

Behaviour Statement



“Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life –

Development Matters Non-statutory curriculum guidance for the early years foundation stage 21”.

Setting limits and consistently reinforcing them gives children a sense of stability, structure and self-esteem. We have some basic 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.

School Expectations pertaining to focused learning time

1. Good looking
2. Good Listening
3. Good Sitting

NOTE: Whilst we find that the majority of children can adhere to these simple requests, we must make exceptions for children who are neurodivergent or those that are simply not developmentally ready for sitting.

Whole School Agreement

We all agree to:-

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. This has had an incredible impact on the behaviour of the children and helped to create a more calm and positive environment.

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 goal 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.