

## Headington Quarry Foundation Stage School

### Behaviour policy

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.

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 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. Staff should try to ensure that two people move a child as necessary.

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.

We will seek external advice and support from the school educational psychologist and behaviour support team 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 your 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

## **Behaviour and peer negotiation**

- ◆ Each term a short set of rules, framed in terms of what we do as opposed to what we don't do, is discussed with the children and displayed on the wall.  
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.
- ◆ All staff agree that children need to feel safe; that reasonable boundaries on behaviour will be put in place gently. Children are expected to follow reasonable adult requests and to treat each other and property kindly.
- ◆ 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.

## **Rules**

Children will be reminded of our rules, 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**

- To uphold the ethos of the school by promoting positive behaviour. Praise and encouragement is much more effective than criticism. Don't 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 and provide an environment which encourages positive behaviour
- To consistently apply the expectations of behaviour throughout the school

## **Guidelines for working with children in Nursery**

### **Adults' involvement in children's activity:**

- ◆ The most important role for all adults working in Nursery is to be involved with the children. Children appreciate an adult sitting nearby paying quiet attention, joining in silently with what they are doing e.g pouring in the water tray, pummelling the playdough etc. They also respond well to adults describing what they are doing ,e.g. "I can see you're making a thin wobbly line with the paint" etc. This describing alongside(descriptive commenting) is often a good way in to a conversation.
- ◆ It can be difficult to join children in their play without dominating- to contribute ideas or sometimes questions, which help children to think more clearly and to develop their thoughts. A useful reply to a child asking 'why ?' could be something like 'What do you think about that?'
- ◆ Adults have many different roles within the school but we should see ourselves as enablers, facilitators and encouragers of children's ideas, thoughts and learning.

### **Independence**

- ◆ Young children first need to establish secure Key Person relationships so that they know on whom they can depend to be there for them. We aim for children to attempt and to achieve independence as they develop their confidence skills during their time here. If they ask for help, we try to encourage them to 'have a go': if the task is obviously too difficult, help is offered in a way which allows the child to contribute as much as possible. Backward chaining is a vital approach to helping a child feel able to cope with each part of the task- e.g the process of doing up a coat can be broken down to individual elements being built up before completing the whole task.
- ◆ We plan the environment in order to support and extend children's learning including their social skills with opportunities to co-operate with others, to follow and develop their interests and to be physically active outside. This all contributes towards children being able to use the school independently.

- Date: 1<sup>st</sup> February 2010

Headteacher:

Chair of Governors: