



Behaviour Policy For Foundation Stage



Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Policy reviewed: November 2022

Next review: November 2023

Aims:

We aim to establish a caring school community, where all pupils are valued and can develop a love of learning.

We strive to support our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

Our Philosophy

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Right's Respecting School in all that we do.

We believe that all members of the school community have rights and responsibilities. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

This policy, as with all other policies, takes into account the schools SEND Policy in its implementation.

Purpose

There are three main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for all members of the school;
- To promote continuity and coherence across the school.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we particularly consider children's age and stage of development in implementing this. We recognise that there may be different expectations for children's behaviour at home and at school and therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and provide consistent expectations for the children.

It is our expectation that everyone within the Foundation Stage feels valued and respected and that each person is treated fairly and well. All adults caring for children in the Foundation Stage will be positive role models.

We therefore aim to provide an environment in which acceptable behaviour is encouraged, unacceptable behaviour is dealt with appropriately and children learn to respect themselves, other people and their environment.

This will be achieved by:

- Consistently using appropriate methods of behaviour management; including reward, praise and distraction. This will provide the children with the security of knowing what to expect and can build positive behaviour patterns.
- Giving children 3 opportunities to show appropriate behavior before any sanction is given. By doing this we are giving the children the opportunity to make a good choice and take responsibility for their actions.
- Giving 5 minutes 'thinking/calm down' time with an egg timer, should the inappropriate behaviour continue. Following this 'time-out' children are explained to why their behavior was not appropriate and alternative more appropriate behaviours are discussed for future incidents. Depending on the maturity of the student, we may use the whole school SUMO approach.

Depending on the severity and frequency of incidents, staff members will use their professional discretion to determine whether the whole school behaviour policy (with accompanying sanctions) needs to be followed instead.

During the Summer Term of Reception, a Class Behaviour ladder will be introduced to prepare the children for the transition into Year 1.

The needs of the pupils will be met by providing clear, consistent and developmentally appropriate expectations of behaviour:

Respect: to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the EYFS environment including equipment and property.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others.

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (within the context of everyone having different needs).

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

We also strive to develop strong home-school links:

- School will communicate to Parents/carers any instances where behaviour has given cause for concern, what strategies were used and if behaviour was concerning enough to be recorded on CPOMs.
- Parents may request a meeting at any time to discuss any concerns relating to their child, likewise school may request a meeting with parents.
- A home school link book will be set up for any child where behaviour is deemed to be a significant concern.

If underlying issues are identified, professional agencies may be contacted following consultation with parents and the SENDCo.