

## **EARLY YEARS (Pre-Prep): BEHAVIOUR AND PHYSICAL INTERVENTION POLICY**

*Compliant with the Early Years Foundation Stage Framework (2024)*

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### **Legal & Regulatory Context**

This policy is based upon the current legal and regulatory framework to ensure the safety and wellbeing of all children. This includes adhering to the Early Years Foundation Stage (EYFS) statutory framework, which sets out clear expectations for promoting positive behaviour and managing challenging situations in a developmentally appropriate way. Our approach also reflects the principles of the Children Act 1989 and 2004, prioritising the child's welfare, and the Equality Act 2010, ensuring inclusive, non-discriminatory practice.

If physical intervention is ever necessary—for example, to prevent immediate harm—it must follow the Department for Education's guidance on the use of reasonable force, be used only as a last resort, and be carried out by trained staff. In addition, our approach is aligned with the safeguarding expectations outlined in Keeping Children Safe in Education (KCSIE) and takes into account the needs of children with SEND.

### **1. POSITIVE BEHAVIOUR STRATEGY**

Each class will collaboratively create its own 'Golden Rules' at the start of the academic year. These will be prominently displayed in each classroom and may include statements such as:

- We will follow instructions the first time.
- We will be polite and kind.
- We will not touch other people or their things.

#### **Expected Behaviours**

Expected behaviours are rooted in creating a safe, respectful, and nurturing environment where all children can thrive. Pupils are encouraged to use kind hands and words, to share and take turns, and to listen to adults and one another.

They are supported in expressing their feelings appropriately, following simple instructions, and engaging positively with peers during play and learning activities. Respect for others, caring for the classroom environment, and developing independence through routines are key elements.

We teach children to recognise and label different emotions and feelings to support their emotional regulation.

#### **Positive Reinforcement Strategies**

Our behaviour expectations are reinforced consistently by staff through modelling, praise, and developmentally appropriate strategies that promote empathy, cooperation, and emotional regulation.

The emphasis is always on praise, encouragement, positive reinforcement, and rewards where appropriate.

Children receive stickers for positive behaviour.

### **Positive Preventative Behaviour Strategies**

**Structure and Routine:** Staff ensure there is a structured, predictable environment and that children are prepared for changes to their routine.

**Co-Regulation and Emotional Literacy:** Children are taught to recognise and label their emotions to support their emotional regulation. Staff are trained in co-regulation strategies.

**Redirection:** If children are becoming dysregulated, adults use strategies of redirection and distraction to avoid escalation.

**Positive Relationships:** Staff work hard to foster positive relationships with all children and their parents/carers.

**Awareness of Sensory Needs:** Staff are aware of children's sensory needs and complete a sensory profile, if necessary, to identify them and make accommodations for them.

### **Training**

St Edmunds School will ensure that all staff receive training appropriate to the implementation of this policy on at least an annual basis. A log of training will be kept centrally. This will include:

- Annual Safeguarding training on Keeping Children Safe in Education
- Online follow training based on KCSIE
- Specific courses such as Positive Handling in Schools/Early Years settings and other courses deemed necessary by the Head or Designated Safeguarding Lead.

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## **2. RESPONSES TO INAPPROPRIATE PHYSICAL OR AGGRESSIVE BEHAVIOUR**

All children have the right to feel safe at school. Any physical aggression, inappropriate touching, or unsafe behaviour is taken seriously, and our approach is always guided by the principles of safeguarding, child development, and early intervention.

### **Responses to Inappropriate Physical Incidents (including touching or hitting):**

These include, but are not limited to:

- A child hitting, kicking, biting, or pushing another child or adult
- A child engaging in inappropriate touching, whether exploratory or aggressive

When such behaviour occurs:

- The incident will be responded to immediately using a calm, firm, and developmentally appropriate tone.
- Staff will separate the children, ensuring the safety of all involved.
- Staff to wear visual behaviour lanyards to give support to SEN children.
- Staff will clearly and gently explain to the child why the behaviour was not appropriate, using restorative language and helping them understand the impact.
- The behaviour will be **recorded in the Incident Report Book** and **logged on CPOMS**, with follow-up actions clearly documented.
- Parents will be informed on the same day or as soon as reasonably practicable.
- The **Head of Pre-Prep** will be informed. Where appropriate, a meeting with parents may be arranged to discuss behaviour strategies.

For **serious or repeated incidents**, including:

- Aggression toward staff
- Serious harm caused to another child
- Sexually inappropriate behaviour
- Any behaviour that raises safeguarding concerns

The child may be required to go home for the remainder of the day, and a **Back to School Meeting** will be scheduled with parents and the Head of Pre-Prep as soon as practical (not necessarily the following day). A plan will be put in place to support the child's safe and positive reintegration which may include a Risk Assessment.

**All serious incidents must be logged on CPOMS and iSAMS** to ensure safeguarding, behaviour monitoring, and communication with relevant staff members, including the Designated Safeguarding Lead (DSL) and SENCO, as appropriate.

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### 3. PHYSICAL RESTRAINT IN PRE-PREP (INCLUDING EYFS)

In **exceptional circumstances**, where there is an immediate risk of injury, staff may use **reasonable force** (DfE: *Use of Reasonable Force*, 2013) to prevent harm.

**Before intervening physically**, staff will:

- Give clear verbal instructions for the child to stop.
- Communicate throughout the incident to de-escalate.
- Use the minimum force necessary and only for as long as needed to maintain safety.

**Examples of When Restraint May Be Necessary:**

- A child attacks a member of staff or another child
- A child runs toward a dangerous area (e.g., a busy road)
- A child is damaging property or harming themselves

**Acceptable Techniques May Include:**

- Blocking a pupil's path
- Leading a child gently by the hand or arm
- Shepherding with a hand on the back
- Physically interposing between children

**Unacceptable Practices Include:**

- Holds that restrict breathing
- Pulling or holding by the neck, hair, or ears
- Use of force to inflict pain or as punishment

All incidents involving restraint:

- Must be **recorded in the Incident Report Book which is located in the Heads' Office.**
- **Logged on CPOMS and iSAMS** with full details
- Reported to the **Head of Pre-Prep**
- Shared with parents on the same day or as soon as reasonably practicable

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#### **4. SUPPORT FOR CHILDREN WITH SEND OR IDENTIFIED NEEDS**

If a child is known to have additional needs (e.g., ASC, SEMH, ADHD), staff will implement **proactive and personalised strategies**, including:

- Risk Assessments or Individual Behaviour Plans (IBPs)
- Training for staff in de-escalation or communication strategies
- Input from outside professionals such as Educational Psychologists or SALTs
- Recommend pre-school parents to go to a talking – walking.
- We can recommend Play Therapy if the parents are willing to pay.

All strategies and support measures must be **clearly recorded and monitored through CPOMS and/or iSAMS** as part of the school's SEND provision and safeguarding responsibilities.

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#### **5. REGISTER OF SANCTIONS AND MONITORING**

Clear documentation, staff training, and consistent, calm responses are essential to ensure our approach is legally compliant, proportionate, and child centred.

- In Pre-Prep, the class teacher keeps a **daily record** of minor sanctions.
- The Head of Pre-Prep logs all **serious incidents and sanctions on iSAMS**.
- All concerning behaviour and follow-up strategies are recorded on **CPOMS**.
- Behaviour patterns are reviewed regularly in staff meetings, with the SENCO present.
- Persistent concerns are addressed with parents via structured behaviour support plans.

This digital record-keeping ensures that staff can monitor trends, share relevant information securely, and respond with consistency and transparency.

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## 6. SCHOOL RULES AND SANCTIONS

While we focus on positive behaviour, some behaviours require sanctions, which may include:

- Time out in class or another supervised area
- Reduced timetable
- Loss of privileges (e.g. part of free play)
- Withdrawal from a trip or activity
- Being sent home following serious incidents

**In rare cases**, the Head may consider:

- **Suspension** (fixed term)
- **Exclusion** (permanent, in exceptional circumstances)

All decisions are made in line with safeguarding responsibilities and take into account any additional needs. These incidents are always documented on **CPOMS and iSAMS**.

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## 7. CHILD-ON-CHILD ABUSE AND SAFEGUARDING

The school recognises that **child-on-child abuse** can occur even in the Early Years. All such incidents must be addressed promptly, recorded appropriately, and followed up with safeguarding protocols.

- Staff are trained to recognise signs of harmful sexual behaviour, bullying, and trauma-based responses.
  - All concerns are recorded on **CPOMS** and reviewed by the **DSL**.
  - Parents are informed early and support from external agencies is sought when necessary.
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This policy reflects the school's duty of care, EYFS statutory responsibilities, and commitment to fostering a nurturing, safe, and respectful environment for all children.

#### **8. Monitoring and Review**

This policy will be reviewed at least annually by the Head and Governing Body.