

2016 -2018

Devoran School

Head Teacher – M. Thiele



DEVORAN SCHOOL

EYFS BEHAVIOUR MANAGEMENT POLICY

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Devoran School EYFS Behaviour Management Policy

Every child has the right to:

- An education (UNICEF article 18)
- Develop their personalities, talents and abilities (UNICEF article 29)
- A range of activities (UNICEF article 31)
- Be safe (UNICEF article 19)

It is with this in mind that Devoran School has the following aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To develop an understanding of personal responsibility
- To educate to eliminate bullying, racism, sexism and other forms of prejudice
- To promote an effective learning environment
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

During the Foundation Stage at Devoran School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. We strongly believe that a child's personal, social and emotional skills underpin learning within all areas of the curriculum. We aim to use a fair yet firm approach that enables each child to appreciate the rules and expectations of the setting.

Adults in school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff.

All staff aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group or class
- Promote honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability

- Show appreciation of the efforts and contribution made by all

Methods

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of the Foundation staff. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Children are taught strategies to help them avoid conflict with each other. We also talk to them about avoiding problem situations and being aware of their own body language and verbal comments that might provoke an incident. In discussing these issues, we aim to raise individual self-esteem, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

Children are shown ways of dealing with conflict situations. These include the following:

1. Telling the person(s) "Stop, I don't like it", with a stop hand motion
2. Finding an adult to talk to about conflict
3. Walking away and not getting involved
4. Negotiating eg, when turn taking finding a sand timer to make turns fair

Classroom Management and Reward Systems

Rewards

- By listening and encouraging/ offering praise
- Use of stickers, rewards charts, certificates & awards including termly certificates
- Sharing their special achievements with Class Teacher and Head Teacher
- Recognition at Celebration Assembly every Friday
- Smile of the week award
- Uniform of the week award
- Class attendance award
- Taking Barnaby Bear home over the weekend to look after
- Through teaching about the School Rules
- Written/verbal praise on pupils' work and on the Foundation Stage Blog
- Display of pupils' work in the classroom and around the school, eg; 100% wall
- Celebrating achievements and milestones from home through use of 'Guess What I've done...' slips

Language Used to Support Good Behaviour

- Instructions given to children are simple and clear and explanations are always given of why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to the child that it is the behaviour and not the child that is disapproved of.
- Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened, and what should happen to resolve the situation. This gives children the chance to become involved in setting the rules and boundaries for behaviour within Foundation Stage.

Procedure

- Where possible adults should ignore unwanted behaviour, especially if it is not having a negative impact on the other children, and focus on the good behaviour of another child nearby, e.g. "Super sitting, S, you are holding that book beautifully R". When the child responds by then giving the desired behaviour, the adult should praise the child appropriately.
- When a child does not respond to positive requests for good behaviour their name may be put on the board. If then the child continues to misbehave their name will receive a mark next to it. The consequence of this is forfeiting some of their choosing time and a few minutes of 'Reflection Time'. After 'Reflection Time' the child is asked to find an adult and talk about what went wrong and how to improve their behaviour for next time.
- If behavior is deemed 'seriously inappropriate' the child will be referred straight to the Headteacher, Assistant Headteacher or member of the Senior Leadership Team. This could include those who cause severe physical/verbal/psychological harm to others.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

As part of our underpinning PSE ethos we recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection

verbally between the event and the feeling. “Did you hit S?” “What made you hit S?” “How do you think S feels now that you have hit him?”. Furthermore, we help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit S, it hurt him and he didn't like that and it made him cry'.

Foundation staff will help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and S isn't crying any more. What do you think you need to say to S? Let's see if we can be friends and find another car, so you can both play with one.' We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

Foundation staff support the development of children's social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

In Foundation Stage we recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We also recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

100% Wall

Each class has a **100% Wall** where the work of children who have worked at their full potential is celebrated. Once the wall is full (every 2-3 weeks) a piece of work is selected to be taken to the headteacher who has a 100% wall in his office. These children have their picture taken with the headteacher and it is published on the school website (if parental permission is granted). Every time a child's work is displayed on the class wall they receive a ticket that goes into a grand draw at the end of term which results in a prize for the winning ticket holder.

Guideline Rules

The School Code reflects what we believe to be important and should be the foundation of good and acceptable behaviour. To keep things simple, meaningful and easy to remember all classes relate behavior to the three R time rules:

- Show good manners at all times
- Care for and respect everyone and everything
- Follow instructions with thought and care

These rules are clearly displayed in all classrooms and constantly referred to when promoting positive behavior and for modifying inappropriate behaviour.

Dining Hall Expectations

We run a family meal service where children reinforce the importance of good table manners and have the opportunity to socialise with peers.

1. We wait sensibly to be seated.
2. We are polite to the older children who serve our meals
3. We say please and thank you
4. We listen to the dinner supervisors and do as we are asked
5. We sit properly
6. We don't speak with our mouths full
7. We use our knife and fork in the correct hands
8. We wait for others to finish eating before we stand up
9. We talk quietly and only to the people on our table
10. We clear up after ourselves

Additional information regarding specific areas of behaviour management can be found in the following school policies:

Behaviour Management Devoran Policy

Anti-Bullying Policy

Classroom Management Policy

Equal Opportunities

SEN / Inclusion Policy

PSHE / Citizenship Policy

Race Equality

This policy will be reviewed in September 2018