

2026/2027

Positive Behaviour Policy

EARLY YEARS FOUNDATION STAGE



SINCE 1973

Updated by:

Siân Griffiths – Head of EYFS

Aims

This policy should be read alongside the Morna International College Whole School Behaviour for Learning Policy. It sets out the age- and developmentally appropriate approach to promoting positive behaviour within the Early Years Foundation Stage (EYFS), reflecting the particular needs of children in Nursery and Reception.

Our aims are:

- To promote a consistent and positive approach to behaviour that is understood and supported by children, staff and parents.
- To create a caring, safe and happy environment in which effective teaching and learning can take place.
- To support children in developing positive values, attitudes, self-regulation and respect for themselves, others and property.
- To encourage positive behaviour through modelling, praise, encouragement and appropriate recognition.
- To establish clear, age-appropriate expectations and boundaries and help children understand the consequences of their actions.
- To respond to inappropriate or unsafe behaviour in a calm, caring and consistent manner, with the aim of helping children understand, regulate and improve their behaviour.
- To encourage collaborative, considerate and cooperative behaviour within and across year groups.
- To recognise that behaviour can be a form of communication and that responses should take account of each child's age, developmental stage, level of understanding and individual needs.

Our Practice

Within the EYFS, we recognise that young children are developing the skills needed to understand and manage their emotions, behaviour and relationships with others. Staff therefore use positive, consistent and developmentally appropriate approaches to support children's behaviour.

We:

- Organise the learning environment to encourage positive behaviour through appropriate use of space, access to resources and choice of activities.
- Take a positive and consistent approach to supporting and managing children's behaviour.
- Respond to behaviour in ways that are appropriate to the child's age, developmental stage, level of understanding and individual needs.
- Model respectful, kind and appropriate behaviour in all interactions with children and adults.

- Help children become familiar with classroom routines, expectations and procedures.
- Establish clear and age-appropriate expectations and boundaries.
- Recognise and respond to significant incidents of inappropriate or unsafe behaviour.
- Use strategies that encourage positive behaviour, emotional regulation and successful interactions with others.
- Address concerns at the earliest appropriate opportunity.
- Support children to understand the effect their behaviour may have on themselves and others.
- Recognise that children with SEND or other additional needs may require individualised approaches and reasonable adjustments.

All EYFS classrooms use the Golden Rules as part of their approach to promoting positive behaviour.

Nursery and Reception Golden Rules

During the first few weeks of each term, the Golden Rules are discussed with children during circle time and reinforced throughout the school day.

The rules are expressed in a way that helps children understand both the expected behaviour and its opposite:

- We are gentle; we don't hurt others.
- We are kind and helpful; we don't hurt anybody's feelings.
- We listen to people; we don't interrupt.
- We are honest; we don't cover up the truth.
- We work hard; we don't waste time.
- We look after property; we don't waste or damage things.

The rules are displayed within EYFS areas and children are encouraged to think about their meaning and importance.

The Golden Rule books present these concepts through age-appropriate stories and activities. They provide opportunities for children to identify and express their feelings, consider the feelings of others and develop strategies for managing situations that arise.

The Golden Rule books are also used as prompts to reinforce the positive behaviours expected within the EYFS.

The Golden Rules are shared with parents, supporting a consistent approach to positive values and behaviour between school and home.

Circle Time

Circle time provides regular opportunities to reinforce expected behaviour, develop emotional literacy and discuss relationships and feelings in an age-appropriate way.

During circle time:

- Children are encouraged to listen to and respect others.
- Children may talk about how particular behaviours or situations make them feel.
- Children are encouraged to discuss situations and feelings without naming individual children unnecessarily.
- Staff use age-appropriate questions to help children explore their emotions and consider how others may feel.
- Children listen and respond to stories exploring emotions, behaviour, actions and consequences.
- Staff help children understand the relationship between actions, reactions and feelings.
- Children are supported to consider appropriate choices and the consequences of those choices.
- Practical and restorative responses may be used where appropriate; for example, helping to repair a damaged book, tidy an area or return resources correctly.

Positive Reinforcement of Good Behaviour and Good Working Habits

Positive reinforcement is central to behaviour management within the EYFS. Staff recognise and reinforce kindness, effort, cooperation, responsible actions and positive learning behaviours.

Praise

Staff use verbal praise regularly to recognise positive behaviour, kindness, effort, responsible actions and achievement.

Praise is specific wherever possible so that children understand which behaviour or action is being recognised.

Group Rewards

Each class has a group reward system through which individuals or groups may receive marbles in recognition of positive conduct, effort or cooperation.

When the class jar is full, the whole class may receive a special classroom activity or agreed class reward, often chosen with the involvement of the children.

Stickers

Stickers may be awarded to individual children in recognition of effort, achievement, kindness, positive behaviour or other aspects of Nursery and Reception life.

Once awarded, a sticker or other earned recognition will not subsequently be removed as a consequence of unrelated behaviour.

Recognition by Peers

Children are encouraged, particularly during circle time, to recognise positive qualities and actions in one another, including kindness, caring, respect and helpfulness.

Responsibilities

Children are provided with age-appropriate opportunities to take responsibility within the EYFS.

These may include helping at drink and snack times, tidying and returning resources after use, helping other children, caring for belongings and personal items and taking messages.

These responsibilities help children develop independence, cooperation and a sense of belonging within the school community.

Identifying and Understanding Emotions

Each class has an Emotions Chart, an interactive resource that encourages children to identify, understand and talk about their feelings.

The Emotions Chart is situated within the classroom calm corner, which provides a peaceful space where children can reflect on their emotions and begin to develop self-regulation strategies.

Puppets, books and other age-appropriate resources are used to help children explore facial expressions, body language and non-verbal cues and to develop strategies for managing their emotions.

Staff support children in recognising emotions in themselves and others and in developing the skills needed to express and regulate their feelings appropriately.

Behaviour Support and Response

Where behaviour is inappropriate, disruptive or unsafe, staff respond calmly, consistently and in a manner appropriate to the child's age, developmental stage, level of understanding and individual needs.

Staff will normally:

1. Remind the child of the expected behaviour and explain, using age-appropriate language, why the behaviour is not appropriate.
2. Redirect the child towards an appropriate behaviour or activity.
3. Where appropriate, offer the child a clear choice and explain the consequence associated with that choice.
4. Support the child to move away from the immediate situation or activity where this is necessary to prevent further difficulty or to allow the child time and space to regulate.
5. Help the child understand what has happened and, where appropriate, consider how their actions have affected others.
6. Support the child to return to the activity when they are calm and ready to participate appropriately.

Throughout the day, staff use positive language and provide children with alternatives to inappropriate actions; for example, saying “*Walk carefully*” rather than simply “*Don’t run.*”

Responses and consequences should be proportionate, developmentally appropriate and related, wherever possible, to the behaviour concerned. They should never be intended to shame or humiliate a child.

Staff will consider whether behaviour may be communicating an unmet need and will take account of any SEND, communication, sensory, emotional or developmental needs when determining the appropriate response.

Persistent, Significant or Unsafe Behaviour

Where behaviour is persistent, significant or presents a safety concern, the class teacher may seek support from the Head of EYFS.

The child will be supported in a calm and appropriate environment while staff help them regulate and understand what has happened.

The class teacher and Head of EYFS will consider the circumstances surrounding the behaviour, including whether there are identifiable triggers, patterns, developmental factors or additional needs.

Parents will be informed where behaviour is persistent or significant so that the school and parents can work together to support the child.

Where appropriate, additional support may include:

- Observation and monitoring of behaviour and possible triggers.
- Agreed strategies between school and home.
- Involvement of the SENCO where SEND or additional needs may be relevant.
- Involvement of the Designated Safeguarding Lead where there is a safeguarding concern.
- Referral to other appropriate professionals or services where necessary.

The purpose of further intervention is to understand the underlying need, support the child and reduce the likelihood of the behaviour recurring.

Playtime and Unstructured Time

The same expectations and Golden Rules apply during playtime and other unstructured periods.

Staff actively encourage positive interactions and help children develop the skills needed to share, cooperate, negotiate and resolve minor disagreements.

Positive behaviour may be recognised through verbal praise, stickers, marbles or other established EYFS recognition systems.

Where inappropriate or unsafe behaviour occurs:

1. A member of staff will provide a clear, age-appropriate reminder of the expected behaviour.
2. The child will be redirected and supported to make an appropriate choice.
3. Where necessary, the child may be supported away from the immediate activity for a short, age-appropriate period to regulate.
4. The child will be helped to rejoin play successfully when they are ready.
5. Persistent or significant concerns will be referred to the class teacher and/or Head of EYFS and communicated to parents where appropriate.

Any restriction from an activity will be brief, proportionate and developmentally appropriate, with the emphasis on helping the child regulate and successfully re-engage.

Care and Control of Children

Staff promote positive behaviour through modelling, praise, encouragement, clear expectations and appropriate support.

Physical punishment is never permitted.

Physical intervention must never be used as a punishment, to humiliate a child or simply to secure compliance where there is no safety need.

Where immediate action is necessary to prevent imminent harm to a child or another person, staff must act in accordance with the school's safeguarding, health and safety and approved physical-intervention procedures.

Any physical intervention must be reasonable, proportionate and limited to what is necessary to maintain safety. Any significant incident involving physical intervention will be managed and recorded in accordance with the relevant school procedures.

Classroom Expectations

Day-to-day behaviour support is the responsibility of all EYFS staff and forms an integral part of effective classroom management.

Class teachers establish clear, consistent and age-appropriate expectations within their classrooms.

These expectations may be reinforced through:

- Pictorial prompts.
- The Golden Rules.
- Emotions charts.
- Visual aids.
- Stories.
- Songs and rhymes.
- Puppets.

- Role play.
- Modelling and reinforcement of appropriate behaviour.

Expectations should be communicated in ways that children can understand and should be applied consistently while recognising individual developmental and additional needs.

Working with Parents

Positive behaviour is most effectively supported when school and parents work together. Parents are encouraged to reinforce the positive values and expectations promoted through the Golden Rules and to communicate with the class teacher where there are circumstances that may affect their child's behaviour or emotional wellbeing.

Where the school has concerns about persistent or significant behaviour, parents will be involved at an appropriate stage so that strategies can be discussed and, where appropriate, a consistent approach agreed between home and school.

Resources

Resources used to support positive behaviour and emotional development within the EYFS include:

- Jenny Mosley's *Golden Rules* series, including books, posters, visual aids and puppets.
- Franklin Watts *Behaviour Matters* series.
- Franklin Watts *British Values* series.
- Age-appropriate emotional literacy and self-regulation resources.

Related Policies and Procedures

This policy should be read in conjunction with:

- Whole School Behaviour for Learning Policy
- Bullying Prevention Policy
- Safeguarding and Child Protection Policy
- SEN Policy
- Health and Safety Policy

Policy Control

Policy Title	EYFS Positive Behaviour Policy 2026/2027
Policy Owner	Head of EYFS
Responsible Officer	Head of EYFS / EYFS teaching staff
Applies to	All children in Nursery and Reception and all staff working within the EYFS at Morna International College
Approved By	Head Teacher
Academic Year	2026/2027
Review Frequency	At least annually and sooner following a serious incident, safeguarding learning, significant legal or procedural change, or evidence that the arrangements are not operating effectively
Date Approved	16 th September 2026
Version	2.0
Review Date	16 th September 2027