



**KINGS'
EDUCATION**

The Best By Every Child

**Positive Behaviour Policy
Early Years Foundation Stage**

2025-26



Introduction

The policy principally relates to our students, but it is important to note that the principles set out here also apply to adults within our community, including parents and staff. This policy must be enforced by every member of staff, including Class Teachers, Specialist Teachers, Learning Assistants, Administration Staff and Support Staff.

This policy applies to all children:

- In school
- Travelling to and from school
- On all school-based and educational visits and activities
- When representing or commenting on the school in any capacity

Our Aims and Values

Our aims and values are to build strong relationships and promote a culture of respect. This underpins the foundations of teaching and learning and is supported through our EYFS Curriculum.

This policy is designed to

- Develop students' understanding of their feelings
- Promote positive behaviour in students
- Develop children's understanding of our learning dispositions and how to apply them to daily life in school
- Reward positive behaviour and ensure high expectations of behaviour
- Ensure fairness and encourage consistency of response to positive behaviour
- Support students in understanding an appropriate consequence for negative behaviour e.g. if a child breaks another child's tower, they may suggest helping their friend rebuild the tower
- Promote early intervention of inappropriate behaviour
- Develop in students a sense of self-awareness and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected, valued and included
- Ensure all members of the school community feel happy, safe and secure
- Ensure there is a consistent approach to managing behaviour from all members of staff

Central within the policy are the choices children make. We refer to positive choices: "That is how we do it here" (which leads to encouragement, praise and rewards) and choices which are negative: "That is not how we do it here" (which lead to restorative conversations which include: Identifying what the negative choice was, what they were thinking and feeling when they made that choice, identifying who else has been affected, identifying a restorative act to make things right and identifying a more positive choice to use next time. As well as other interventions and consequences linked to our behaviour ladder).

There are three key reasons for using the language of 'choice'/ "How we do it here":

- It focuses on the behaviour and what must change
- It promotes self-management of behaviour and allows conversation
- It enables some reflection of what behavioural choices exist(ed) and explains the desired behaviour immediately e.g. If a child is running down the passage an adult would say "That is not how we do it here. We make safe choices, we walk in school"
- It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make positive choices and consequently build positive relationships. Throughout school, all stakeholders (not just

staff but children, parents and visitors) should aim to notice and comment on positive behaviour. By consistently praising those children who are making the right choices, we provide positive reinforcement and ensure that positive choices are not taken for granted.

Rewards

Rewards are linked directly to our Kings' Learning Dispositions. It is the staff member's responsibility to explicitly identify to the child the learning dispositions and behaviour that is being celebrated.

The House Point system (E-Praise) is used to acknowledge and reward positive behaviour. E-praise points are rewarded by staff during ChIL (Child Initiated Learning Time, structured lessons such as phonics and during reflection times).

Assemblies are also an opportunity to publicly celebrate the positive choices children have made in their behaviour or learning in school. Learning disposition certificates are awarded to children during their FS1 and FS2 assemblies.

Positive noticing is also used as a further way of celebrating children's efforts and behaviour in school. Teachers have different ways of sharing the positives with home e.g. a phone call home, a "happy note" from the teacher, a "I noticed" wristband an email. These encourage specific desired behaviour e.g. "You were walking so sensibly in line", "You have wonderful manners and always to remember to say please" etc.

Consequences

Staff at Kings' School Al Barsha employ consequences if a child is not able to follow expectations or make positive choices. Wherever possible, staff use restorative consequences which support the child in understanding the impact of the choice they have made and how they can make a more positive choice in the future. Restorative consequences (for example writing or drawing a letter of apology to a friend who has been upset) encourage children to reflect on the choices they make and practise the expected behaviour. Staff are then able to reinforce the positive choices with praise.

In Foundation Stage, behaviour can be deemed age appropriate, for example hitting. We would still ensure a restorative approach is taken with children, encouraging them to reflect on the positive actions they will take in future.

Parents

The school works collaboratively with parents so children receive consistent messages about expectations for behaviour. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's well-being or behaviour.

We expect parents to:

- be aware that school has clear expectations for behaviour and to support these expectations;
- cooperate with the school;
- support the school's decision when applying consequences to deal with any specific incident/ issue.

If parents have any concern about their child, they should initially contact the Class Teacher. If the concern remains, they should contact the Assistant Head who will consult with the Principal and relevant leadership teams, should this be necessary. If these discussions cannot resolve the concern, a formal grievance or appeal process can be implemented.

Monitoring

The Headteacher and Leadership Team monitor the effectiveness of this policy on a regular basis. The Principal and Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a log of concerns as appropriate.

FS: Positive Behaviour Policy – Additional Information

Early Years Foundation Stage

1. In addition to the introduction:

It is important that each person is treated fairly with positive reinforcement, without the fear of being hurt or hindered by anyone else. In order to achieve this atmosphere, students are given clear, consistent boundaries and guidelines of acceptable behaviours, appropriate to their stage of development and individual needs. All staff recognise and understand that all behaviours are a form of communication and ensure that this is taken into account when supporting students with their behaviour.

We pride ourselves on being a warm and friendly school and wish to bring out the best in every child in our care. We believe children and adults flourish best in an inclusive environment where every member feels valued and respected, happy, safe and secure.

Positive behaviour management focuses on positive reinforcement, praise, and encouraging children to make positive choices. A number of different strategies are used to support the development of a positive learning environment.

All pupil behavioural concerns and incidents are noted on CPOMS.

2. Behaviour systems

Classroom behavioural incidents are dealt with on a case-by-case basis by individual class teachers. Each class has a calm area which can be used to help support students to understand the boundaries within the classroom. This area has a range of resources, including stories, sensory toys and visuals. In addition, there is a larger calm area in the Foundation Stage shared area which may be used to support students further.

The Foundation Stage has adopted a set of 5 rules ("This is how we do it here") to be taught across FS to ensure consistency of language and consistent high expectations. These are:

1. We Listen (To our friends and adults.)
2. We show kindness (We use kind words, kind hands and kind feet.)
3. We show respect (We treat others how we would like to be treated.)
4. We make safe choices (We behave in a way that keeps everyone safe.)
5. We have good manners (We remember to say 'please' and 'thank you' and we wait our turn)


In order to support positive behaviour, the 'R' approach is consistently adopted by all staff:

- **Relationships:** all staff build positive relationships with the students in their care
- **Routine:** specific, in the moment, positive praise and reinforcement is built into the everyday classroom routines
- **Regulation:** when a student is finding it difficult to operate within the classroom boundaries, they are encouraged to use the resources in the classroom or shared area 'calm corners' to help them to self-regulate, supported by familiar staff within their classroom
- **Reflect:** after a student has self-regulated, staff speak to them and support them to reflect on what they could do differently next time
- **Reconnect:** following a negative behavioural incident, the student is given the opportunity to reconnect with the adults and students in the class

Epraise points are awarded by all staff to children to support positive behaviour. Once house points have been awarded, these are not removed as a consequence. Once an agreed number of house points have been collected, the children may vote for a class treat.

3. Rewards and Praise

Example of rewards and praise used in the EYFS at Kings' School Al Barsha include:

- Specific, verbal praise
- Positive communication with parents
- House points
-  Learning Disposition Certificates and stickers

4. Behaviour ladder

To support students to understand their behaviour, school staff employ a number of different strategies. The class teacher is responsible for dealing with day-to-day behavioural concerns within their classroom. If children require further support, the Behaviour ladder below is followed:

[FS Consequences Crib Sheet 25-26](#)

All instances of behaviour where students cause hurt or injury to another student or adult within school are reported to parents by phone call, before the end of the school day, and are recorded on CPOMS.