



EYFS Network Group Promoting Positive Behaviour

Source: Statutory Framework for the EYFS 2025

Personal, Social and Emotional Development

- “Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”
- 3.41 Each child must be assigned a key person. And 3.97 states that “Providers must share the following information with parents and/or carers:...The name of their child’s key person and their role.”
- The key person must help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

Source: EYFS Statutory Framework “Early Learning Goals” 2025

PSED: Self-Regulation: 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

PSED: Managing Self: 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.

PSED: Building relationships: Children play co-operatively, taking turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.

Source: Ofsted Early Years Inspection Toolkit 2025

Behaviour, attitudes and establishing routines

This evaluation area considers whether:

- leaders and practitioners create an environment that positively supports children's learning, development and care
- leaders and practitioners support children's behaviour and attitudes, including how they teach children to understand and manage their own emotions and behaviour and to relate to others
- settings work with parents to establish routines, including by promoting attendance, so that children, especially those receiving additional funding, including the EYPP, form good habits for future learning.
- the setting has an impact on the behaviour, attitudes and routines of children receiving additional support, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

Inspectors focus on gathering evidence relating to the factors that statutory requirements and non-statutory guidance, research and inspection evidence indicate contribute most strongly to behaviour, attitudes and establishing routines.

These factors are:

- prioritising behaviour and attitudes and establishing clear routines so that all children benefit from the setting's experiences and education
- having clear expectations of behaviour and attendance that all practitioners apply consistently, fairly and effectively
- developing children's motivation and positive attitudes to learning, since these are important predictors of later educational success
- fostering a positive, inclusive and respectful culture, in which staff know, support and care about children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being

More information can be found here: [Early years inspection toolkit](#)

Quotations

"When children behave in a certain way they are trying to communicate something." Riddal-Leech (2009)

"Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems (including substance misuse) and mental health problems. That's why it is important." NICE (2013)

"The most effective settings adopted discipline/behaviour policies in which staff supported children in rationalising and talking through their conflicts. In settings that were less effective in this respect, our observations showed that there was often no follow up on children's misbehaviour and, on many occasions, children were 'distracted' or simply told to stop. RECOMMENDATION: Encourage behaviour policies in which staff support children's behaviour management through reasoning and talk." The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage1 (2004)

<http://dera.ioe.ac.uk/8543/7/SSU-SF-2004-01.pdf>

“Expecting children to demonstrate skills outside the ZPD is ineffective and often detrimental” Florez, 2011

“Treating behaviour like misbehaviour means we punish. Treating behaviour as stress behaviour means we help.” Shaker, 2013

“Merely energetic attempts to make adjustments and transitions” An alternative take on a tantrum Post, 2017

“Children need lots of opportunities for experiencing and practising co-regulation with adults and ‘capable’ peers before they can gradually move to self-regulation.” Bronson, 2000

“Responding not reacting - The better we can soothe children when they are agitated and support them to name and understand their emotions and feelings, the better they absorb how to do it for themselves. Moving from co-regulation to self-regulation involves the growth of TRUST in others and in oneself. This is emotional resilience. ‘I’ll be ok!’” O’Connor, 2017

“Not allowing children to make sense of their world in their way will have a negative impact on their lives into adulthood.” Zeedyk, 2015