



Foundation Stage, Key Stage 1 Behaviour Management Policy For St. James' School

Date: August 2011

Annual Review

Next Review: August 2012

**We believe pupils have a right to learn, to feel safe and to
be happy**

Aim

In St. James' School Foundation Stage we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We believe in creating a positive environment where adults consistently manage and encourage positive behaviour promoting children's welfare and development. The adults within the Foundation Stage positively encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations. We allow children to flourish and enjoy developing, learning and making a positive contribution.

“Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.”

EYFS Statutory Framework 2008

Our practice

We encourage positive behaviour in all children and take consideration of their age and stage of development by:

- Using praise and positive reinforcement.
- Encouraging sharing and negotiation.
- Staff being good role models and setting good examples.
- Consulting with children when creating rules/boundaries (age dependent).
- Helping children understand the consequences of their behaviour.
- Helping children challenge bullying, harassment and name-calling.

- Encouraging children to be responsible, for example, tidying up and creating own rules.
- Reassuring children they are valued as individuals even if their behaviour may sometimes be unacceptable.
- We create a positive environment by setting challenging opportunities/activities for the children suitable to their age.
- Staff have read and understood the behaviour management policy, are consistent in the use of techniques to encourage positive behaviour, of intervention techniques, are good role models and set good examples for children.
- We include children in creating ground rules/boundaries for staff as well as children
- These ground rules/boundaries are reviewed termly.
- We do not humiliate, segregate, withhold food or use a 'naughty chair' in managing children's behaviour, as this is detrimental to their self-esteem.
- Physical punishments or the threat of them, are not used.
- Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.
- A copy of the behaviour management policy is available in for parents/carers

We record any incidents where physical intervention is used by recording:

- the name of the child

- the name of the staff member(s) who used physical intervention
- previous intervention techniques used prior to the incident
- the date, time and place of the incident
- the circumstances of the incident and the factors leading up to the incident
- the nature of physical intervention used
- the names of any witnesses
- any injuries that may have occurred during the incident
- any further action taken and parents' signatures.

Where physical intervention is used to manage a child's behaviour this must be recorded and parent/carers should be informed on the same day.

This information is recorded in a book in the Head of Pre Prep's office and kept there. We tell parents/carers about the incident and request a signature.

The Head of the Pre Prep is the member of staff with responsibility for behaviour management

Her role is supporting and sharing information with staff, accessing expert advice, involving parents in the review of the policy. We do not tolerate any form of bullying by either a member of staff or child. Referrer to the School Anti-Bullying Policy.

Code of conduct

To achieve the high standards that we have set ourselves, there must be a clear set of expectations that are known and understood by everyone. They will be displayed in all Pre Prep classrooms. Compliance with this code ensures that the school community functions effectively in creating a positive learning environment for all.

The five key standards are

- **We are gentle, kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**

Strengthening Good Behaviour through the PSED, PHSCE and SEAL Programme.

Caring and co-operative relationships are essential to the effective and happy school. To achieve this, issues will be addressed in assembly but in addition there will be time to develop these needs through PSED, PHSE, and SEAL programmes. The programmes will link various themes together including Health and Safety and Relationship Education.

Rewards

The school encourages and supports good behaviour through a system of rewards. These rewards

will take various forms, depending on the age of the children. Good behaviour is encouraged by example and is rewarded by

- Praising all children for behaving well
- Individual verbal praise or comments for good work
- Individual verbal praise for good behaviour, courtesy and consideration
- House points, stamps, stickers, marbles (for behaviour and work)
- Presentation of commendable work in assemblies

Intervention techniques

Structuring the environment

Where we choose to speak to the child and whether we sit or stand can communicate the nature of the discussion, and may help the child to modify their own behaviour, for example, warm and friendly or cold and business like.

Planned ignoring

By not giving the attention to minor, harmless, attention-seeking behaviour, these behaviours are likely to die out. Remember, it is equally important to praise appropriate behaviour.

Prompting

Gentle reminders to a child of what they need to stop doing or prepare for can help the child to adjust to a change. This can be verbal or sensory input. Be careful to avoid 'nagging' the child.

Active listening

Sometimes listening to what the child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- someone else acknowledges the reality of their feelings
- they are not alone
- someone cares

Sometimes this can be enough for a child to stay in control.

Interpretation and interference

Verbalise what has happened and ask the child if there was another way that they could have acted. For example, "It looked like you were really upset before you hit Gemma, was there another way you could have let her know how upset you were?"

Backing away

This is not the same as backing down. You are not giving in, simply giving the child time to calm

down before you discuss the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse. Alternatively, allow the child to back away through offering them a verbal or physical way out.

Affection

If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help head off inappropriate behaviour. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.

Hurdle help

Where the child is stuck, providing assistance can help overcome feelings of failure or inadequacy.

Proximity

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

Involvement and interest

Adults becoming involved in a situation can diffuse things.

Redirecting/distraction

Trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble.

Directive statement/direct appeal

A clear instruction to the child to stop certain behaviours or start something else.

Time out

Asking children to move away to another or quieter area to calm down. This should only be used if the adult will use 'time out' to talk to the child about their behaviour.

Annual Evaluation

The Head of Pre Prep, all teaching staff and support staff will evaluate the effectiveness of this policy annually or if and when needed.

Links to other policies

Organisation

Health and safety

Equal Opportunities

Special Needs

All staff have read, understood and will carry out the policy

C. Fillingham