

High View Primary School



Opportunities to Thrive

Early Years Positive Behaviour Policy

Autumn Term 2025

Date for review: Autumn 2026

Early Years Positive Behaviour Policy

At High View Primary School, we set high expectations of behaviour through encouraging and praising good behaviour. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations of their behaviour. We encourage children to respect themselves, each other, adults and property.

Procedures

It is the responsibility of the EYFS leader to promote positive behaviour management by ensuring everyone (staff, children, parents, and volunteers) adheres to the guidelines set out in this policy, including familiarising all new staff and volunteers.

Adult handling of behaviour problems will be developmentally appropriate, respecting individual children's level of understanding and maturity.

Prevention - anticipation and removal of potential problems.

Interaction - plenty of adult attention (so there is no need to misbehave to gain adult attention)

Praise or reward - all adults should offer explicit praise for good behaviour, for example turn taking, co-operation, sharing, listening thus drawing attention to the good rather than the bad

Provision - provide physically challenging and emotionally satisfying activities

Clear expectations applied in a positive way - 'No pushing in line' becomes 'We always stand nicely in line'

Modelling - leading by positive examples from adults

Environment, Routines and Boundaries

We understand the importance of a good environment and clear routines and boundaries. We therefore organise our learning areas to ensure they have a positive impact on behaviour in terms of space, access to resources, choice and routine. We encourage the children to care for their environment by looking after the resources and tidying up throughout the sessions. With the children, clear expectations and boundaries for behaviour are set with consistency, alongside routines that ensure the children feel confident and secure.

Promoting Positive Behaviour

All adults will model positive behaviour through their actions and words. Good behaviour will be encouraged through positive praise, class dojos, stickers and by reporting positive feedback to parents. Helping children to understand what is acceptable behaviour will be supported through positive behaviour modelling in play, learning activities, stories, role-play etc. The praise given to children will relate specifically to the behaviour rather than the child, e.g. 'good sitting' rather than 'good girl/boy'.

Positive Handling - (please refer to Positive Handling policy for more details)

All Members of staff have the power to use reasonable force to prevent pupils from injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils.

It is important to be familiar with the following definitions:

- **Physical Contact:** situations in which proper contact occurs between staff and pupils eg. to comfort pupils when needed
- **Physical Intervention:** used to divert a pupil from destructive or disruptive action eg. guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Physical Control/Restraint:** the use of reasonable force when there is an immediate risk to pupils, staff or property. Must be recorded in the Bound and Numbered Book

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Dealing with unwanted behaviour

We recognise that young children can behave in ways that as adults we consider to be inconsiderate and sometimes hurtful. For children under five, this behaviour is often spontaneous and without intentional malice. Young children will need help and support to manage feelings and sometimes intense emotions that they are not mature enough to deal with independently. When dealing with unwanted behaviour in young children it is important that the adult dealing with the child is a familiar one.

Strategies for dealing with unwanted behaviour

- **Redirection** - distract to another activity or join in with activity
- **Behaviour statement** - a firm 'no' and a clear explanation of why the behaviour is unacceptable
- **Speech** - Speak calmly, clearly and firmly to gain control. Keep sentences short.
- **Warnings** - Give a warning of the consequence if behaviour does not stop
- **Consequences** - Use the consequence, for example removal from the situation or removal of a toy. This must be explained to the child instantly.

Staff will support all children involved in any unwanted behaviour positively. We will explain and discuss the incident at a level appropriate to their understanding. Interventions to support positive behaviour by reminding children of expectations e.g. " We like sharing in our class, who will you share those cars with?" or by refocusing a child's attention on a different task. Staff can use the 'Behaviour Hierarchy' to support when dealing with unwanted behaviour (see appendix 1).

Restorative Conversations (Appendix 2)

Children consistently displaying unacceptable behaviour will be removed from the immediate situation for a short period of time no more than a minute per year of child's age. During this time the child should have a conversation regarding the behaviour. Adults should follow the restorative practice questions. When an incident occurs children will be asked the same questions:

- **What has happened?** (This gives a factual and less emotive account of the incident rather than asking 'why' as this gives a defensive response)
- **Who has been affected / hurt / upset?** (We encourage children to think about the impact of actions on everyone)
- **What can we do to put it right?** (The consequences of the actions should be fitting, explained and agreed by all parties involved)

It is important that this approach is consistently used and only when other positive behaviour strategies, including warnings and consequences, have been ineffective.

All significant incidents or repetitive unwanted behaviours will be recorded on the schools Child Protection Online Management System (CPOMs), to identify any triggers and to assess if strategies being used are appropriate. Parents will always be informed of these incidents.

Unacceptable procedures for staff in managing behaviour

These should never be used, and if seen should be reported immediately to the Head teacher;

- Shouting, criticism and comparison. (Shouting conveys a loss of control)
- Labelling the child rather than the behaviour, as naughty or undesirable
- Use of any form of physical chastisement, including smacking, shaking, poking or rough handling
- Use of any other humiliating and frightening punishment including offensive language, name calling or isolation.

(Please refer to our whistle blowing policy for more information)

Parent/carer partnership

Environments can play a part in how a child behaves so it is important that parents and staff communicate regularly about all behaviours children display at home and school. We will tell parents/carers about their child's behaviour both when it has been positive and if they have displayed some unwanted behaviour.

However, there may be occasions when a pattern of behaviour causes concern and we will then invite the parent/carer into school to discuss strategies for the promotion of positive behaviour and ways to work in partnership.

We will also encourage parents/carers to inform or discuss with us any concern or worries they may have relating to their child's behaviour or development in the area of Personal, Social and Emotional Development.

Monitoring and Evaluation of Policy and Procedure

This will be undertaken through:




- Ongoing observations of groups and individuals (staff and children)
- Analysis of the use of positive behaviour strategies and sanctions
- Feedback from parents/carers

The EYFS Leader will regularly review this policy and the guidelines and procedure included. Amendments and changes will be made in light of any reflection and feedback. All staff will attend training when appropriate and should be included in an annual EYFS staff revision of policy to ensure it is up to date with staff practices.

Appendix 1:

High View Primary School - Behaviour Hierarchy EYFS (Ages 3-5)

Tier	Behaviour Examples	Staff Actions – BEFORE Sanction	Next Steps (Only if needed)	CPOMS?	Notes for Age/Stage
0 ● Positive Promotion <i>(Handled by familiar adult)</i>	<ul style="list-style-type: none"> - Helping, kindness, sharing - Emotional regulation - Following routines 	<ul style="list-style-type: none"> - Greet warmly, use consistent routines - Specific praise (“I noticed you...”) - Class Dojo (Reception), stickers, postcards/calls home 	<ul style="list-style-type: none"> - Celebrate publicly - Share with families 	✗ No	<p>3s: Use visuals & gestures</p> <p>4/5s: Include in setting rules</p> <p>SEND: Use motivators, reduce demands</p>
1 ● Early Dysregulation / Minor Disruption <i>(Handled by familiar adult)</i>	<ul style="list-style-type: none"> - Calling out, pushing in line - Unkind tone (non-targeted) - Minor refusal, disrupting carpet time 	<ul style="list-style-type: none"> - Calm tone, get to child’s level - Visual or non-verbal cues - Redirection, offer clear choice - Name emotion: “You’re feeling frustrated because...” - Remind class expectations 	<ul style="list-style-type: none"> - Short restorative prompt (e.g. “What happened? How did they feel?”) if child is ready - Rehearse behaviour or role-play 	✗ No (unless repeated daily)	<p>3s: Co-play or gentle distraction</p> <p>4/5s: Offer reflection & peer modelling</p> <p>SEND: Reduce verbal overload, use simple visuals</p>
2 ● Repeated or Impactful Behaviour <i>(Handled by familiar adult / class teacher)</i>	<ul style="list-style-type: none"> - Swearing - Rough unsafe play - Targeted unkindness - Persistent refusal affecting the group 	<ul style="list-style-type: none"> - Calm restorative conversation (Appendix 2) - “Time-in” with key adult (not isolation) - Visual calm zone or sensory tool - Involve child in repair (e.g. apology, draw a card) - Contact parents to collaborate 	<ul style="list-style-type: none"> - Short reflection (max 1 min per year of age) if dysregulation or safety issue - Record pattern or triggers if emerging 	✓ Yes, if repeated, impactful, or emotionally harmful	<p>3s: Provide secure adult for regulation</p> <p>4/5s: Can begin to reflect on others’ feelings</p> <p>SEND: Track triggers, consider support plan</p> <p>Involve parents in conversations if necessary</p>

Tier	Behaviour Examples	Staff Actions – BEFORE Sanction	Next Steps (Only if needed)	CPOMS?	Notes for Age/Stage
3  Harmful or Repeated Tier 2 Behaviour <i>(Handled by class teacher + Phase Leader & Behaviour Lead Aware)</i>	<ul style="list-style-type: none"> - Biting, intent to cause harm towards children - Ongoing unkind behaviour - Discriminatory language or exclusion - Property damage 	<ul style="list-style-type: none"> - Staff lead restorative conversation with child/peer where appropriate - Ensure prior strategies documented - Alert Phase/Behaviour Leader for support (not handover) - Parent meeting with class teacher 	<ul style="list-style-type: none"> - Reflection in partner class (only if needed to regulate, not as punishment) - Review behaviour support if 3+ CPOMS in half term 	<input checked="" type="checkbox"/> Yes	<p>3s: Check developmental intent – is it impulsive or planned?</p> <p>4/5s: Introduce reflection sheets or drawing feelings</p> <p>SEND: Adjust response for emotional regulation needs</p>
4  Serious Incidents <i>(SLT-led)</i>	<ul style="list-style-type: none"> - Comments / actions towards protected characteristics - Sexualised behaviour (repeated/understood) - Sustained emotional/physical harm 	<ul style="list-style-type: none"> - SLT leads restorative response - Parent meeting - Behaviour or wellbeing plan reviewed weekly - Involve SENDCo if relevant 	<ul style="list-style-type: none"> - Weekly monitoring - CPD or multi-agency input if needed 	<input checked="" type="checkbox"/> Yes	<p>All ages: Consider safeguarding threshold.</p> <p>Ensure dignity and support</p>
5  Safety Breach <i>(HT-led only)</i>	<ul style="list-style-type: none"> - Serious racism or discriminatory bullying - Severe violence - Dangerous behaviour requiring restraint - Serious property damage 	<ul style="list-style-type: none"> - Reintegration plan - Parent meeting led by SLT/HT - Behaviour review involving external support if needed 	<ul style="list-style-type: none"> - Internal or fixed-term exclusion (HT only) - DSL/HT logs on SIMS + CPOMS 	<input checked="" type="checkbox"/> Yes (SLT records)	<p>Must be used only when all other options have failed or safety is compromised</p>

Appendix 2:

Restorative Conversation

- If removed from the immediate situation, time out is for a short period of time no more than a minute per year of child's age
- During this time the child should be spoken to regarding the behaviour.
- Adults should follow the restorative practice questions. When an incident occurs children will be asked the same questions:
 - **What has happened?** *(This gives a factual and less emotive account of the incident rather than asking 'why' as this gives a defensive response)*
 - **Who has been affected / hurt / upset?** *(We encourage children to think about the impact of actions on everyone)*
 - **What can we do to put it right?** *(The consequences of the actions should be fitting, explained and agreed by all parties involved)*
- At the end of the given time the child must be invited back to play.

Appendix 3





CPOMS Flowchart

Use this flowchart to decide when to record an incident on CPOMS. Not every behaviour needs to be logged – focus on significant, repeated, or safeguarding-related issues.

CPOMS Decision Flow

1. Was there injury, emotional harm, or significant distress?
 - ➔ YES: Record on CPOMS (include what happened, who was involved, and actions taken).
 - ➔ NO: Move to next step.
2. Has the behaviour occurred repeatedly (3+ times in a week)?
 - ➔ YES: Record pattern on CPOMS and what has already been tried.
 - ➔ NO: Move to next step.
3. Is the behaviour related to safeguarding, discrimination, identity-based harm, or persistent SEND need?
 - ➔ YES: Record on CPOMS and alert DSL/SENDCo if needed.
 - ➔ NO: Move to next step.
4. Still unsure?
 - ➔ Speak to Phase Leader, Behaviour Lead, or SLT before logging.

Quick Summary Table

Log on CPOMS?	Examples	Notes
 Yes	Physical aggression with harm, discriminatory comment, repeated unsafe behaviour	Include what was tried, impact on others, and next steps
 Yes	Bullying, racism, significant SEND dysregulation	SLT aware, behaviour or support plan likely needed
 Maybe	Refusal, pushing, low-level behaviour	Only if repeated or causing harm
 No	One-off shouting, calling out, mild disruption	Manage in class using restorative steps – no CPOMS needed