



EYFS Emotional Wellbeing & Behaviour Support Policy

Policy Statement

At the British School of Tenerife, we believe that children thrive when they feel safe, secure, valued and emotionally supported. Within the Early Years Foundation Stage (EYFS), we recognise that young children are still developing emotional regulation, communication and social skills. Behaviour is viewed as a form of communication and adults respond with patience, consistency and understanding.

We promote positive behaviour through warm and respectful relationships, clear routines, positive role modelling and developmentally appropriate expectations. Our approach supports children to develop confidence, resilience, empathy and independence within a safe and nurturing environment.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Anti-Bullying Policy, Health and Safety Policy and Staff Code of Conduct.

Aims

The aims of this policy are to:

- promote children's emotional wellbeing and mental health
- create a safe, secure and inclusive environment
- support children in developing self-regulation skills
- encourage kindness, respect and positive relationships
- provide consistent and developmentally appropriate behaviour support
- help children understand emotions and manage feelings appropriately
- ensure all children feel valued, listened to and supported
- work collaboratively with families to support children's wellbeing
- ensure behaviour support approaches are inclusive and appropriate for all children, including those with SEND

Guiding Principles

At BST EYFS we recognise that:

- young children are still learning how to manage emotions and behaviour
- children learn through positive relationships and consistent modelling
- emotional wellbeing underpins learning and development
- behaviour should always be understood within the context of the child's age and stage of development

- children require co-regulation from trusted adults before they can self-regulate independently
- all children have the right to feel safe, respected and included
- positive reinforcement is more effective than punishment
- physical punishment, humiliation or shaming are never used

The Role of Adults

All EYFS staff are expected to:

- build secure and positive relationships with children
- model calm, respectful and kind behaviour
- provide consistent routines and expectations
- support children in identifying and expressing emotions
- use positive language and encouragement
- listen carefully and respond sensitively to children's needs
- support children in resolving conflicts peacefully
- help children develop turn-taking, sharing and cooperation skills
- maintain appropriate professional boundaries at all times
- respond calmly and consistently to challenging behaviour
- work closely with parents and carers to support children's wellbeing

Supporting Emotional Wellbeing

Children's emotional wellbeing is supported through:

- a key person system
- nurturing and responsive relationships
- predictable routines and transitions
- calm and welcoming learning environments
- opportunities for children to express feelings
- emotional literacy activities and discussions
- quiet or calming spaces where children can regulate emotions
- praise and encouragement which focuses on effort and kindness
- support during transitions into school or between classes
- partnership working with parents and carers

Staff recognise that some children may require additional emotional support due to individual circumstances, developmental needs or life experiences.

Positive Behaviour Support Strategies

Staff use a range of positive strategies to encourage appropriate behaviour, including:

- positive reinforcement and praise
- modelling respectful behaviour
- clear and simple expectations

- visual routines and reminders
- redirection and distraction
- offering choices where appropriate
- helping children solve problems together
- acknowledging children's feelings
- supporting children to reflect on behaviour
- encouraging independence and responsibility

Children are supported to understand boundaries in a calm and age-appropriate manner.

Behaviour That Causes Concern

Some behaviours may indicate that a child requires additional support. These may include:

- persistent aggression
- prolonged distress
- withdrawal from activities or relationships
- repeated unsafe behaviour
- significant emotional dysregulation
- sudden changes in behaviour

Where concerns arise, staff will:

- observe and monitor behaviour
- discuss concerns with parents or carers
- work collaboratively to identify supportive strategies
- involve the ND lead where appropriate
- develop individual support plans if necessary
- seek external support or guidance where required

Behaviour will always be considered in the context of the child's developmental stage and individual needs.

Biting

Biting can occur in young children for a variety of developmental reasons including frustration, communication difficulties, sensory needs or emotional distress.

When incidents occur, staff will:

- respond calmly and immediately
- comfort and support the child who has been hurt
- support the child who has bitten to understand boundaries
- avoid shaming or humiliating the child
- monitor patterns and triggers
- communicate appropriately with parents or carers
- implement supportive strategies where needed

Anti-Bullying

In EYFS, children are still developing social understanding and emotional regulation. While intentional bullying behaviour is uncommon at this age, repeated unkind behaviour or exclusion will always be addressed promptly.

Staff will:

- support children in developing empathy and kindness
- teach respectful behaviour and inclusion
- intervene quickly when conflicts arise
- help children understand the impact of their actions
- work with parents where concerns persist

Physical Intervention

Physical intervention will only be used when necessary to prevent harm to a child, another person or significant damage to property.

Any intervention will:

- be reasonable, proportionate and appropriate
- use the minimum force necessary
- prioritise the safety and dignity of the child
- be recorded and reported to parents or carers

Physical punishment is never used.

Children with SEND

Children with Special Educational Needs and Disabilities (SEND) may require additional support to regulate emotions and behaviour.

Staff will:

- consider behaviour as communication
- make reasonable adjustments where necessary
- work collaboratively with parents and professionals
- use personalised support strategies
- ensure all children remain fully included within the setting

Safeguarding

Staff recognise that changes in behaviour or emotional wellbeing may sometimes indicate safeguarding concerns.

Any concerns regarding a child's welfare or safety will be reported immediately to the Designated Safeguarding Lead (DSL) in accordance with the school's Safeguarding and Child Protection Policy.

Partnership with Parents and Carers

Positive relationships with parents and carers are essential in supporting children's emotional wellbeing and behaviour.

We will:

- communicate openly and respectfully
- share concerns at an early stage
- work collaboratively to support children consistently
- celebrate children's achievements and progress

Monitoring and Review

This policy will be reviewed annually, or sooner if required by changes in legislation, statutory guidance or school operational needs.

Written by:	Jenni Garnett		
Agreed Date:	October 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	October 2027		