

Behaviour Statement



“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. We must ensure support for children’s emotional well-being to help them to know themselves and what they can do”.
Early Years Foundation Stage Guidance 2008.

Setting limits and consistently reinforcing them gives children a sense of stability, structure and self-esteem. We have some school RULES. Rules are there for all our benefit – to ensure the health and safety of us all and our property. We also have school AGREEMENTS. Agreements are made with staff and children, to agree to common ways of behaving that benefit everyone.

“Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs”. EYFS statutory guidance 2007

<p>School Expectations pertaining to focused learning time</p> <ol style="list-style-type: none">1. Good looking2. Good Listening3. Good Sitting
<p>Whole School Agreement</p> <p>We all agree to:-</p> <ol style="list-style-type: none">1. Listen to each other and respond appropriately.2. To keep hands and feet to ourselves.3. Be caring towards each other’s feelings.4. Look after the school and all the things in it.

All our methods of celebrating and acknowledging achievement are aimed at instilling positive beliefs in children, to make them excited, confident and motivated learners. It is important that praise is evidence based and specific to what has been done.

We have done a great deal of work with the staff and children in relation to mindfulness breathing techniques that can really assist children to regulate their emotions and bring calm, whilst also teaching them to self-regulate.

It is also important that staff are conscious of the manner in which they speak to children and to adopt positive reinforcement strategies in order to ensure children maintain expected behaviour standards.

When Whole School Agreement agreements are broken we use a stepped approach identified in the Behaviour Policy. Our goals in regards to behaviour is always prevention; positive reinforcement is the preferred vehicle we aim to employ in the school.

We expect the behaviour policy to be understood by parents and staff. We expect the children to understand our expectations of the behaviour policy through their play and focused learning in the provision.