



EARLY YEARS BEHAVIOUR MANAGEMENT POLICY

Introduction

At the British School Tenerife, we believe that all children have the right to learn and play in an environment that is calm, safe, respectful, and supportive. In our Early Years setting, we focus on creating strong relationships, nurturing emotional development and providing clear and consistent expectations.

Young children learn positive behaviour through modelling, repetition, co-regulation and warm, supportive interactions with adults. We recognise that all children develop at their own pace and our approach reflects their developmental needs, cultural backgrounds and individual personalities.

Parents complete a developmental questionnaire when children enter Early Years. This helps us understand each child's background, experiences and needs so that we can support them effectively from the start.

Lead Person for Behaviour Management (EY):

Jenni Garnett - Early Years Lead

1. Principles

Our Behaviour Management approach is based on the following principles:

- Behaviour is a form of communication.
- Children need co-regulation before they can self-regulate.
- Warm, secure relationships are the foundation for positive behaviour.
- Children learn best in a calm, predictable environment.
- All children deserve to be treated with respect, empathy and kindness.
- Positive reinforcement is more effective than punishment.
- Our approach is trauma-informed, inclusive and culturally sensitive.
- Families play a key role in supporting children's behaviour.

2. Aims of This Policy

This policy aims to:

- Define the roles and responsibilities of staff in encouraging positive behaviour.
- Clarify how we respond to unwanted or challenging behaviour.
- Promote a consistent approach across Early Years.
- Support children to develop self-confidence, empathy and social skills.
- Establish shared expectations of acceptable and unacceptable behaviour.
- Ensure children understand boundaries through clear, age-appropriate guidance.
- Safeguard children's emotional well-being.
- Work collaboratively with parents.

3. Staff Responsibilities

All Early Years staff:

- Build warm, trusting relationships with children.
- Model positive, respectful behaviour at all times.
- Create safe, stimulating and predictable environments.
- Use positive reinforcement and avoid negative language.
- Support children's emotional regulation through co-regulation.
- Communicate regularly with parents about their child's behaviour.
- Record and report significant incidents following school procedures.
- Adapt strategies for children with additional needs or SEND.
- Ensure no child is ever humiliated, shouted at, or punished physically.

4. Behaviour Expectations

We expect children to:

- Show kindness and care for others.
- Listen to adults and follow simple instructions.
- Share and take turns, understanding that this develops over time.
- Use kind hands and gentle bodies.
- Respect toys, equipment and learning spaces.
- Try their best and enjoy learning.

We recognise that Early Years children are still learning these skills. Mistakes are part of learning and support is always kind, calm and patient.

5. The Environment as Support for Behaviour

We promote positive behaviour through:

- Predictable daily routines.
- Calm organised indoor and outdoor environments.
- Access to movement, sensory play and quiet areas.
- Visual timetables and picture communication systems.
- Clear layouts that minimise conflict (e.g., duplicated toys, labelled spaces).

A well-designed environment reduces frustration and supports independence.

6. Promoting Positive Behaviour

6.1 Reward Systems

Natural Rewards

- Praise, smiles, encouragement
- Special responsibilities
- Extra involvement in classroom jobs

Stickers / Stars

For: effort, participation, kindness and trying hard.

Star of the Day (Nursery & Reception)

- Badge and small privileges (e.g., first in line).

Badges (Reception)

- For kindness, trying hard, or speaking English.
- Taken home and returned next day.

Early Years Lead Reward

Children may visit the EY Lead to share excellent work or behaviour and receive a special sticker.

Praise Assembly

Weekly celebration including:

- Certificates
- Stickers
- Placement in the Golden Book
- Photos added to Tapestry

7. Strategies to Strengthen Positive Behaviour

- **Praise children showing appropriate behaviour.**
- **Ignore minor unwanted behaviours** and praise positive behaviours nearby.
- **State the positive** (“Walk indoors” instead of “Don’t run”).
- **Offer choices** to increase independence.
- **Use early intervention** to prevent conflict or risk.
- **Explain rules clearly** with visual cues.
- **Use physical comfort** when appropriate.
- **Speak warmly and calmly** at all times.
- **Model emotional vocabulary** (happy, sad, worried, excited)

8. Communication & Language Support

As an international school, many children are developing English as an additional language.

We support behaviour through:

- Visual prompts (emotion cards, first–then boards).
- Allowing children to express feelings in their home language.
- Simple, clear instructions with gestures.
- Modelling of key behaviour language (“Kind hands”, “Gentle touch”).

9. Procedures for Managing Unwanted or Challenging Behaviour

9.1 PSED-Related Incidents

(e.g., unwillingness to share, uncooperative behaviour)

Staff will:

Unwillingness to Share

- Allow children time to finish with a toy.
- Use turn-taking strategies (timers if helpful).
- Praise sharing when it naturally occurs.

Uncooperative Behaviour

- Provide transition warnings.
- Use visual or auditory cues.
- Offer alternatives to help the child join in when ready.

Tantrums

Staff will:

- Ensure safety by removing hazards.
- Avoid reasoning during the tantrum.
- Speak calmly: "I'm here. You will be okay."
- Use gentle holding only when appropriate and safe.
- Identify triggers where patterns appear.

Destructive Behaviour

- Explain simply that breaking items is not okay.
- Support the child to repair, tidy up, or help fix the situation.

9.2 Verbal Incidents

(e.g., swearing, derogatory or racist language)

Staff will:

- Respond firmly and calmly: "No thank you, we don't use those words here."
- Praise appropriate language.
- Record and report incidents.

9.3 Physical Incidents

(e.g., hitting, pinching, hair pulling, scratching)

Staff will:

1. **Approach calmly** and remove danger.
2. **Acknowledge feelings:** "I can see you are upset."
3. **Speak to each child** to understand what happened.
4. **Support children to find solutions**, e.g., "How can we help fix this?"

Repeated incidents may require:

- Meeting with parents
- Behaviour Support Plan
- Support from outside professionals

10. Physical Intervention

Used **only in exceptional circumstances**, such as:

- Preventing injury to the child or others
- Preventing serious damage to property

All interventions are:

- Minimal and proportionate
- Recorded
- Shared with parents on the same day

11. Bullying

Although bullying is rare in Early Years due to developmental stages, any persistent or harmful behaviour is taken seriously.

We follow the **Anti-Bullying Policy**.

12. Consequences & Sanctions

Consequences are always:

- Age-appropriate
- Calmly explained
- Fair and consistent
- Never shaming or isolating

Level 1

- Ignore minor behaviour
- Redirect to positive behaviour

Level 2

- Distraction or calming activity

Level 3

- Clear warning

Level 4

- Brief thinking time (approx. 1 minute per year of age)

- Child stays with an adult or in a designated calm area
- Not isolation

Thinking time is always explained to parents.

13. Restorative Practice (EY-Appropriate)

Children are supported to:

- Check in with the child they hurt
- Help repair damage (e.g., rebuild a tower)
- Offer an apology in a developmentally appropriate form (words, gesture, picture, or kind action)

14. Additional Needs / SEND

- Strategies are adapted for children with additional needs.
- Behaviour Support Plans may be created with the SENCo.
- Reasonable adjustments are always made.
- External agencies may be involved if needed, with parental consent.

15. Recording & Monitoring

Staff record:

- Physical incidents
- Repeated concerning behaviours
- Significant verbal incidents
- Any physical intervention

Records are reviewed regularly by the EY Lead to identify patterns or needs.

16. Working With Parents

Parents are key partners.

We:

- Communicate regularly (positively and constructively).
- Hold sensitive conversations privately.
- Use a “positive → concern → positive” approach.
- Share strategies so home and school are consistent.
- Arrange meetings for ongoing behaviour to explore causes and solutions.

17. Cultural Sensitivity

We value the diverse backgrounds of our families.

We recognise that behaviour expectations vary across cultures, and we work collaboratively to ensure a shared, respectful approach that supports every child.

Policy Review: |
Behaviour Policy

This policy will be reviewed every, or more frequently if required by changes in legislation, guidance, or school operational needs. |

Written by:	Jenni Garnett		
Agreed Date:	September 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	September 2026		