

Headington Quarry Foundation Stage School

Behaviour Policy

Aims and principles

The school aims to create a positive atmosphere based on shared values, where all members of the school, children, families and staff, feel valued and work together to achieve good relationships and high standards of behaviour.

Children's behaviour often stems from their feelings and we try to understand the reason for a child's behaviour in order to support their emotional and social needs.

We believe that children cannot be made to behave better by being made to feel less good about themselves so we focus on their behaviour, not their personalities. Within a framework of children's rights and our principle of listening to their concerns, we also know that children appreciate routines and positive expectations and feel safer when they know that adults are in charge of the situation and there to help resolve the situation.

We work with parents in order to share the rationale of our boundaries and expectations so that parents can support their child as necessary.

There is no physical punishment allowed at our school, nor any threat of physical punishment.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents informed the same day.

We aim to develop children's self-control as they learn appropriate levels of behaviour and help them manage their emotions. We support each child's social development by empowering them to become assertive and confident by offering strategies to deal with others.

All staff agree that children need to feel safe; that reasonable boundaries on behaviour will be put in place. Children are expected to follow reasonable adult requests and to treat each other and property with respect.

We will seek external advice and support from the school educational psychologist and behaviour support team or other external agencies as necessary.

Positive behaviour we expect from children

- To treat other people kindly
- To respect other people -to share things with them and listen to them to treat resources and environment carefully
- To help each other

- To be as independent as their age and stage allows

Negative or dangerous behaviour we discourage

- Hurting each other verbally or physically
- Ignoring adults
- Interrupting other children's play
- Misuse of resources and the environment

Establishing expectations and boundaries

We discuss the expected behaviours with the children particularly when they start school and then refer back to these discussions when necessary. An example of this is included as Appendix 1.

One of the most important and challenging rules for young children is about negotiating and turn-taking: we teach the children to say to each other, 'When you've finished with that, please may I have a turn' (and expect them to say 'yes!'). This rule gives some responsibility to both sides of the negotiation.

Many messages are given to children through the language used by adults. If children are not following rules, they are reminded of them: if this does not succeed they may be asked to leave an activity or to move to a different space on the carpet; no words such as 'silly' or 'naughty' are ever used to describe the child. For praise, the phrase 'well done!' rather than 'good girl' or 'good boy' is used: again this gives the child the message that their actions can vary and can be described separately from themselves.

Children will be reminded of our expectations which are discussed with them regularly: they describe what we do (e.g. 'We treat each other kindly'). If after reminders a child still persists in negative behaviour, such as hurting someone, they will be moved away from the situation for a short period of time, in a quiet spot, to calm down and think about their actions.

Adults will always follow through an instruction, with regard to appropriate expectations.

Modelling we expect from staff

We expect staff

- To uphold the ethos of the school by promoting positive behaviour. Praise and encouragement is much more effective than criticism. Staff should not fall into the trap of noticing some children only when they misbehave.
- To use positive instructions to children and to establish boundaries firmly but kindly
- To behave in a professional manner, setting positive examples of good behaviour and cooperative relationships
- To provide a stimulating and secure environment
- To develop positive relationships with children, encouraging their self-esteem and emotional literacy

- To provide activities suitable to the children's abilities, age and stage of development
- To consistently apply the expectations of behaviour throughout the school.

What parents should do about behaviour concerns

We want to have an open and honest relationship with parents and families so parents should talk to the child's Key Person about any concerns and talk with the Headteacher for further advice or support. Please see our school Complaints Policy for any further concerns.

Date:

June 2016

Review: Summer 2019

Headteacher:

Chair of Governors:

Our rules

In Quarry School we:

- are kind to each other
- share and take turns
- listen to each other
- look after our school