

Woodside Primary Academy

Early Years Behaviour Guidance

**Personal, Social &
Emotional Development**

**An annex to the whole school behaviour
policy.**

Whole School Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We aim to instil in our children the ability to make the correct choices. This is done through ensuring there are high expectations which are consistently reinforced by the Woodside community.

Our behaviour policy supports children to become leaders of their own learning, even from a young age.

The children learn this through adults modelling use of independent thinking and supporting children to make choices. Explicit teaching of the 7 habits and 7 life values will start when they move on through the school.

At Woodside “We are all leaders of our learning and behaviour.”

We consistently refer to the Seven Habits – ‘Steven R Covey’ and our school’s Seven Life Values.

7 habits	7 life values
✓ Be Proactive	✓ Determination
✓ Begin with the End in Mind	✓ Independence
✓ Put First Things First	✓ Confidence
✓ Think Win-Win	✓ Kindness
✓ Seek First to Understand then to be Understood	✓ Honesty
✓ Synergise	✓ Respect
✓ Sharpen the Saw	✓ Responsibility

We expect all staff to treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment. We provide a setting where they can grow to become positive, responsible and increasingly independent members of the school and wider community.

Annex: 2

Introduction

Personal, Social and Emotional Development

The Early Years Foundation Stage (EYFS) Behaviour Guidance is a subsidiary of the school's main policy and has been written to ensure that the needs of younger children are met.

Please refer to the main document '**Woodside Behaviour Policy**' for the complete school context, including 'Our Beliefs, Key Principles and Expectations'. **Link below:**

<https://www.woodsideprimaryacademy.com/page/?title=Policies&pid=255>

Rational

Child Development

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights of others. As they grow, they will begin to understand the impact that their behaviour has on people, places and objects.

Supporting children in making positive choices

When rewarding the children's effort, achievements and choice making, the school community consistently refers to the 7 habits and the 7 life values. (Refer page 2)

The school encourages positive behaviour, as it believes that this will help create a foundation of high expectation and will develop an ethos of kindness and co-operation.

The school employs a range of strategies in early years when necessary to support the school values and ethos and to ensure a safe and positive learning environment. We employ each strategy in line with the individual age and stage of a child.

Staff Focus

The development of these skills requires adult guidance to help encourage and model positive behaviours, emotion literacy and to offer intervention and support when children struggle with conflict and emotional situations.

In these types of situations, key staff can help:

- Identify and address triggers for the behaviour
- Help children reflect – co-regulation
- Model emotional literacy (key emotional words e.g. sad, upset etc..)
- Encourage cooperative play
- Support children's next steps/choices

We have identified key members of staff as behaviour coordinators to oversee and advise on the team's responses to enable staff to understand what a child's behaviour is communicating.

Key behaviour coordinators in Early Years: Early Years SENCO, Head of School (EYFS), School SENCO (QTS).

Stage 1

- We address behaviours needing regulation/intervention using distraction for our youngest children or those still at the early stage of regulation.
- Behaviours that result in concern for the child and/or others will be discussed between the key person/class teacher, and immediate line manager. During the meeting, the key person/class teacher will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) to place the behaviour into context.
- Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern, then the key person should liaise with parents (Room Lead/YGL to support prior) possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified, then the assigned behaviour coordinator and key person will meet with the parents to plan support for the child through developing an behaviour plan. If relevant, recommended actions for addressing the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and assigned behaviour coordinator until progress is noticed.
- All incidents and intervention relating to challenging behaviour by children should be clearly and appropriately logged on CPOMS.

Stage 2

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the assigned behaviour coordinator will invite the parents to a meeting to discuss external referral and next steps for supporting the child.

- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Personal, Social and Emotional Development

Positive behaviour strategies include:

- Regular and explicit praise for positive behaviours is part of our practice, e.g. good listening or thank you for showing walking feet inside.
- Daily 'special mentions' for which children are explicitly told of their personal achievements. Staff keep a record of who has received a mention to ensure equality of opportunity for all.
- Reception classes there is a 'Star of the day.'

As children learn to modify their behaviours in a way that is appropriate for a large group setting, they learn to accept the needs of others and manage delay when their own needs are not immediately met. This educational phase sees the development of sharing and turn taking skills and the development of self-regulation, as they grow.

Managing challenging behaviour

It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.

For a few children with specifically identified behavioural needs it may help to motivate and support them by using a reward system. This will only be introduced by the room leader/class teacher in consultation with parents/carers.

In all situations of conflict, a member of staff will thoroughly investigate to try to establish the original cause and support those involved to a resolution. In such situations practitioners will use a communication tool that is appropriate for each individual child's needs e.g. visual prompts.

All serious incidents need to be reported using the whole school behaviour policy pathways - CPOMS.

Very occasionally it may be necessary to remove a child from their classroom to keep themselves or others safe. In this instance the child may be taken for a calming walk by an adult or take part in calming activities before being reintegrated back into the room or class.

It is helpful for practitioners to view conflict as a potential learning opportunity. Conflict resolution involves validating feelings and offering solutions, choices and ideas.

Safety concerns

- It is very important that we as practitioners avoid situations of confrontation

- Only under special circumstances where there is an issue of safety should children be physically lifted to avoid escalation or ensure a safety is maintained.

Settling in

- We should always be aware that children entering our setting need time to develop relationships with us and encouragement to want to adapt within a large group setting.
- Teachers in Year 1 will support children to transition into the main school behaviour systems.

Parental involvement

- In line with the whole school policy, decisions made by staff should be shared with parents/carers and a plan for future action made collaboratively to ensure a successful school experience for all families.
- It is important to remember that young children may have undiagnosed learning needs. In addition, it can be distressing for parent to hear that their child has had a difficult time regulating.

Impact of this guidance

By the end of the Early Years Foundation Stage (End of the Reception Year)- children are expected to reach the typical development stages below:

Personal, Social and Emotional Development (PSED)

ELG: Self-Regulation

- Children at the expected level of development will:
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Children at the expected level of development will:
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 - Explain the reasons for rules, know right from wrong and try to behave accordingly;
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Children at the expected level of development will:
 - Work and play cooperatively and take turns with others;
 - Form positive attachments to adults and friendships with peers;
 - Show sensitivity to their own and to others' needs.

Woodside Primary Academy

Guidance for Supporting Babies

Personal, Social and Emotional Development

Behaviour is communication: Babies express needs through behaviour due to limited language skills. Emotional regulation and executive functioning (mental processing) are still developing. Common triggers include sensory overload, fatigue, hunger, separation, anxiety, and routine changes.

Children Under Twos

Co-Regulation and Emotional Support

- Use calm tones and physical comfort (e.g., holding, rocking).
- Mirror emotions and validate feelings: "I see you are upset. I'm here."
- Support self-soothing through consistent, responsive care.

Environment and Routine

- Maintain predictable routines.
- Create calming spaces and provide sensory-friendly materials and quiet zones.

Observation and Reflection

- Observe behaviour patterns to identify triggers.
- Understand each baby's temperament and preferences.
- Reflect with colleagues to share understanding and strategies.

Responsive Interaction

- Engage in “serve and return” (responding to a baby’s gestures and sounds) interactions.
- Shift focus gently.

Team Consistency

Use shared strategies across the team. Communicate behaviour plans during morning start, remembering to support each other emotionally.

Working with Families

- Communicate openly about behaviour patterns and strategies.
- Offer reassurance to parents and avoid blame.
- Share resources and encourage consistency between home and school.

Woodside Primary Academy

Guidance for Supporting 2–3 Year Olds

Personal, Social and Emotional Development

Toddlers are developing autonomy, language, and emotional regulation. Challenging behaviour often reflects frustration, or difficulty expressing emotions. Common triggers include fatigue, hunger, transitions, and overstimulation.

Practical Strategies

Emotional Support

- Stay calm and offer comfort through touch and soothing voice.
- Validate emotions: “I see you’re upset. I’m here.”
- Model emotional regulation and empathy.

Boundaries and Guidance

- Use clear, consistent expectations.
- Redirect behaviour gently and positively.
- Avoid punitive responses; focus on modeling positive behaviour.

Environment and Routine

- Maintain predictable routines to reduce anxiety.
- Create calm spaces with sensory-friendly materials.
- Minimise transitions and prepare toddlers for changes.

Observation and Interaction

- Observe behaviour patterns to identify triggers.
- Engage in responsive interactions: eye contact, touch, voice.
- Reflect with colleagues to share insights and strategies.

Working with Families

- Communicate openly about behaviour and strategies.
- Offer reassurance and avoid blame.
- Share resources and encourage consistency between home and nursery.

Woodside Primary Academy

Guidance for Supporting 3–4 Year Olds

Personal, Social and Emotional Development

At 3–4 years, children are developing emotional regulation, social skills, and independence. Common triggers include frustration, changes in routine, overstimulation, and fatigue.

Emotional Support & Co-Regulation

- Stay calm and model soothing behaviour.
- Acknowledge and validate emotions: “I see you are feeling upset.”
- Help children name their feelings and offer comfort.

Clear Boundaries & Consistency

- Use simple, consistent language for rules and expectations.
- Reinforce positive behaviour with praise and encouragement.
- Redirect gently and avoid punitive responses.

Environment & Routine

- Maintain predictable routines to provide security.
- Create calm spaces for self-regulation.
- Offer choices to support autonomy and reduce frustration.

Observation & Reflection

- Track behaviour patterns to identify triggers.
- Reflect on what the child may be communicating.
- Collaborate with colleagues to share strategies.

Positive Interaction

- Use “back and forward” communication—respond to cues with eye contact and voice.

- Encourage empathy and problem-solving.
- Avoid power struggles—offer alternatives and choices.

Working with Families

- Share observations and strategies with parents regularly.
- Offer reassurance and avoid blame.
- Encourage consistent approaches at home and in the setting.

Woodside Primary Academy

Guidance for Supporting 4–5 Year Olds

Personal, Social and Emotional Development

Behaviour is a form of communication. Children may dysregulate when they feel overwhelmed, frustrated, or misunderstood. At 4–5 years, children are developing emotional regulation, empathy, and social awareness. Common triggers include changes in routine, peer conflict, tiredness, or difficulty expressing emotions.

Emotional Support

- Stay calm and model emotional regulation (breathing techniques).
- Validate feelings: “I see you are upset.” “Let us think together” What can you do when you feel this way? Offer solutions.
- Teach emotional words and strategies, e.g., redirection to a calm space, sensory resources.

Boundaries and Consistency

- Use clear simple language to explain what you want the child to do, e.g., use kind hands/words, age-appropriate expectations for behaviour e.g., support with solving conflicts.
- Be consistent with responses and reinforce positive behaviour with praise and encouragement.

Environment and Routine

- Maintain predictable routines to provide security.
- Create calm spaces for self-regulation.
- Offer choices to support autonomy and reduce peer struggles.

Observation and Reflection

- Observe behaviour patterns to identify triggers.
- Reflect on what the child’s behaviour may be communicating.

Positive Interaction

- Use back and forth communication—responding to cues with warmth and understanding.

- Encourage problem-solving and empathy, e.g., offer choices to support positive decisions.
- Avoid negative responses; redirect to other activities and support once the child is calm.

Working with Families

Share observations and strategies with parents. Offer reassurance and avoid blame and discuss consistent approaches between home and school.