

EYFS Behaviour Policy

Company/ Organisation:	Star International School, Mirdif
Address:	24B Street, Mirdif, Dubai, UAE
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Policy Information:	This EYFS Positive Behaviour Policy outlines the consistent approach used across FS1 and FS2 to promote positive behaviour and support children's personal, social and emotional development. It sets out clear expectations for children, staff and parents including how positive behaviour is recognised and how inappropriate behaviour is responded to through the EYFS behaviour card system. The policy reflects the school's core values and ensures that behaviour is managed fairly, consistently and in a developmentally appropriate way, with a strong emphasis on positive relationships, reflection and support. Rationale At Star International School Mirdif, our approach to managing behaviour in the Early Years Foundation Stage is firmly rooted in a positive ethos. We believe that praise, encouragement and positive reinforcement, alongside high-quality teaching and learning, create an environment where children feel safe, valued and excited to learn. We recognise that behaviour is a form of communication and that young children are still developing the skills to regulate their emotions, build relationships and make positive choices. Through nurturing relationships,





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explicit teaching of expectations and calm, consistent responses from adults, we support every child to develop self-regulation, resilience and independence.

Our aim is to provide a learning environment that is safe, inclusive and free from bullying or intimidation, where children, staff, families and visitors are treated with kindness, respect and care. We foster a culture where children understand that their actions have an impact on themselves and others, and where positive behaviour is explicitly taught, modelled and celebrated.

This policy ensures that our expectations, rewards and consequences are clearly understood by staff, children and parents. By adopting a consistent whole-phase approach, we promote fairness, strengthen positive relationships and help every child understand the behaviours needed to become successful learners. Our focus is always on teaching children the behaviours we want to see, supporting them to reflect on their choices and providing opportunities for a fresh start every day.

This version retains the important elements of the whole-school rationale while making it specific to the developmental needs and philosophy of EYFS.

Aims and Principles

The EYFS Positive Behaviour Policy aims to:

- Establish and maintain a positive, nurturing culture where all children feel safe, valued and respected.
- Promote positive attitudes towards learning through praise, encouragement and positive relationships.
- Ensure a calm, consistent approach to behaviour management across the EYFS.
- Encourage children, staff and families to model and uphold our school values of Self-Belief, Teamwork, Adventure and Respect.
- Develop children's confidence, self-esteem and growing independence.
- Teach children to understand their emotions, regulate their behaviour and develop self-discipline appropriate to their age and stage of development.
- Help children recognise that their choices and actions affect themselves and others, and support them to reflect on their behaviour.





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- Explicitly teach, model and celebrate positive behaviour, while responding to inappropriate behaviour with fair, consistent and developmentally appropriate consequences.
- Foster positive relationships between home and school to support children's social and emotional development.
- Teach children age-appropriate strategies for solving problems, managing conflict and building positive friendships.
- Create an environment where every child can learn, play and thrive in a safe, caring and inclusive community.

Our Behaviour Expectations

In EYFS we explicitly teach children to:

- Be kind.
- Be respectful.
- Be safe.
- Listen carefully.
- Look after our classroom and resources.
- Use kind words and kind hands.
- Solve problems with kindness.
- Show their **Star Self** every day.

Adults consistently model these expectations through their own interactions with children and one another.

We also place great emphasis on our Core Values: Self-Belief, Teamwork, Adventure and Respect. These values guide our actions and the choices we make. We endeavour to enable our pupils to leave Star having achieved their academic potential and prepared to be responsible citizens of the modern world.

All members of the school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- to be treated fairly and consistently;
- to be listened to;
- to be treated with respect.

Our Core Values





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What the staff can expect of children:

- to consistently demonstrate their 'Star Self' and emulate the Star culture expectations and behaviour, found [HERE](#);
- to be polite to teachers, all staff members, other children and visitors, and to respect the authority of the adult in charge;
- to listen to adults and each other at all times and to consider each other's feelings and viewpoints;
- to walk around the school calm and purposely;
- to take a positive role in all classroom activities and to try as hard as they can;
- to value each other's work;
- to work and play cooperatively with each other;
- to tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- to accept a solution or consequence if they have done something wrong;
- to be able to reflect on their behaviour when they have misbehaved or hurt someone and to consider alternative choices;
- to care for the school and its equipment;
- to respect their own personal space and that of others;
- to feel responsible for giving a good impression of themselves and the school, both within and outside the school.

What the children can expect of the staff at Star:

- to consistently demonstrate their 'Star Self' and model the Star Staff culture expectations and behaviour, found [HERE](#);
- to listen to them and to hear their point of view;
- As a no-shouting school, we speak politely and use a calm, respectful tone with others at all times.
- to value all aspects of their achievements;
- to be fair, clear, firm, consistent, positive and understanding;
- explaining and role modelling the behaviour we want;
- encouraging pupils to be responsible for their own behaviour and goals;
- letting parents know about their children's exemplary behaviour;
- rewarding individuals and groups of pupils through house points and end-of-term celebration assemblies
- Using 'Circle Time' activities as appropriate;
- to ensure their environment is safe;
- to talk with them about things that may go wrong and reflect, so





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children understand the difference between right and wrong and why we have rules;

- explaining the reasons for any consequences;
- to create a positive environment in the classroom and the outdoor environment;
- to be in charge and maintain order so that everyone may benefit from a positive environment;
- to trust them and to care about them equally;
- to treat them as individuals and to take an interest in their lives;
- to see each day as a fresh start.

Roles of Student Leaders

In EYFS, leadership begins with responsibility. Children are given meaningful opportunities to take responsibility, develop independence and build confidence within the school community.

Leadership opportunities encourage children to model positive behaviour by demonstrating kindness, respect, responsibility and teamwork. By recognising children who lead by example, we promote a positive behaviour culture where children inspire others and contribute to a safe, caring and respectful learning environment.

Roles of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate with the school. We expect parents to be aware that the school has rules and that they support the school's decisions when applying consequences. We encourage parents to contact the class teacher with any concerns about behaviour via email. We are very conscious of having strong links with parents and good communication between home and school. **Please refer to the Parent Handbook.**

Role of Class Teacher

It is the responsibility of class teachers to have high expectations of pupils in terms of the choices they make, their behaviour and Teachers must consistently apply the school system's behaviour management:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous





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behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly;
- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our core values and/or school rules;
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- being a positive role model by actively demonstrating our values;
- keeping records associated with our behaviour management where necessary;
- seeking help and support from middle and senior, having followed our policy consistently;
- liaise and report to parents, information about a child's behaviour, emotional needs and/or well-being at school;
- liaising with the school counsellor and inclusion team to support and guide the behaviour and emotional development of pupils.

The effectiveness of the policy will be considered at the end of each school year by the senior leadership team. The school uses the online system 'ISAMs' to record concerning incidents of misbehaviour.

Role of the Principal

The principal provides a framework for consistent behaviour monitoring across the school. The principal, through consultation with the KHDA, is responsible for issuing external/ permanent exclusions to individual pupils. (See page 7 for further information on internal, external and permanent exclusions).

The Principal is responsible for monitoring the implementation of the policy as part of his regular observations. He will report termly to the governors, as part of the Principal's report. The effectiveness of the policy will be considered at the end of each school year by the senior





leadership team. The school uses the online system 'ISAMs' to record concerning incidents of misbehaviour as well as capturing incidents of positive behaviour.

Positive Behaviour and Recognition

At Star International School Mirdif, we believe that positive behaviour should be recognised more frequently than inappropriate behaviour. We actively look for opportunities to praise children for making positive choices and demonstrating our school values of kindness, respect and readiness to learn.

Adults provide specific praise that helps children understand which behaviours are valued and encourages them to repeat these positive actions. We celebrate children who show kindness, perseverance, responsibility, independence and positive learning behaviours throughout the school day.

Recognition may include:

- Verbal praise
- Stickers
- Dojo Points
- Sharing positive behaviour with parents
- Celebrating achievements with other members of staff and the Senior Leadership Team

Our focus is on '**catching children being good**' by recognising the positive choices they make every day. Through consistent encouragement and recognition, we help children develop confidence, self-esteem and intrinsic motivation to make positive behaviour choices.

Positive behaviour is also reinforced through our Star culture phrases, including '**Eyes on Me, Eyes on You**', '**Star Sitting**', '**Show Your Star Self**' and '**Sort it with Kindness**', which provide children with clear, consistent expectations across the EYFS.

EYFS Behaviour System

To ensure consistency across the EYFS, all staff follow the EYFS Behaviour Card System. The system provides children with clear, predictable and age-appropriate expectations while promoting positive behaviour through praise, guidance, reflection and restorative conversations. Before





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implementing the Behaviour Card System, adults will respond calmly and fairly by establishing the facts, considering the child's age, stage of development and individual needs, and ensuring that any response is proportionate to the behaviour displayed. Where appropriate, children will be given the opportunity to share their perspective before a consequence is applied.

Stop and Think

The Stop and Think stage provides children with an opportunity to recognise their behaviour and make a positive choice.

This may be used for behaviours such as:

- Calling out.
- Not following instructions.
- Low-level disruption.
- Not following classroom routines.
- Minor disagreements with peers.

The adult will:

- Give a calm reminder of the expected behaviour.
- Clearly explain what the child needs to do.
- Allow the child time to make a positive choice.
- Praise the child when they demonstrate the expected behaviour.

Yellow Card

A Yellow Card is used when a child continues to display inappropriate behaviour after the Stop and Think reminder or demonstrates repeated low-level behaviours.

Examples include:

- Continuing to disrupt learning after reminders.
- Repeated refusal to follow adult instructions.
- Persistent inappropriate behaviour.
- Low-level physical behaviour towards another child, such as pushing, where no injury has occurred.

The consequence is:

- Five minutes of reflection time in another EYFS classroom.
- A restorative conversation with an adult to discuss what happened, the impact of the behaviour and how to make a better choice next time.
- The class teacher welcomes the child back positively and supports





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them to re-engage with learning.

Red Card

A Red Card is issued for serious behaviour that places others or themselves at risk. Before issuing a Red Card, the member of staff and/or EYFS Senior Leader will establish the facts by speaking to those involved and any witnesses, ensuring the response is fair, proportionate and appropriate to the incident.

Examples include:

- Physical aggression resulting in a physical injury or visible mark.
- Serious unsafe behaviour.
- Deliberate behaviour that significantly impacts the safety or wellbeing of others.

The consequence is:

- Immediate involvement of a Senior Leader.
- Parents are informed the same day.
- Reflection time with an EYFS Senior Leader.
- A structured reflection activity to help the child understand the impact of their behaviour and identify positive choices for the future.
- A restorative conversation before returning to class.

Following any Red Card, the child is welcomed back into class with a fresh start, ensuring relationships are restored and learning can continue positively.

All Red Card incidents will be recorded on ISAMS to enable the school to monitor behaviour patterns and identify children who may require additional support. If a child receives three Red Cards, a meeting will be arranged with parents to discuss the child's behaviour, identify any underlying needs, and agree on the next steps. Additional support strategies, such as an individual behaviour support plan, targeted interventions or involvement from the Inclusion Team, may be implemented to help the child develop positive behaviour and ensure consistency between home and school.

Bullying

Bullying is anti-social behaviour and can affect everyone. We will embed our Anti-Bullying policy within a school ethos based on mutual respect, fairness and equality and aim to provide support and management strategies that are pragmatic and





non-oppressive. Anti-bullying posters are displayed in each classroom and across the school.

In exceptional circumstances where a child's behaviour presents a serious risk to the safety or wellbeing of themselves or others, the procedures outlined in the Primary Positive Behaviour Policy will be followed. Parents will be informed immediately, and the school will work in partnership with families and relevant professionals to determine the most appropriate next steps.

Formal KHDA Written Warnings and Undertakings

In exceptional circumstances where a child's behaviour is of a serious nature and requires formal intervention, the school may initiate the procedures set out by the Knowledge and Human Development Authority (KHDA).

Where appropriate, the school will work in partnership with the child's parents and the KHDA to agree on an undertaking that outlines the expectations, support and provision required to enable the child to successfully return to the school community. This may include agreed behaviour expectations, targeted support and regular review meetings.

KHDA written warnings are issued in accordance with KHDA regulations and are only considered when all appropriate school-based interventions have been implemented or where the seriousness of the incident requires formal action. Any further action, including the possibility of permanent exclusion, will follow KHDA guidance and procedures.

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