



Early Years Foundation Stage (EYFS) Behaviour and Anti-Bullying Policy

Date of Policy	Review Date	Reviewed By	Approved By
March 2026	March 2027	C Thomas	Liz Channon

Early Years Foundation Stage Overarching Principles							
A Unique Child	✓	Positive Relationships	✓	Enabling Environments	✓	Learning and Development	✓

Early Years Foundation Stage (EYFS) Behaviour and Anti-Bullying Policy

1. Policy Statement and Scope

This policy forms an integral part of the school’s safeguarding arrangements to promote the physical, mental, and emotional wellbeing of children from **birth to age five**.

We recognise that early years children are developing social skills. This policy outlines our structured approach to promoting positive behaviour, managing misbehaviour transparently via a defined sanction framework, and tracking persistent target-driven behaviours via CPOMS to eliminate early forms of child-on-child abuse.

2. Regulatory Framework

This policy must be read alongside:

- The school's **Whole-School Safeguarding and Child Protection Policy** (meeting statutory Keeping Children Safe in Education (KCSIE) standards).
- The **Equality Act 2010** (Accessibility Plan and Reasonable Adjustments for SEND).
- The statutory **Early Years Foundation Stage (EYFS)** framework requirements.

3. Promotion of Good Behaviour

Babington House School actively promotes high standards of conduct through a structured, age-appropriate environment:

- **Key Person System:** The allocated Key Person builds a secure relationship with each child to monitor emotional baseline changes.
- **Explicit Role Modelling:** Staff use calm, positive reinforcement and continuous gentle reminders regarding sharing and turn-taking.
- **Visual Routines:** Visual timetables and emotion charts are utilised across all classrooms to reduce situational anxiety.

4. The Graded Sanctions and Interventions Framework

We utilise a tiered, age-appropriate system.

Tier	Behaviour Example	Staff Intervention Strategy	Sanction / Action Adopted	CPOMS Logging Requirement
Tier 1	Minor disruption, shouting out, refusing to share resource.	Co-Regulation: Remind child of class boundaries using positive phrasing.	Immediate verbal correction and redirection to another learning zone.	Not logged on CPOMS unless part of a persistent daily pattern.
Tier 2	Deliberate hitting, biting, throwing items, or destructive actions.	Restorative Intervention: Remove child from the immediate situation for safety.	Time Out with Key Person: 1 minute per year of child's age in the "Cosy Corner" to reflect, followed by a supported apology.	Mandatory CPOMS Log: Entered within 24 hours under the "EYFS Behaviour" category.
Tier 3	Repetitive aggression, targeted hurtful actions, or severe safety risks.	De-escalation & Safety Management: Immediate intervention. Physical restraint used <i>only</i> to prevent harm.	Parent notification meeting. Logged as formal incident. Implementation of an Individual Behaviour Support Plan.	Immediate CPOMS Log: Flagged under "Safeguarding/Child-on-Child Abuse" or "High-Level Behaviour" with Senior Leadership alert triggered.

5. Anti-Bullying Strategy & Child-on-Child Abuse

While repetitive, intentional bullying is behaviourally rare in the EYFS age group, patterns of peer exclusion, aggressive dominance, or targeted physical hurt are treated under our anti-bullying protocol.

- **Definition of Bullying in EYFS:** Repetitive behaviour, unbalanced in power, intended to cause distress or isolation to another child.
- **Staff Training:** All EYFS personnel receive explicit training to identify and address early indicators of child-on-child abuse.
- **Proactive Curriculum:** The Personal, Social, and Emotional Development (PSED) framework explicitly teaches inclusion via puppets and cooperative games.

6. Structured Reporting, CPOMS Record Keeping, and "Lessons Learnt"

To ensure robust, structured tracking, Babington House School enforces the following compliance loop via CPOMS:

1. **Immediate Logging:** All Tier 2 and Tier 3 behavioural incidents, plus any allegations of targeted peer exclusion, are formally entered into **CPOMS** within **24 hours** by the staff member who witnessed the event.
2. **CPOMS Categorisation & Cross-Referencing:** Incidents must be accurately tagged using specific EYFS sub-categories (e.g., *Physical Aggression, Persistent Exclusion*). CPOMS is used to cross-reference behaviour records against attendance logs and safeguarding profiles to identify hidden vulnerabilities or trends.
3. **The "Lessons Learnt" Review:** Following any repeated or severe behavioural incident logged on CPOMS, the EYFS Coordinator reviews the physical setup, staffing ratios, and supervision levels in the area where the incident occurred. Actions taken are documented directly on the student's CPOMS timeline to close the compliance loop.

7. Partnership with Parents and External Agencies

- **Parental Information:** This policy is made accessible to all parents and prospective parents on the school website.
- **Daily Consultation:** Parents are notified on the same day if their child requires a Tier 2 or Tier 3 sanction.
- **SEND and External Support:** Where behaviour indicates an unmet developmental need, the EYFS Special Educational Needs Coordinator (SENCo) engages with local authority specialists to build a unified approach.

Appendix 1

ABC (Antecedent, Behaviour, Consequence) Chart Template

Copy, paste, and fill this template into the text body or attachment section of your **CPOMS** log for any Tier 2 or Tier 3 incident.

text

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EYFS ABC BEHAVIOUR LOG (FOR CPOMS ATTACHMENT / INCIDENT ENTRY)

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Date of Incident: [DD/MM/YYYY] Time: [HH:MM]

Child Initials: [XX] Staff Member Logging: [Name]

Location: [e.g., Construction Area / Outdoor Sand Pit / Carpet Time]

1. ANTECEDENT (What happened immediately BEFORE the behaviour?)

- Transition between activities / routines
- Resource dispute / wanting a toy another child had
- Overcrowding / lack of personal space
- Adult attention directed elsewhere
- Unstructured play / free-flow confusion
- Sudden loud noise or sensory overload

Details: _____

2. BEHAVIOUR (What did the child physically DO? Be objective.)

- Physical aggression (Hitting / Pushing / Kicking)
- Biting / Scratching
- Throwing objects / damaging resources
- Task avoidance / running away from staff

Targeted peer exclusion / verbal shouting

Details: _____

3. CONSEQUENCE (What happened immediately AFTER? Staff action taken.)

Co-regulation applied (Deep breathing, quiet voice)

Restorative intervention (Moved to Cozy Corner with Key Person)

Sanction applied: Age-appropriate time-out ([X] minutes)

First aid administered to peer (Cross-referenced on CPOMS)

Redirection to a new independent learning zone

Details: _____

FOLLOW-UP & COMPLIANCE LOOP

Parent Notified (Same Day): Yes No Time: [HH:MM]

Method: Phone Call In Person at Pickup Digital App

ENVIRONMENTAL LESSONS LEARNT / PROVISION ADJUSTMENT:

(What will change in the room setup or routine to prevent a reoccurrence?)