their actions will take place, followed by discussion
- Removal to a parallel class for a short period
- Taken to Head of EYFS
- Taken to the Head of Juniors
- Parents will be informed as is appropriate to the incident but always if action beyond the first two steps is necessary
- Staff will write up any serious incident on CPOMS which will notify the Head of EYFS, Head of Juniors, Pastoral Deputy Head Teacher, Head of School and all senior Safeguarding and Deputy Safeguarding Leads
- In the event of continued behavioural difficulties, staff will consult with the SENDco, together with parents, to establish specific targets within an I.E.P.

- In extremely serious cases where, for example, behaviour endangers the pupil in question or those around her, staff should consult Head of Juniors immediately who may consider temporary or permanent exclusion
- Corporal punishment is never threatened or used

Physical Intervention

At Blackheath High School we believe that pupils need to be safe, know how to behave, and know that the adults around them can manage them safely and confidently. Pupils' behaviour is excellent and often commented on as a very positive feature of our school. For a very small minority of pupils only, the use of physical intervention may be needed, and, on such rare occasions, acceptable forms of intervention are used.

Parents need to know that their pupils are safe with us, and they need to be properly informed if their pupil is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

The Law allows for members of staff authorised by the Head teacher to use restrictive physical intervention to prevent a pupil from doing or continuing to do any of the following:

- injuring themselves or others

- causing damage to property

Restrictive physical interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)

- to gently direct a pupil

- in an emergency to avert danger to the pupil or pupils

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding

- the pupil's individual characteristics and history

A record is kept of incidents involving physical intervention and parents will be informed on the same day of any incident involving individual pupils.

Reviewed: L. Riordan 2025