



Bearwood Primary and Nursery School

EYFS Behaviour Policy

Learning, Enjoying,
Succeeding Together

In our Early Years setting, every child is seen, valued, and supported. We focus on positive relationships, emotional safety, and learning through play. Behaviour is viewed as communication: children show us what they need through their actions. Our role is to guide, coach, and celebrate progress.

At Bearwood we are...



Ready

I am prepared to learn, play and listen.



Respectful

I use kind hands, kind words, and take turns.



Safe

I look after myself, my friends, and our classroom.

Daily Starting Point

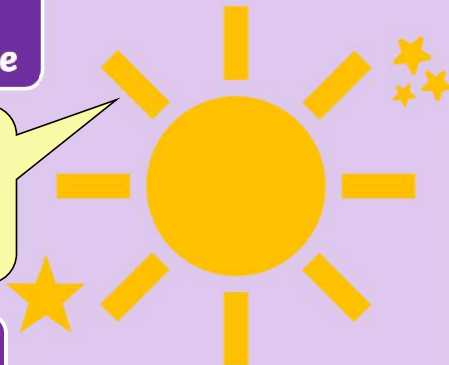
Proud Cloud

"You're on our Proud Cloud because we believe in you!"

- Every child begins each day on the Proud Cloud.
- We are proud of every child and believe each one can have a wonderful day.
- Starting fresh each day teaches forgiveness, resilience, and growth.

Aiming High: Sparkling Sunshine

"That was so kind and respectful – Let's move you to the Sparkling sunshine!"



Children can move from the Proud Cloud to the Sparkling Sunshine when they show:

- Fantastic behaviour choices.
- Kindness and helping others.
- Perseverance in learning or play.
- Ready, Respectful, Safe.

We aim for every child to 'sparkle' at different points throughout the day.

Celebrating Individual Success

When a child reaches the Sparkling Sunshine, we may celebrate with:

**Verbal praise * Stickers * House Point
Celebration during circle time
A note, photo or message home**

Whole Class Celebration

When every child in the class is on the Sparkling Sunshine at the same time, the class earns one marble in the class jar.

We set a target number of marbles to work toward a class treat

Targets may be weekly, fortnightly, or half-termly—adjusted to suit the class.

This builds teamwork: We shine brighter together!

Responding to unhelpful choices

When children make an unhelpful choice, adults will respond calmly and consistently.

Script



- 1) What happened?
- 2) How are you feeling? (Use Zones colours)
- 3) Who was affected?
- 4) What can we do to make it better?
- 5) What will you try next time?

Step 1 – Calm Area & Reflection

The child is offered time in our Calm Area with an adult. Together:

- *Pause, breathe, and settle.
- *Use self-regulation tools (breathing, visuals)
- *Check in using the Zones of Regulation colours.
- *Talk briefly about what happened and what we need next

Step 2 – Restore & Return

We guide the child to repair (e.g. saying sorry in a meaningful way, helping tidy something) and then return to learning.

Step 3 – Additional Support

If unhelpful choices continue or behaviour affects safety or learning, a member of SLT will support. Parents/ Carers will be informed so that we can work together

Zones of Regulation

