

## S. Anselm's School



### Policy Title: EYFS Achieving Positive Behaviour Policy

Policy Category: EYFS

Policy Number: EY1

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| Policy Owner / Author: | Katie Baldwin   |
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| Contact for Queries:   |   |

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## Statement of Intent

At S. Anselm's Foundation Stage, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for behaviour.

We recognise that behaviour is a form of communication, particularly for babies and very young children, and that children require sensitive, consistent support to develop self-regulation over time.

Children learn to consider the views and feelings, needs and rights of others, and the impact their behaviour has on people, places and objects. This is a developmental process that requires support, encouragement, teaching and adults who model positive behaviour.

The principles underpinning positive behaviour are embedded within our programme for promoting personal, social and emotional development.

## EYFS key themes and commitments

|                |                        |                       |                          |
|----------------|------------------------|-----------------------|--------------------------|
| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|----------------|------------------------|-----------------------|--------------------------|

### In order to achieve this;

The named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

The named person for S. Anselm's EYFS - **Peter Cook/Katie Baldwin**

Little Puddings – **Sarah Woodward**

We require the named person to:

- keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the school's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate

behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

## **Positive Relationships and Expectations**

We recognise that expectations for behaviour vary across cultures and require staff to respect and understand these differences.

All staff, volunteers and students:

- Provide a positive model of behaviour
- Treat children, parents and colleagues with care, respect and courtesy
- Are familiar with and consistently apply this policy

We work in partnership with parents, sharing information regularly and working collaboratively to support children's behaviour.

## **Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Any occasion will be recorded and parents and/ or carers will be informed the same day.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the nursery/ class teacher and are recorded in the Wellbeing file with in iSAMs. The child's parent is informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We do not use corporal punishment or punishment which could negatively affect a child's well-being.

### **Children Under Three Years (Including Babies from 3 Months)**

We recognise that babies and young children are at different stages of development and require tailored approaches.

#### **Babies from 3 months to 12 months**

- Babies are at the earliest stage of social and emotional development and rely entirely on responsive adults to meet their needs.

At this stage:

- Behaviour is communication
- Babies express needs through crying, movement, facial expressions and sounds
- They are unable to regulate emotions or understand behavioural expectations

Practitioners support babies by:

- Providing warm, consistent care through a key person
- Responding promptly to distress to build secure attachments
- Using soothing strategies such as holding, rocking and gentle communication
- Maintaining predictable routines
- Creating calm, safe environments
- Observing and responding to cues

We work closely with parents to ensure continuity of care.

When children under three behave in ways that may be perceived as inconsiderate, we recognise this as part of development. This includes babies, whose needs are met through responsive caregiving rather than behaviour management strategies.

Young children:

- Are unable to regulate emotions independently
- Require adult support to manage feelings

Common behaviours include tantrums, biting and pushing. Staff respond calmly and sensitively, supporting children to understand and manage their emotions.

We investigate underlying causes such as:

- Changes at home
- Separation anxiety
- Settling-in difficulties

The key person plays a central role in providing security and consistency.

### **Hurtful behaviour and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate

behaviours.

## **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We calm the child who is angry as well as the one who has been hurt by the behaviour. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings
- We support social skills through modelling behaviour, through activities, role play and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through a close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- Incidents of hurtful behaviour (biting, scratching, hitting, pushing, swearing and spitting) will be shared with parents/carers. Strategies for improving responses will be worked out in partnerships with the parents/carers.
- If behaviour persists or concerns remain high, we will attempt to find a solution together.
- When problems recur, the practitioner may consider the way in which changes should be made in the way it is providing for the children's needs.
- In cases of physical injury caused by behaviour it will be recorded in the Medical injury file and reported to parents/carers on the same day.

## **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to carry out a pre-meditated intent to cause distress in another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.;
- We do not label children who bully as “bullies”;
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child’s behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did he bullying is being helped to adopt more acceptable ways of behaving

## **Intent**

We aim to create a nurturing, inclusive environment where all children, including babies from 3 months, feel safe, secure and valued. We prioritise emotional wellbeing, attachment and the development of self-regulation through positive relationships.

## **Implementation**

- A strong key person system supports attachment and emotional security
- Staff are trained in child development and behaviour support
- Environments are structured to reduce conflict and promote engagement
- Behaviour is understood as communication, particularly for babies
- Consistent, calm responses are used across the setting
- Partnerships with parents ensure continuity of care

## **Impact**

Children:

- Feel safe, secure and emotionally supported
- Develop confidence, self-esteem and a sense of belonging
- Learn to manage their feelings and behaviour over time
- Show increasing empathy and understanding of others
- Are well-prepared for the next stage of their learning