



Gosfield School

EFYS Behaviour Management Policy

At Gosfield School, we believe that children flourish best when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour.

NAMED PERSON

The Head of the Prep School and Nursery, the Nursery Manager and the Head of EFYS are the named persons who have overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

The Head of the Prep School and Nursery, the Nursery Manager and the Head of EFYS are required to keep up to date with legislation, research, and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

AIM

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principals guiding management of behaviour exist within the four themes of the Early Years Foundation Stage and are integral to our planning and daily provision.

A UNIQUE CHILD

We understand how young children learn about acceptable behaviour by discovering boundaries and making choices, and that adult support is required to facilitate this.

POSITIVE RELATIONSHIPS

At Gosfield School, we recognise that the behaviour of children is directly linked to the provision of appropriately differentiated learning opportunities, and we support learning through encouraging positive interactions, listening to the children and effective teaching.

We teach the children to respect each other through understanding feelings and making friendships.

We promote the role of the key person in behaviour issues and understand that positive behaviours will often result from secure attachments, good links with parents/carers and independence within the setting.

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

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We work in partnership with parents and address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond.

ENABLING ENVIRONMENTS

At Gosfield School, we recognise the important part that observation, planning and assessment play in promoting positive behaviour and emotional development. We seek to support every child through our next steps planning and understanding of any issues that may affect their behaviour.

LEARNING AND DEVELOPMENT

Through systematic observation and planning, we promote active and personalised learning and recognise that this is directly linked to behavioural issues. Through the early development of creativity and critical thinking, we can transform young children's understanding of acceptable behaviour.

STRATEGIES EMPLOYED FOR CHILDREN WHO HAVE BEHAVIOURAL ISSUES

We require all staff and volunteers to use positive strategies for handling any behaviour issues.

We consider the children's ages and stage of development to find appropriate solutions.

We acknowledge how children may be feeling and seek to explain what is acceptable and what is not using stories and visual cues as needed.

We understand that repeated reinforcement may be needed to achieve a full understanding. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We ensure that there are enough toys, resources and activities available to help avoid conflict over sharing and waiting for turns.
- Through careful assessment, observation and planning, we ensure that all children are suitably supported and challenged.
- We praise and celebrate positive behaviour such as kindness and a willingness to share.
- We avoid creating situations in which children receive attention only in return for negative behaviours.
- We never use physical punishment of any sort and children are never threatened with it.
- We never shout or raise our voices in a threatening way to respond to children's negative behaviour.
- We support social skills through modelling behaviour, through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- We only use physical restraint when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint are recorded in writing and reported immediately to the Principal and Designated Safeguarding Lead who will decide what to do next. Parents are informed of any physical restraint used on their child, as soon as is reasonably practicable.
- We help children to recognise when their behaviour is not in accordance with the rules and encourage them to understand the importance of respecting class rules and behaving correctly towards others.

In the rarest of occasions when behaviour is persistently aggressive and violent, both physically and verbally, the Head of Prep and Nursery, the Head of EYFS or the Prep SENDCO would be consulted.

ROUGH AND TUMBLE PLAY AND FANTASY AGGRESSION

Young children often engage in play that has aggressive themes such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; however, such behaviour could be inconsiderate at times, and may therefore need addressing using the strategies listed above.

Principal's Signature: _____



Date: _____

4/9/25

Date of next review: September 2026

