BISC

Behaviour Policy

EYFS

**2017-2018**

**Aims:**

To create a caring, family atmosphere in which thinking and learning can take place in a safe and happy environment. To work co-operatively with parents to enable our pupils to develop:

A sense of self-discipline and responsibility for their own actions

A sense of identity, achievement and self worth

An empathy for other children’s feelings

An awareness of and a desire to care for their environment

**School Rules:**

We will achieve these aims by teaching and encouraging children to observe the School & Golden Rules at all times. Children are also required to abide by the school regulations in order to create and maintain a safe and structured learning environment.

**THE GOLDEN RULES**

**We are gentle, we don't hurt others.**

**We are kind and helpful, we don't hurt anybody’s feelings.**

**We play well, we don’t spoil each other’s games.**

**We are honest, we don't cover up the truth.**

**We work hard, we don't waste time.**

**We listen to people, we don't interrupt.**

**We follow all adults' instructions, we don't argue.**

**We look after property, we don't waste or damage things.**

**The staff responsibilities are:**

To look for, encourage and reward good behaviour.

To treat all children fairly and with respect.

To raise children’s self-esteem and develop their full potential by recognizing that each child has individual needs.

To provide an environment that is conducive to learning.

To be good role models.

To form a good home – school link with parents so that the children can see that the key adults in their lives share a common aim.

To implement and practise the school rules and involve children in the creation of classroom expectations.

To use rewards and sanctions clearly and consistently.

**The parents' responsibilities are:**

To be aware of the school rules and expectations.

To support the school in the implementation of this policy.

To encourage pupil self-discipline in partnership with the school.

To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements.

**The children’s responsibilities are:**

To be proud of their school and represent it positively.

To maintain the highest standards of behaviour possible both in and out of school.

To learn to make independent choices, not blaming others and learning from mistakes.

By following The Golden Rules & school regulations the children will achieve this:

***Good behaviour leads to good learning***

**PSHE & Resolving Conflict:**

Part of our curriculum addresses the Personal and Social Aspects of Learning and strives to help children learn how to interact with others in a positive way including useful skills such as conflict resolution.

Please note that it is our aim to reinforce positive behaviour in order to create a positive learning environment.

Sometimes breaches of discipline happen when a child is having a conflict or a problem in class, as a result we will encourage the children to:

Talk with their class teachers if they have any problems that they want to discuss. Or talk generally about their feelings if they are experiencing any problems.

We need the children to know that we are there for them and that we can help them overcome their problems.

***Our system of rewarding achievements in behaviour, work, effort and progress is clarified below:***

**Good Work/ Effort/ Progress/ Behaviour:**

**Star of the Week**

In addition to the above, in Early Years, the star of the week certificate is awarded weekly per class in the Early Years Assembly to the pupil who has demonstrated particularly good work, behaviour or progress that week.

**Class Awards & Chart:**

Children will be awarded throughout the year with class points / merits / stickers as appropriate. Each teacher will have a chart system for rewarding effort/ progress/ good attitude to work and behaviour. There will be one chart for good behaviour and another for good work.

**Golden Time** (for following The Golden Rules in EY):

Will occur in Early Years weekly as an incentive and reward for good behaviour both individually and as a class. It encompasses a range of fun activities.

**Sanctions**

**Staff:** As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers will follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and at the earliest opportunity and the consequences are fully explained.

**Students:**

Children are encouraged and expected to follow both The Golden Rules and the School Rules & Regulations. These rules and regulations are explained and discussed at the beginning of and throughout the year along with classroom expectations.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to reinforce these expectations / rules, and to ensure a safe and positive learning environment.

Each case is treated individually depending on the circumstances involved. Children are made aware that they are responsible for their own actions and that breaking rules will lead to the following consequences:

**Daily Discipline Procedure in EYFS**

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| **Golden Sun**  All children begin EACH day with their name on the ‘GOLDEN SUN’.  They are required to self-register by clipping their peg on the ‘Golden Sun’ each morning.  Children are made aware that they are responsible for their own actions and that breaking rules (Golden Rules or Classroom Rules) will lead to the following sanctions. |
| **1** – 1st Offence  **Verbal reminder**: The teacher or TA will talk to the child about the rule that has been broken & establish that he/she understands why the behaviour was unacceptable and how he/she could choose to do things differently next time. (This will happen at each stage of the Sanction process.) |
| **Sun & Cloud** |
| **2** – 2nd Offence  **Peg is moved from the ‘Sun’ to ‘Concerned Cloud’:**  (The child has the opportunity to return to the ‘Golden Sun’ if he/she follows the Golden Rules for the remainder of the lesson / following 30 mins & then has a fresh start) |
| **3** – 3rd Offence  **Peg is moved from ‘Concerned Cloud’ to ‘Sad Cloud’:**  The student is reminded of the behaviour and asked to offer alternative ways to respond to the action that has placed them on the ‘Sad Cloud’. |
| **Time Out** |
| **4 –** 4th Offence  **Time-out:** The child is removed from the activity to sit and consider his/her behaviour choices and is warned that time will be taken away from ‘Golden Time’ at the end of the week. |
| **Persistent Misbehaviour**  Persistent offenders will be referred by the class teacher to the Early Years Coordinator for an Individual Behaviour Plan.  A parent-meeting will be arranged to discuss the strategies being used in school and to involve the parents in the process.  Any further issues will be dealt with from the Principal in an agreement with the EYFS coordinator. |