Holy Trinity Catholic Primary School

Early Years Foundation Stage Positive Behaviour Policy

September 2026

Introduction and Aims

Within the Early Years Foundation Stage at Holy Trinity Catholic Primary School we base our behaviour policy on helping children to develop the tools needed for self-regulation. Above anything, our approach to behaviour is always positive and respects children as individuals. We meet children where they are and help them to develop positive behaviours. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

We are focused on helping children to make good choices because they believe it is the right thing, rather than doing so because they are being compliant. Our approach to behaviour exists alongside the programme of supporting children's personal, social and emotional development. We are focused on developing long-term goals and life skills.

When dealing with behaviour issues that arise, we try to focus on what the child is telling us through their behaviour. We endeavour to understand what the behaviour means. We understand that much of the behaviour displayed in the early years is the child attempting to express that they have a need that is not being met.

How do we support children with behaviour and self-regulation?

- **We teach children to be calm**

Children need time to calm down, think about their actions, reflect on their feelings and a safe person to talk to about these who can help them understand what has happened, this is called co-regulation. Children need to learn from their mistakes by themselves. In class we practise peer massage, yoga and mindfulness.

- **We teach children to communicate their needs**

We support children with their communication during play using the SHREC approach to help develop positive interactions and sustained shared thinking. We support children with identified speech and language needs through the WELLCOMM programme. Developing children's communication is a priority in our setting.

- **We teach children to negotiate, compromise and deal with conflict**

For young children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. When a problem or conflict arises, we work with the children and explain to the children we are going to talk about this and work it out. We acknowledge the child's feelings, for example, say 'I can see you are sad'. We ask open ended questions to get to the problem and repeat child's words back. We ask children for ideas to solve the problem. Finally, we check that children are okay with the solution. Through following these steps consistently, children will quickly gain confidence in their problem-solving skills.

- **We recognise children as individuals with physical needs**

We understand that children have physical needs. If children are being very physical; throwing, kicking, hitting they are showing their physical needs are not being met. We try to give them ways to express themselves by being outside where possible with balls, throwing games, building, sweeping etc. Inside we

have a sensory circuit and trampoline to support self-regulation, we also have a regulation room where children can go to have some quiet time.

- **We set clear boundaries**

Knowing that they have boundaries makes children feel secure and safe and develops a sense of justice and fairness. The behaviour milestones are outlined in Development Matters for Children in Early Years. Therefore, before we begin we need to ensure our expectations are realistic. It states that children need to learn to manage their own behaviour but there may be times when adults need to give consequences. We set clear boundaries which are fair, consistent and in line with the rest of the school's behaviour expectations. If needed, there are consequences such as reflection time.

- **We give choices**

Providing young children opportunities to use their voices, make decisions, develop ownership, and solve problems are great ways to build relationships. Children need adults to provide structure and make key decisions. It helps them feel safe. While it's great to give children a say in things, too many or too big of choices can overwhelm them or put too much pressure on them. We try to give young children the choice between only two things. If they don't or can't pick between the two, we don't then offer a third. They need to choose, for example, 'You can choose to tidy up the dough area or the home corner'.

Additional benefits for giving children choices include the facts that when given choices, children can learn to make sacrifices. Allowing children to learn the value of sacrificing one thing for another helps children become responsible for their actions.

- **PSED and Circle Times**

We use the Jigsaw PSED programme and regular circle times to focus the teaching of, arguably, the most important area of learning; Personal, Social and Emotional Development. 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. Children also learn about respecting and valuing others.

- **Building good relationships**

Building positive relationships is at the heart of everything we do. Positive behaviour is built on respectful relationships and good communication.

- **We ensure smooth routines and transitions**

We try to keep the routines the same each day where possible. We explain to the children ahead if there will be a change in routine. Some children are supported with navigating routines through the use of visual timetables and now and next boards.

- **We celebrate the children's achievements and share good news with parents**

We use Class Dojo to celebrate good behaviour in school and parents are able to see how their child is getting on in class.

<u>Procedures for dealing with undesirable behaviour</u>

• We require all staff and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

• We require all staff and students to use positive strategies for handling any conflict by helping children to find solutions in ways which are appropriate for the children's ages and stages of development e.g. distraction, praise and reward.

• We familiarise new staff and volunteers with our behaviour policy and its rules for behaviour.

• We expect all members of the setting - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.

• We praise and endorse desirable behaviour e.g. kindness and willingness to share.

• We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

• 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 setting.

• When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

• 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 only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. 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 our the EYFS Lead and are recorded on CPOMS. A parent is informed on the same day

• We do not shout or raise our voices in a threatening way to respond to children's behaviour.

• We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

It might be necessary to liaise with the school SENDCO if we have concerns about a child's behaviour or if there is a pattern of recurring undesirable behaviour. This is a decision that will be made in partnership with parents. We can offer children additional support for behaviour and emotional regulation, from the outreach service Beautiful New Beginnings. We may also access support from OSSME (Outreach Service Supporting Mainstream Education) and SENISS (Special Educational Needs Inclusion Support Service) We will always obtain parental consent before consulting with outside agencies.