

## Positive Reinforcement

### Behaviour Policy

### EYFS & Primary

<b>Policy:</b>	Version 5 2025 (V4 24 V3 2023 V2 2021 V1 2017)
<b>Date:</b>	November 2025
<b>Reviewed by:</b>	EYFS & Primary Team
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<b>Responsible:</b>	Headteacher and Head of Teaching Learning
<b>Approved by:</b>	Headteacher and Head of Teaching Learning
<b>Next Review:</b>	November 2026

At the British School of Costa Daurada we believe that positive behaviour starts with that of the adults. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We consistently model the behaviour that we would like to see in our students.

We strive to create an environment where pupils may work purposefully, feel secure, happy and confident and where relationships between staff, parents, pupils and between the pupils themselves are based on mutual respect, tolerance and positive reinforcement.

The aims of this policy are:

- to promote positive behaviour for learning;
- to state roles and responsibilities;
- to ensure consistency in the implementation of behaviour strategies across EYFS/Primary;
- to identify classroom management strategies;
- to provide guidance and support to promote positive behaviour across EYFS/Primary;
- to ensure that each situation is treated in a caring and sympathetic manner, with the aim of achieving positive behaviour.



## OUR SCHOOL'S CORE VALUES

Our behaviour policy identifies a set of values that has been developed and agreed by staff, pupils, parents and the Management Team. These values underpin all that we strive to achieve and enable our pupils not only to make progress and flourish in the classroom, but also to promote their social and emotional development and well-being.



## PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

In order to achieve the above aims we believe that everyone must be encouraged to work together positively. We are committed to developing a positive climate, which places learning as the number one priority and recognises that good behaviour must be modelled and consistently implemented.

We use a range of positive behaviour strategies:

- We provide a working environment where all pupils can realise their full potential in an undistruptive, happy and stimulating environment.
- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making explicit the expectations of positive behaviour, the school can create a conducive atmosphere that supports effective learning.
- Pupils are taught to understand the advantages of positive behaviour in pursuit of healthy relationships with others both now and into the future.
- Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by behaviour that is not supported by the school's policies.
- Some children may display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage such difficulties, to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

- In EYFS, behaviour expectations follow Section 3 (Safeguarding & Welfare) of the EYFS Statutory Framework 2024.”
- As general behaviour management from Reception to Primary, teachers and pupils engage in the game “Beat the Teacher”.
- Achievements will be recognised within the classroom and school assemblies.
- As general and individual behaviour management from Reception to Y6, we use “House Points”. Children and adults will collect points that will support their ‘House’.

See Appendix for implementation and resources.

### **The Responsibility of all the British School of Costa Daurada Staff**

At the British School of Costa Daurada we are committed to promoting safe practice within the context of respect and dignity. It is each one of our responsibility to support all our pupils to build secure and trusting relationships with us and their peers.

All staff are responsible for helping pupils to regulate their emotions, anxiety and any resulting challenging behaviour. In our school we expect all our staff to promote a safe environment and calm approach to manage challenging behaviour. Staff must ensure that their interventions are effective and free of judgements, labels and unnecessary conflict.

Expectations:

- To display the behaviour we would like to see consistently.
- To provide a safe environment for learning.
- To build positive relationships.
- To support pupils’ self-esteem, emotional well-being and mental health.
- To differentiate teaching within the classroom.
- To support pupils to gain the skills to recognise and modify their own behaviour.
- To encourage open dialogue and reflective discussions.
- To inspire pupils to take pride in and responsibility for themselves, their learning, their actions and their environment.
- To encourage pupils to be independent and resilient.
- To have high expectations of all pupils in line with their developmental stage.
- To develop pupils’ strategies to cope with their emotions and regulate their behaviour.
- To build positive partnerships between school and parents/carers.
- To acknowledge any need for intervention, to communicate this to Coordinators/Head of the Stage and follow procedures for intervention.
- All staff receive regular behaviour training (DfE Behaviour in Schools 2022), safeguarding updates (KCSIE 2024), and EYFS training where relevant.

## **The Responsibility of Parents and Carers**

The school collaborates with parents and carers, so that pupils receive consistent support about how to behave at home and at school, parents and carers are asked to sign an agreement to uphold the following expectations::

- We expect parents and/or carers to support their child's learning and to cooperate with the school.
- We expect parents and/or carers to respect punctuality every day.
- We expect parents and/or carers to support the school ethos and values and for them to share them with their children.
- We expect parents and/or carers to be honest and to share if there are any changes in their child/children's routines and/or behaviour.
- We try to build a supportive dialogue between home and school, and we inform parents and/or carers immediately if we have concerns about their child's welfare or behaviour.
- We expect parents and/or carers to support the actions of the school.
- We will maintain regular contact of support to evaluate and assess the effectiveness of the strategies decided between the child/family and school.

Class teachers are always available to support children and their families.

## **The Responsibility of Pupils**

Pupils are expected to:

- Be respectful;
- Be kind;
- Be fair;
- Do their personal best;
- Be responsible and understand that there are consequences for their actions;
- To be independent and resilient.

## **CLASSROOM MANAGEMENT (Guiding principles for staff)**

Through modelled behaviour within a carefully planned setting we aim to create an environment that reflects and supports the expectations that we have of the pupils.

### **Modelled behaviour and classroom setting**

Each class creates a class charter at the beginning of the academic year to set classroom expectations and rules. This charter is agreed upon by all pupils and the classroom teachers and form tutors. The format will vary according to the year group and stage (i.e. photographs in EYFS, drawings in KS1, a signed written list in KS2). Refer to these Class Charters on a regular basis. Actively teach and model what they look like and praise pupils for doing their personal best to carry them out.

The daily routine needs to be taught and modelled at the beginning of the year; encouraging pupils to feel responsible and always prepared for the day ahead. Show pupils how to manage the resources and their belongings; promoting independence and responsibility. Always give feedback on how they are doing. Include all adults in understanding the class rules, not just the class teacher and remember that pupils are observing you: **you are their first reference of behaviour in the school.**

### **Use of language**

The main aim is to create a learning experience; to make a connection in the pupil's mind between the choices they make and their outcomes. Language, when used correctly, supports this aim.

- It regards mistakes as a normal part of learning.  
- "We learn from our mistakes."
- It gives pupils responsibility for their behaviour.
- It creates a link between choice and consequence.
- It keeps behaviour separate from personality.
- It reduces conflict and supports reflection and constructive advice (speak quietly, calmly...)

Examples:

Teacher: I can see you find it difficult to sit for long periods of time. How can we help you?

Child: XXX

Teacher: What do you think can happen if you keep standing up and moving around the lunch room?

### **Be Objective - Separate the behaviour from the pupil**

- Make the behaviour unacceptable, **NOT THE PUPIL.**
- **Linking good behaviour to a pupil's identity builds self-esteem.**

### **Actively build self esteem**

- Encourage a positive classroom
- We should promote a sense of belonging
- Foster an inclusive and positive culture
- Highlight strengths and acknowledge their progress
- Encourage self-reflection and help students set realistic goals
- Positive praise

### **Model the good behaviour you want to see**

- Avoid giving negative attention.
- Calmly resolve conflict using the planned approach to unwanted behaviour.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to difficulties and respond.

Always follow up on issues that count – remember the consequence is inevitable

- Always follow up on pupils' choices with a consequence.
- Following up shows that you care and what you say is important.
- Be positive about future behaviour when following up.
- Keep the focus on the behaviour not the personality.

### **Work to repair and restore relationships**

- Observing children being good/making positive choices afterwards allows them a way back.
- Remember that pupils may still be stressed or resentful.
- Allow time and repeat the attempts to be positive.

## **Celebration of good behaviour and achievement**

- Verbal praise;
- Written praise in books;
- Display of work;
- Written praise;
- Notes home – linked to Co-operation, Achievement values.
- Letters home;
- Telephone calls home;
- Assembly mention – e.g. Star of the Week – Best Work;
- Exceptional work, visit to Head of EYFS/Primary
- Rewards events
- Certificates of achievement and prizes, such as book vouchers related to House Points

## **Managing Anxiety, Crisis and Challenging Behaviour.**

All staff at the BSCD are responsible for helping pupils to regulate their emotions, anxiety and any resulting challenging behaviour.

Key principles to supporting Challenging Behaviour:

- Early intervention is key to reducing anxiety and preventing a crisis or incident from occurring.
- Stay calm and show this with your body language, communication style, behaviour and facial expressions.
- Get your priorities right:
  - Manage the incident and ensure everyone is safe.
  - Work for an effective outcome.
- tune in and stay sensitive to the pupil's anxiety.
- See the situation from the pupil's point of view and validate their emotions.
- Continually assess the situation for risks, triggers and opportunities to de-escalate.

Any physical intervention must be reasonable, proportionate, necessary and in the pupil's best interest. It will always be at the lowest possible level and for the shortest possible time. Physical intervention will be considered to:

- Prevent harm being caused to another pupil or adult.
- Prevent the pupil from harming themselves.
- Prevent damage being caused to school property.
- Prevent serious disruption.

Parents and carers will always be informed when physical intervention has been necessary unless other agreements have been made which are recorded on the ABC form and in the Accident book if an injury was to result from the incident.

#### **Recording Anxiety, Crisis and Challenging Behaviour - Procedure.**

- Record children's unusual behaviour on Tapestry-Reflections using the ABC model. This process aligns with the SEND graduated approach (Assess-Plan-Do-Review), as expected by DfE SEND Code of Practice.
- Discuss with the Class Team and Headteacher and Head of Teaching and Learning, they will involve the Educational Psychologists and DSL if necessary.
- Discuss with family if there has been any changes in routine, etc.
- Agree on Strategies.
- Implement strategies.
- Assess regularly effectiveness of strategies.
- Persistent anxiety, crisis and challenging behaviour will be discussed with parents in a presential meeting, after the discussion all parties will agree on an action plan to support the child.
- Record all meetings using the "Parents Evening Forms" or "Coordination Support Meetings Form".
- Agree on review times as needed.

## **ANNEX 1. BEHAVIOUR MANAGEMENT**

### **BEHAVIOUR MANAGEMENT**



BEHAVIOUR	CONSEQUENCE
<p><b>Low level behaviour:</b></p> <p><i>Examples:</i> calling out, mild disruption, off-task, not following routines, unkind words (non-targeted).</p>	<ul style="list-style-type: none"> <li>• Proximity praise</li> <li>• Reminder of expectations (“First attention to best conduct”)</li> <li>• Non-verbal cue</li> <li>• Short re-direction / repeat of instruction</li> <li>• Time-in with an adult (EYFS)</li> <li>• Move seat for focus (Primary)</li> </ul>
<p><b>Continued Disruption / Moderate Behaviours</b></p> <p><i>Examples:</i> repeated calling out, ignoring instructions, minor unsafe choices, refusing tasks, squabbles during play.</p>	<ul style="list-style-type: none"> <li>• Second reminder naming the behaviour &amp; expectation</li> <li>• Reflection spot/quiet area (EYFS: 2–4 minutes; Primary: 5 minutes)</li> <li>• Loss of a small privilege (fair and proportionate)</li> <li>• Restorative conversation</li> <li>• Repair job (help tidy, fix relationship, re-play scenario)</li> <li>• Log on behaviour tracker (if your school uses one)</li> </ul>
<p><b>Significant Incidents</b></p> <p><i>Examples:</i> targeted unkindness, rough play causing minor harm, throwing objects, leaving class without permission, persistent defiance.</p>	<ul style="list-style-type: none"> <li>• Inform Headteacher and/or Head of Teaching and Learning</li> <li>• Phone call home from teacher or Headteacher as decided.</li> <li>• Removal to partner class or calming space (supervised)</li> <li>• Loss of privilege (playtime, role responsibility)</li> <li>• Circle-time restorative process</li> <li>• Recorded on Tapestry Reflections</li> <li>• Behaviour Support Plan (KS1/KS2)</li> </ul>
<p><b>Serious or High-Risk Behaviours</b></p>	<ul style="list-style-type: none"> <li>• Immediate removal from situation</li> <li>• Behaviour Support Plan</li> </ul>

<p><i>Examples:</i> physical aggression, verbal threats, discriminatory language, serious damage, dangerous behaviour, repeated incidents.</p>	<ul style="list-style-type: none"> <li>• Headteacher - Meeting with parents</li> <li>• Internal reflection time with Headteacher- SLT</li> <li>• Temporary changes to timetable if needed</li> <li>• Multi-agency involvement if required</li> <li>• Record on tapestry/safeguarding as necessary</li> </ul>
<p><b>Critical Incidents / Safeguarding Concerns</b></p> <p><i>Examples:</i> extreme aggression, serious threats, persistent bullying, harmful sexual behaviour, absconding, significant risk to self/others.*</p>	<ul style="list-style-type: none"> <li>• DSL involved immediately</li> <li>• Safeguarding protocols activated</li> <li>• Formal meeting with Headteacher</li> <li>• External services: EAP / Educational psychologist / social services (as appropriate)</li> </ul>

## ANNEX 2. EYFS BEHAVIOUR

## **1. Purpose of this Annex**

This EYFS Behaviour Annex sets out specific expectations, approaches, and practices for The EYFS. It expands on the whole-school Positive Reinforcement Behaviour Policy to ensure full compliance with the EYFS Statutory Framework 2024 (Section 3: Safeguarding and Welfare), the Early Learning Goals for PSED, DfE Behaviour in Schools 2022, and NABSS expectations.

## **2. Key Principles for EYFS Behaviour**

### **2.1 Developmentally Appropriate Practice**

Young children are developing language, impulse control, emotional regulation, and social understanding. Behaviours such as grabbing, crying, pushing, or frustration during transitions are developmentally typical and are addressed through modelling and teaching, not punishment.

### **2.2 Co-Regulation Before Self-Regulation**

Children require adult support to regulate. EYFS staff remain close, calm, and supportive, helping children return to a state of calm before discussing behaviour.

### **2.3 Positive Relationships**

Warm, trusting, consistent relationships underpin positive behaviour. Practitioners model kindness, respect, and emotional literacy daily.

### **2.4 Teaching Behaviour and Routines**

Behaviour is taught explicitly through modelling routines and expectations, including turn-taking, sharing, gentle hands, listening, and tidying.

## **3. Managing Behaviour in EYFS**

### **3.1 Time-In, Not Time-Out**

Children are supported through “time-in” with an adult. Isolation or punitive time-out is not used in EYFS.

### **3.2 Developmentally Appropriate Consequences**

Consequences are immediate, short, proportional, and restorative. Examples include helping tidy up, replaying turn-taking, or sitting next to an adult briefly for support.

### **3.3 Restorative Practice in EYFS**

Restorative conversations are simple, supported with visuals, and adapted to developmental levels:

- What happened?
- How do you think they feel?
- What can we do to make it better?
- What can we do next time?

#### **4. Recording and Monitoring Behaviour**

Staff record unusual or persistent behaviour, dysregulation, or concerns using:

- Tapestry reflections using the ABC format which follows the SEND graduated approach.
- Accident Book (if relevant)
- Safeguarding systems, when appropriate

Escalation involves the Class Teacher, Headteacher and Head of Teaching & Learning, SENDCo, and where necessary, the DSL as per joint decision with the Headteacher.

#### **5. Working with Families**

Practitioners share concerns early, using positive, non-judgemental language. Families are informed when behaviour escalates, patterns emerge, or a safeguarding concern exists.

#### **6. The EYFS Learning Environment as a Behaviour Tool**

EYFS rooms must be calm, predictable, and well-organised, with accessible resources, visual timetables, now/next boards, defined learning zones, and regulation spaces.

#### **7. Physical Intervention**

Only used when necessary to prevent immediate harm and must be reasonable, proportionate, necessary, and time-limited. Parents are informed the same day.

#### **8. EYFS Staff Responsibilities**

Staff model calm behaviour, provide co-regulation, anticipate triggers, support emotional development, use positive language, and treat all behaviour as communication.

### **9. EYFS Behaviour Support Plans**

Used when behaviour persists, poses risk, or indicates underlying needs. Plans include triggers, strategies, replacement behaviours, environmental adjustments, and review dates.

### **10. Alignment with School Values**

EYFS practice reinforces BSCD values of kindness, respect, fairness, responsibility, and personal best.

### **11. Review**

This annex is reviewed annually as part of the whole-school policy cycle and NABSS/BSO compliance reviews.

**Links to support documents:**

<https://docs.google.com/document/d/1S0YB-ARpc4-EcGG-gbqENLH8gVxlvN9X/edit?usp=sharing&oid=115595618284162581183&rtpof=true&sd=true>

**This policy should be read in conjunction with:**

- **Safeguarding Policy**
- **Health and Safety Policy**
- **Anti-bullying Policy**
- **Use of Reasonable Force in Schools Department of Education.**
- **SEND Policy**
- **Well-being Policy**
- **EYFS Policy and Procedures**