



Mayville High School Foundation Stage Behaviour Policy

The aim of this policy is to provide a framework for the development of good practice in dealing with behaviour and discipline issues in the Foundation Stage. Young children are naturally egocentric and they are individuals. They have to learn what is right and wrong and how to socialise with each other. We must ensure that all pupils feel safe and secure within the setting.

We believe it is important to agree a code of conduct which is communicated to the children so that they know the expectations of behaviour. The code must be displayed and referred to so that children know what is expected.

We believe it is important to praise and reward good behaviour and we do this in the following ways.

Class	Rewards
Swans	Notice children being good e.g. sharing, taking turns, being kind, listening and saying well done, thank you or using words smiles gestures or touch to reinforce desired behaviour
Kestrels	Notice children being good e.g. sharing, taking turns, being kind, listening and saying well done, thank you or using words smiles gestures or touch to reinforce desired behaviour Stickers and certificates to acknowledge very good behaviour.
Lower 1	Good work stars for effort and achievement Good House Marks for kindness, being helpful when reaching the top of the behaviour chart.

Young children learn through experience and copy adults, therefore teachers must:-

1. Be good role models.
2. Be consistent, children need the security of knowing what to expect and what the 'rules' are.

3. Be patient.
4. Be positive, children learn best when they receive encouragement, use 'Do' rather than 'Don't'.
5. Ensure children always feel confident of your affection.
6. Remain calm, never shout.
7. Deal with bad behaviour at the time.
- 8. Do not use any form of smacking or other physical punishment**

The aim of behaviour management is that every child should learn to respect themselves, their peers, their teachers, their parents and other members of society.

Important ground rules are:-

1. No child may do anything that is dangerous to themselves or another.
2. No child may put another child in a position of fear.
3. The setting must provide an ordered environment in which everyone knows what is expected of them.

Intervention in behavioural matters will depend on the age and stage of development of the child but the overall guideline must be the safety of the children.

1. Words- e.g. 'What you did made me feel sad', 'your behaviour has made me unhappy', 'I'm not very pleased about what you did'
2. Conflict resolution- In times of confrontation between children we listen to each child fairly and try to help them to find a solution. We also highlight the consequences of their behaviour and the effect it has on others
3. Use 'time out' with a timer (1 minute for every year of their age) to reflect on what has happened and calm down.
4. If a child is behaving in a dangerous or unacceptable manner or behaviour escalates significantly, remove him/her from the situation explaining why the behaviour cannot continue or remove the other children to another location temporarily.
5. If undesired behaviour persists strategies should be discussed with parents and an individual behaviour plan should be implemented.
6. In the event of a child continually displaying unacceptable behaviour, staff will endeavour to work closely with parents to produce an action plan that will encourage consistency in dealing with behaviour management. This would include discussion between the Head of Early Years and / the senior practitioner / the key worker and the parents / carer. Incidents of unacceptable behaviour are to be

reported on a Behaviour Incident form. These forms are to be shared with parents / carers by the Head of Early Years or the Nursery Manager.

Physical restraint such as holding will only be used as a last resort and by staff who have had the correct training to prevent physical injury

Incident Log

A record of any occasion where physical intervention is used must be kept in the incident log, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

All practitioners must be aware of, and respect, a range of cultural expectations regarding interactions between people. They must also be aware of any problems that might arise with children who have physical or educational special needs.

Practitioners should also prepare activities which help children learn about right and wrong e.g. stories, songs and role play.

Behaviour Management in Lower 1

At the beginning of term children agree the class rules.

All classes to have a smiley face system as follows:

All children's names to be placed on 'I am ready to learn' at the beginning of the day.

If children do something kind, helpful or impressive they move their name up to 'I am doing well.'

If they do something else impressive they move up to 'I am outstanding' and are awarded a

Good House Mark'

If a child is not following class rules eg, calling out, off task, winding up another pupil, not sat properly etc their name is moved to 'I need to think' and they have a 5 minutes time out.

If the behaviour continues they move to 'I need to stop' and an appropriate sanction will be put in place including missing five minutes of playtime or working in another class.

If the behaviour continues they will go to Mr Schmidt or Miss Ross and parents will have to be informed. At this stage a behaviour Plan may be put in place.

If severe misbehaviour takes place (deliberately hurting another child either physically or verbally, being rude to adults or being unsafe (eg undoing their seatbelt in the minibus) then they will be sent straight to Mr Schmidt or Miss Ross Parents will be informed.

Any incidents will be recorded on the Pastoral Log.

A Prismall May 2015

Reviewed April 2016

Reviewed April 2017

Reviewed April 2018

Reviewed April 2019

Reviewed August 2020