



EYFS Behaviour Policy

Date of Policy	September 2025
Member of staff responsible	Kelly Turner
Date Reviewed	Sept 2026
Date of next review	Sept 2027

This EYFS Behaviour Policy reflects the principles and structure of the whole-school policy, adapted to meet the developmental needs of children in the Early Years Foundation Stage (Nursery and Reception).

Introduction

At St Edward's, we believe that promoting positive behaviour is an essential part of creating a safe, caring and stimulating environment where young children can flourish. This EYFS Behaviour Policy is rooted in the ethos of the school's Behaviour Policy and uses the same language, principles and expectations, adapted to reflect the developmental needs of our youngest learners.

Our Approach

We support children to develop self-regulation, social awareness and positive relationships through warm, consistent, and respectful interactions. Our behaviour expectations are taught, modelled and reinforced through play, stories, discussions, routines and real-life experiences.

We understand that children in the Early Years are still learning how to manage their emotions, communicate their needs and make good choices. Behaviour is viewed as a form of communication, and we respond with empathy, guidance and consistency.

Our Principles

Behaviour management in EYFS is based on the following whole-school principles, tailored for younger children:

- **Positive Learning Environments:** Calm, predictable spaces with clear expectations
- **Positive Relationships:** Built through trust, warmth and consistency
- **Positive Language:** Clear, encouraging language that sets children up for success
- **Positive Personal Development:** Support to understand emotions and manage behaviour
- **Positive Community Contribution:** Fostering kindness, respect and responsibility

EYFS Expectations

In Nursery and Reception, we help children learn to:

- Be kind and gentle
- Understand their own and others' emotions
- Listen and follow instructions
- Take turns and share
- Look after toys and resources
- Keep hands and feet to themselves
- Ask for help if they are upset or unsure
- Develop independence and resilience

These expectations are taught through our day-to-day interactions, routines, circle times and stories, using positive and age-appropriate language.

Promoting Positive Behaviour

In the Early Years, we actively teach, model and notice the behaviours we want to see. Children are praised for showing kindness, cooperation, curiosity and independence, helping them to understand what positive behaviour looks like and why it matters.

We celebrate and reinforce positive behaviour through consistent, age-appropriate rewards and recognition:

Verbal Praise

- Warm, specific feedback is given in the moment – e.g. “You helped your friend without being asked – that was very kind.”
- Children are encouraged to reflect on their own behaviour and recognise it in others.

House Points

- Children earn House Points for showing the Pupil Profile Characteristics (e.g. kindness, courage, responsibility).
- These are awarded visually through Class Dojo and contribute to whole-school House totals.
- House Points can be earned individually or collectively (e.g. for teamwork during tidy-up time or group tasks).

Celebration and Recognition

Each week in our Friday Celebration Assembly, children are recognised for showing positive attitudes and behaviours, both in school and beyond. Parents are warmly invited to attend and celebrate alongside us.

Children may receive:

- **Star of the Week Award** – for showing kindness, effort or making a great choice during the week
- **Headteacher’s Award** – for consistently showing one of our Pupil Profile Characteristics (e.g. courage, curiosity or responsibility)
- **Recognition of Out-of-School Achievements** – such as learning to swim, completing a sponsored event or showing kindness in the community

These are shared with families and help reinforce positive attitudes across home and school.

Children in Pre-Reception and Reception attend our whole-school assembly each Friday, while our 2- and 3-year-olds enjoy their own celebration time within the classroom, tailored to their stage of development.

End-of-Term Celebration

At the end of each term, we celebrate the children who have shown our school values consistently over time. These special recognitions are shared in a whole-school assembly (or in a separate classroom celebration for our 2–3-year-olds) and give children a chance to feel proud of their progress and positive choices.

Children may receive:

- **Certificates or badges** for showing the Pupil Profile Characteristics throughout the term (e.g. kindness, responsibility, resilience)
- **Recognition for contributing to their House** if they have earned a high number of House Points across the term (*Reception only*)
- **House of the Term Award** – the House with the most points celebrates with a special reward, helping children feel part of a team and encouraging collective pride (*Reception only*)

These celebrations help build self-esteem and give children a sense of belonging within the wider school community.

Positive reinforcement is a key part of behaviour management in EYFS. Every child is given opportunities to feel proud of their behaviour, effort and progress – no matter how small – and encouraged to take responsibility for making good choices throughout the day.

Teaching Behaviour Through "Chance, Choice, Consequence"

We follow the same structure used across the school, adapted for Early Years understanding:

Chance – A gentle reminder

We give the child a chance to change their behaviour by:

- Using a calm tone and positive phrasing (e.g. "I can see you're feeling cross, but we keep our hands to ourselves.")
 - Making eye contact or using visual cues
 - Giving time for the child to respond and make a better choice
- "You have a chance to stop, think and change."

Choice – Clear explanation of options

If behaviour continues, the adult will clearly explain the choice the child has, and what will happen next:

- "You can choose to tidy up now and then play outside with your friends, or if you choose not to help, you'll need to stay with me to finish it."

Consequence – Calm, fair and age-appropriate

If the child continues to struggle, a natural and proportionate consequence will be applied:

- A short time away from the activity with an adult to reflect
- Repairing what was broken or helping a friend they hurt
- Missed play for a few minutes to talk about what happened

Consequences are always explained, and children are supported to 'make it right' through simple restorative conversations.

Behaviour Escalation in EYFS

Level	What It Looks Like	Response
Level 1 – Chance and Choice	Low-level disruption (not listening, shouting out, unkind words, rough play). Repeating behaviour after a reminder.	Verbal reminder and redirection using positive language. Use of visual cues. Child given a chance to improve behaviour. Explain

		behaviour, give a clear choice and next step. Use calm, firm tone.
Level 2 – Consequence	Persistent or unsafe behaviour (e.g. hurting others, refusing to follow instructions)	Child supported to reflect and repair. Time with a familiar adult. Parents may be informed. If repeated, refer to Head of EYFS.
Level 3 – Parental Collaboration	Behaviour that is significant enough to inform and involve parents (e.g. repeated unsafe behaviour, ongoing refusal to follow instructions, or incidents causing harm to others).	Parents are informed and invited to meet with the class teacher and/or Head of EYFS. Consistent strategies between home and school are agreed, and next steps planned to support the child. If needed, short-term targets or a simple support plan may be introduced.
Level 4 – Behaviour Plan	Ongoing concerns or serious incidents (e.g. repeated aggression, targeted unkindness, unsafe behaviour). Persistent issues that require structured support.	Head of EYFS works with class team and family to develop a plan of support. May include individual behaviour plan, visual supports, regular check-ins, support from SENDCo.
Level 5 – Headteacher Review	If behaviour continues despite support, or if there is significant risk to others.	A meeting is held with parents, the Head of EYFS and the Headteacher. The behaviour plan is reviewed, and further support or adjustments may be agreed. This could include a reduction in session hours or other measures to support the child's wellbeing and ensure a safe, consistent environment for all.
Level 6 – Withdrawal of place	This may be considered if a child's behaviour continues despite extensive support and presents a significant risk to themselves or others. Where all avenues of support, reasonable adjustments and intervention have been explored and exhausted, and it is felt that no further measures will	This step will only be taken in exceptional circumstances and following close consultation between the Headteacher, Head of EYFS, and the child's family. A withdrawal of place may be considered if: In the opinion of the Headteacher, several sanctions and

	ensure the child's or others' wellbeing, a withdrawal of place may be considered.	support plans have had no significant impact on behaviour. • The child's behaviour continues to pose a significant risk to their own safety or the safety of others. • The behaviour is persistently and significantly disrupting the learning and development of others. • The child's actions are of a serious nature (e.g. sustained physical aggression, dangerous behaviour) In such cases, it may be agreed that the school is no longer the right environment to meet the child's needs.
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Working With Families

We value strong, trusting partnerships with families. Parents and carers are kept informed and involved when behaviour causes concern, and we work together to support children with consistency and care. Communication is always respectful and collaborative.

SEND and Reasonable Adjustments

We recognise that some children may need additional support to meet behavioural expectations. In line with the SEND Code of Practice, reasonable adjustments are made to support individual needs.

This may include:

- Use of visual aids or social stories
- Additional adult support
- Tailored routines or spaces for regulation
- Targeted input from the SENDCo or external agencies.

Bullying and Unsafe Behaviour

Bullying is not tolerated at any age. In EYFS, we focus on teaching children to be kind, include others and express feelings with words. If a child's behaviour causes repeated harm to others, this is treated seriously and addressed with early intervention, reflection and support from the Head of EYFS.