ALDENHAM
PREP SCHOOL

# EYFS Promoting Positive Behaviour

| Managed by: | Updated: | Review Date: |
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| SMG/AS | October 2025 | November 2026 |

| Heads Authorisation: | Date: |
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| S. Galpin | November 2025 |
| Mrs Galpin | |

## INFORMATION

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## Aldenham Prep School Early Years Foundation Stage

## Promoting Positive Behaviour Policy

This policy fulfils the requirements relating to managing children's behaviour as laid down in the Early Years Statutory Framework (2025) below:

**Safeguarding and Welfare Requirement: Managing behaviour**

Providers are responsible for managing children's behaviour in an appropriate way.

### Policy statement

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 their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and their emotions. In these types of situations the key worker and other Foundation Stage staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

In order to support children's developing understanding and to manage children's behaviour in an appropriate way, we at Aldenham Prep School's Foundation Stage:

- 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 setting.
- 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.
- Familiarises new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- Expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- Ensures that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedure.
- Work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker/teacher. 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.
- Encourage staff members to share knowledge and strategies which promote appropriate models of behaviour and to access relevant training.
- Support all staff to address issues relating to behaviour.

### Our Strategies for Promoting Positive 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 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 acknowledge considerate behaviour such as kindness and willingness to share.

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 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 are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop through repeated experiences with problem solving, supported by patient adults and clear boundaries.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

In cases of serious mis-behaviour, 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.

**Procedures: Monitoring of behaviour**

- Children's behaviour is 'monitored' informally as part of everyday practice across the Foundation Stage.
- Unwanted behaviours are addressed using a consistently applied approach.
- Behaviours that result in concern for the child and/or others will be discussed between the Key Worker, Class Teacher and Head of Learning Support as appropriate. During discussion, staff use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practise will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the Class Teacher will liaise with parents/carers to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the Class Teacher will implement monitoring to identify a trigger for the behaviour.
- If a trigger is identified then the Class Teacher will work with the parents to plan support for the child by developing an action plan. If relevant, recommended actions for dealing with the behaviour at home will be agreed with the parents/carers and incorporated into the plan. Other members of the staff team are informed of the agreed actions and help implement them. The plan is monitored and reviewed regularly by the Class Teacher, Key Worker and Head of Learning Support if relevant until improvement is noted.
- If, despite the interventions, the behaviour continues to occur and is of significant concern, then the Class teacher or Pre-Prep Leader will invite the child's parents to a meeting to discuss next steps for supporting the child.
- It may be agreed that specialist help and advice will be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, we follow the school's Safeguarding Policy. It may also be agreed that the child should be referred for an Education Health Care Plan. (See SEND policy)

- Advice provided by external agencies specific to the child is incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.
- Observational notes and minutes from meetings are kept in the Pastoral File. A home/school link book may be set up.

**Use of rewards and sanctions e.g. praise, stickers, time out**

All children need consistent messages, clear boundaries and guidance if they are to manage their behaviour through self-reflection and control.

Rewards such as praise and stickers are used often. However, we recognise that excessive praise and stickers do not teach children how to act when a 'prize' is not promised or provide the child with the skills to manage situations and their emotions. Instead, a child is taught to be 'compliant' to meet adult's own expectations in order to obtain a reward or for fear of a sanction.

Individual classes, particularly Reception, may have their own 'class reward schemes' or 'Pupil of the week' once the children are considered to have sufficient maturity to understand such schemes.

'Time out' where the child remains within the room or play area is used to withdraw a child from an activity when they have hurt or been hurtful towards another person. Staff speak to the child calmly and encourage the child to reflect on what has happened before allowing the child to return to the activity. However, if necessary, the child may be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened. The use of calming toys used with our Ruler program might be offered to support the child.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and leaving them alone. Corporal (physical) punishment of any kind is never used or threatened.

**Use of physical intervention**

The term 'physical intervention' is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down.

Staff do not use physical intervention or the threat of physical intervention, to manage a child's behaviour. The only situation where physical intervention is acceptable is where "physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary" (EYFS 2025).

If "physical intervention" has been used for any of the reasons shown above, the event is made known to the Head of Prep School or, in her absence, the Deputy Head and a record of the event is made on the child's file (what happened, what action was taken and by whom, and the names of witnesses). Parents/carers are informed on the same day, or as soon as reasonably practicable.

During inconsiderate or hurtful behaviours such as tantrums, biting or fighting, staff remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Sometimes a child has not settled in well and the behaviour may be the result of "separation anxiety". We focus on ensuring the child's attachment figure in the setting is building a strong relationship to provide security to the child.

If tantrums, biting or fighting are frequent, the Class Teacher will speak with parents to identify the underlying

cause following the 'Monitoring of Behaviour Procedure' (above).

## Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children are pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. Staff work with the children to help them to understand and adopt acceptable behavioural boundaries to contain play to ensure others are not distressed or hurt.

We recognise that fantasy play may contain violent dramatic themes such as blowing up, shooting etc., and often refers to "goodies and baddies". As such this play offers opportunities for staff to explore real world concepts such as right and wrong and conflict resolution with the children. We tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios.

## Hurtful behaviour

We take hurtful behaviour very seriously. We recognise that most children under the age of five will at some stage hurt or say something hurtful to another child because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We do not believe it 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.

Staff help the child to manage their feelings by calming them through holding and cuddling, particularly for pre-verbal children, and by discussing the incident with them at their level of understanding. For example, by naming feelings, making a verbal connection between event and feelings and encouraging older children themselves to talk through the feelings that motivated the behaviour.

By verbalizing the event we help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. We help children develop pro-social behaviour, such as resolving conflict over who has the toy.

We support social skills through modelling behaviour, through activities, drama and stories.

We build self-esteem and confidence in children, recognising their emotional needs through 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.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together (see above 'Monitoring of behaviour').

## 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 plan to carry out a premeditated intent to cause distress in another. 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.

If a case of bullying arises staff show the children who have been bullied that they will listen to their concerns and act upon them by giving reassurance and intervening to stop the child who is bullying from harming the other child or children. The room leader informs the parents of the child who has been bullied of what has happened, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Staff explain to the child doing the bullying why her/his behaviour is not acceptable and help the child who has done the bullying to recognise the impact of their actions. 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.

We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that 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 do not label children who bully as "bullies". We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

| Date: | Pages: | Amendments: | Reason: | Name: |
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|---|---|---|---|---|
| 15.9.17 | 1 and 3 | EY Statutory framework date | Up-date | VJG |
| 15.9.17 | various | Job titles of SLT members | Up-date | VJG |
| 20.9.18 | Various | Key person to '*key worker*' | Consistency | SMG |
| 20.9.18 | 2 and 4 | Room leader to '*Senior Early Years Practitioner*' | Change of titles due to restructuring of Nursery | SMG |
| 20.9.18 | 2 | Nursery Leader to '*Nursery Teacher*' | Change of titles due to restructuring of Nursery | SMG |
| 20.9.18 | 2 | Practice to *'practise'* | Spelling error | SMG |
| 16.10.19 | 2 | Remove Senior Early Years Practitioner Insert Class Teacher | Changes to positions and titles | LSz |
| 30.09.20 | 2 | Practice to practise | Grammar | SMG |
| 30.09.20 | 2 | Practice to practise | Grammar | SMG |
| 30.09.20 | 4 | Remove Senior Early Years Practitioner Insert Class Teacher | Changes to positions and titles | LSz |
| 30.09.20 | 5 | Room leader to Class Teacher | No longer have room leaders | SMG |
| 1.10.21 | 1 and 3 | EY Statutory framework date | New Framework | AS |
| 4.10.22 | 3 | Add the use of Ruler | The use of toys to calm | AS |
| 23.11.23 | | Removal of information regarding under 3 years | Children now start when they are 3 | AS |
| 30.9.24 | | EY Statutory framework date | New Framework | AS |
| 30.10.25 | | EY Statutory framework date | New framework | AS |

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# Document History