Promoting Positive Behaviour (E11)

Scope:	EYFS Department
Release date:	September 2026
Author:	Assistant Deputy Head Prep School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors *(released pending ratification at Michaelmas EdComm meeting)*
Review date	September 2027

Linked documents

This Policy should be read in conjunction with the:

- WGS Prep Behaviour Policy (A4)
- WGS Prep PSHE Policy (A5)
- Safeguarding Policy (A6)
- Online Safety Policy (A8)
- SEND Policy (A15)

Acronyms

SDHP Senior Deputy Head WGS Prep
ADHP Assistant Deputy Head WGS Prep

Availability

This policy may be viewed on the School website and a printed copy is available on request from the Pupil Services Team.

Edition Changes

Edition Release 2026 **Location of change**	**Clause impacted**
Throughout document: Complete change of Policy to align with the current statutory framework.	

Policy Statement

At Wisbech Grammar School Prep, we believe children flourish when their personal, social and emotional development (PSED) is understood and supported, within clear, fair and developmentally appropriate expectations. Our approach focuses on nurturing secure relationships, modelling pro-social behaviour, and explicitly teaching self-regulation skills so that all children can learn, play and thrive. This is consistent with the EYFS statutory framework requirement that providers must manage children's behaviour "in an appropriate way" as part of the safeguarding and welfare requirements.

Legal and Statutory Framework

This Policy is underpinned by the Early Years Foundation Stage (EYFS) statutory framework for England, which sets standards for learning, development and care from birth to five and outlines the safeguarding and welfare requirements, including behaviour expectations, for all early years providers. The latest framework versions (for childminders and for group/school-based providers) are maintained on GOV.UK. Staff must always refer to the current applicable version.

Aims

We aim to:

1. Promote a safe, inclusive, and predictable environment where children feel a strong sense of belonging and wellbeing.
2. Model and teach positive behaviour, cooperation, empathy and problem-solving through daily interactions and the curriculum (PSED).
3. Use developmentally appropriate expectations and visual supports to help children understand "what to do" (e.g., Kind hands, Walking feet).
4. Address emerging or challenging behaviour using a graduated, supportive approach that identifies needs, reduces triggers and builds skills, involving parents and the SENCo as appropriate.

Principles and Practice

Positive Relationships

- Each child has a key person who develops strong, secure attachments, understands individual needs and communication, and works closely with parents/carers.

Enabling Environments

- Classrooms and outdoor areas are organised to reduce frustration and crowding, support independence, and promote successful play (e.g., sufficient duplicates of popular items, clearly defined zones, visual timetables, first/then boards).

Teaching Self-Regulation & Social Skills

- Staff explicitly teach and scaffold: naming feelings, waiting/turn-taking, sharing, asking for help, and simple conflict resolution strategies (e.g., Stop–Think–Choose).
- Co-regulation strategies include calm voice, sensory breaks, breathing games, quiet corners, and emotion coaching language.

Consistent, Developmentally Appropriate Expectations

- Rules are few, positively phrased, and consistently reinforced by all adults; visual cues are used for accessibility.

Roles and Responsibilities

- Senior Deputy Head & Assistant Deputy Head: Ensure the policy aligns with the current EYFS, is communicated to staff/parents, and resources/training are provided.
- EYFS Lead: Monitor consistency, coach staff on strategies, and coordinate with Learning Support where needs escalate.
- All EYFS Staff & Volunteers: Model pro-social behaviour, implement strategies consistently, record significant incidents factually, and maintain strong home–school communication.
- Learning Support & Pastoral Lead: Support graduated responses; coordinate assessments, reasonable adjustments, and individual plans.
- Parents/Carers: Partner with staff to share insights and support consistency between home and school.

Everyday Positive Strategies

- Warm greetings, choice-making opportunities, and frequent descriptive praise (“I noticed you waited for a turn—great patience”).
- Pre-teaching expectations before transitions; use of timers and songs to smooth changes between activities.
- Visual schedules, now/next prompts, and simple social stories for routines.
- Planned small-group work to practise sharing, turn-taking and problem-solving.

Recognition and Encouragement

We emphasise specific, process-focused feedback (effort, kindness, persistence) and natural, intrinsic motivators (feeling proud, helping the group). We deliberately avoid systems that rely heavily on public shaming or competitive ranking. This reflects sector guidance that attention should primarily reinforce desired behaviours.

Responding to Emerging or Challenging Behaviour

We use a **graduated, reflective approach**:

1. **Notice & Name**: Acknowledge the feeling/need ("You're upset; you wanted the red truck"). Offer co-regulation.
2. **Reduce the Trigger**: Adjust environment, routine, or adult support (e.g., duplicate resources, reduce waiting time, offer movement break).
3. **Teach the Skill**: Practise alternative behaviours (asking for a turn, using a help card).
4. **Repair & Reflect**: Support simple repair (checking the other child is OK; returning equipment together).

If behaviour is persistent, harmful or highly distressing:

- The key person consults EYFS Lead / Learning Support / Pastoral Lead to begin/adjust a stepped support plan (see Section 10). Parents are partners throughout.

Reasonable Force, Physical Intervention & Safety

Physical intervention is used only to prevent injury to the child or others, or serious damage to property, and must be reasonable, proportionate and necessary. Any use is recorded immediately and shared with parents/carers the same day, following safeguarding procedures. This aligns with the EYFS safeguarding and welfare requirements and sector policies on managing behaviour safely.

Stepped Support & Individual Plans

Where there are ongoing concerns:

- **Step 1** – Classroom Plan: Targeted strategies, environmental adjustments, and frequency counts/ABC notes for 2–4 weeks.
- **Step 2** – Learning Support Plan: Individual Behaviour Support Plan with 2–3 goals, specific teaching of skills, and regular review with parents (every 4–6 weeks).
- **Step 3** – External Advice (where appropriate): Involvement of external professionals (e.g., Early Years Inclusion/SEND services, EP, SALT), with parental consent.

Inclusion, SEND and Reasonable Adjustments

We recognise that some behaviours communicate unmet needs (e.g., communication differences, sensory processing, anxiety, transition difficulties). The School will make reasonable adjustments and provide targeted support to ensure equitable access to learning, consistent with EYFS expectations and our duties to support every child.

Partnership with Parents and Carers

We share expectations at induction, provide regular updates on progress, and collaborate on strategies that work at home and in school. For recurring concerns, we agree shared goals and review cycles; parents receive copies of plans and records as appropriate.

Recording and Monitoring

- Incident/Concern Records: Factual, objective, dated, and linked (where useful) to simple ABC analysis.
- Termly Review by EYFS Lead/Learning Support of patterns, adjustments and outcomes to inform staff CPD and environment planning.
  These processes support ongoing EYFS assessment and planning for PSED.

Staff Development and Induction

All staff and volunteers receive induction on this policy and safeguarding procedures; ongoing CPD focuses on self-regulation, de-escalation, SEND-aware practice and family partnership. Leaders ensure staff remain up-to-date with the current EYFS framework requirements and related guidance.

Linked Policies

- Safeguarding & Child Protection
- SEND/Inclusion
- Anti-Bullying (age-appropriate for EYFS)
- Physical Intervention/Handling
- Health & Safety / Risk Assessment
- Admissions & Equality

Appendices (Templates)

A. Class Expectations (visuals recommended)

- We are **kind** (kind hands/words).
- We **listen** (eyes watching, ears listening, bodies calm).
- We **walk** indoors.
- We **look** after our things and our friends.
  (Use symbols/photos to support understanding.)

B. Calm Corner Menu

- Breathing buddy | Glitter timer | Squish ball | Picture book | Quiet tent | Ask for a hug/teacher time.

C. ABC Incident Note (EYFS)

- **A**ntecedent (what happened just before?)
- **B**ehaviour (what did we see/hear?)
- **C**onsequences (adult/peer responses, child outcome)
- **Plan** (trigger to reduce, skill to teach next)

D. Individual Behaviour Support Plan (IBSP)

- Summary of needs/strengths
- 2–3 target behaviours stated positively (what to do)
- Teaching strategies (scripts, visuals, practice routines)
- Environmental adjustments
- Co-regulation plan (what helps)
- Home strategies (agreed with parents)
- Review date & success criteria