



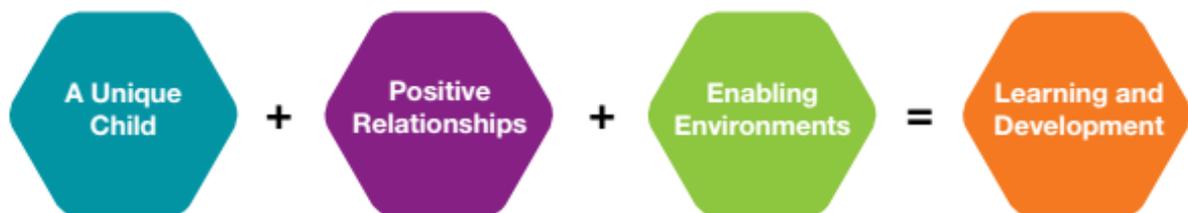
Matrix Global Schools

Positive Behaviour Policy Pre-School

Our aim in MGS Pre-School is for the children in our care to:

- Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (Taken from the Early Learning Goal: Personal, Social and Emotional Development: Making Relationships.)
- Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help. (Taken from the Early Learning Goal: Personal, Social and Emotional Development: Self-confidence and Self-awareness.)
- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride. (Taken from the Early Learning Goal: Personal, Social and Emotional Development: Managing feelings and Behaviour.)

The four themes of the Early Years Foundation Stage curriculum underpin the guidance which we at MGS follow as we take children through Pre-School towards achieving the Early Learning Goals at the end of their Reception/ Kindergarten year.



A Unique Child: Observing what a child is learning
Positive Relationships: What adults could do
Enabling Environments: What adults could provide

This policy is designed to provide a consistent and positive approach to behaviour issues.

For this to be effective, children need to know what is expected of them and to have clear boundaries set. Responsible adults need to set a good example for the children in their care in order to promote the welfare and development of our children.

Parents will be kept informed about their child's behaviour (both positive and challenging). This passing of information will be done sensitively and privately. Not in front of the child or other parents. Parents may be emailed and requested to make an appointment to meet with the teacher privately. Strategies will be discussed with parents in order to provide consistency at school and home. Minor issues will not be reported unless it becomes persistent.

All classes will use consistent phrases to encourage positive behaviour:

- Walking feet
- Listening ears

- Good sitting
- Looking eyes
- Kind and Gentle hands
- Good choices / Bad choices

MGS Pre-School Daily Reward System:

Positive behaviour which reflects the statements laid out in the 'Development Matters in the Early Years Foundation Stage (EYFS)' document will be rewarded at the end of each day with a 'Smiley Sun' sticker. On completion of collecting multiples of ten 'Smiley Sun' stickers each child will be presented with a MGS certificate of merit.

10 Smiley Suns = Mr / Miss Cheerful
 20 Smiley Suns = Mr / Miss Happy
 30 Smiley Suns = Mr / Miss Busy
 40 Smiley Suns = Mr / Miss Clever
 50 Smiley Suns = Mr / Miss Perfect
 60 Smiley Suns = Certificate of Excellence in Early Years

Each Pre-School class can use a 'Rainbow, Sun and Cloud' display to indicate individual success or warnings throughout each day.

Each Reception class will use a collection of gold coins/ Cookies placed in/ on a Treasure Chest/ Cookie Jar to indicate whole class positive behaviour and promote a sense of being part of a team. Once all the gold coins are collected a class treat will be chosen, e.g. a baking session, extra playtime etc.

Age appropriate language will be used when speaking to a child, especially with the younger children in Pre-School and visual aids or props used to support behaviour management strategies. Communication will be specific to the behaviour and not the child, e.g. "the behaviour is silly" not "you are silly".

Unacceptable behaviour will be dealt with initially by: **distraction, positive reinforcement and language, redirection, explanation and eventually removing the child from the situation.**

The removal of a child from a situation is a last resort and should only be used after two previous warnings. A 'thinking spot' placed close to a member of staff or in a specific location, will be used and the child will be reminded of the reason they are there. This reflection time should only be for a short amount of time – no more than one minute for each year of their age (sand timers are used as visual prompts).

Behaviour management issues are the responsibility of the class teacher and the Head of Pre-School, with all members of staff following the same consistent practice. Staff will communicate their concerns and any strategies being used or trialled, to each other and specialist teachers on a regular basis to ensure consistency across the curriculum and school day. Reflection should be central to all professional discussions related to behaviour management and positive language should be used by all staff.

Desired behaviour promoted in our setting:

- children are happy and enjoy themselves
- children where appropriate make their own choices and take responsibility for themselves
- children share, take turns and are kind to each other
- children follow the class/ school rules
- children use equipment and resources safely and respectfully
- children help each other and respect the needs of others
- children feel confident and comfortable and will freely approach adults

- children communicate and listen to each other respectfully and feel free to ask questions and investigate
- children follow adult instructions respectfully

This behaviour is encouraged by:

- the use of circle time
- Individualised Behaviour Programmes (IBPs) to support the individual needs of children
- redirection and distraction from difficult situations
- providing quiet areas with soft furnishings to provide a calm environment
- providing a balance of child initiated and teacher lead activities
- flexibility and respect towards choices made by children
- positive language and reinforcement supported with the use of appropriate body language and gestures
- encourage partnership with parents through the class teachers and Head of Pre-School.
- give praise frequently for effort as well as achievements, stickers for personal awards
- being aware of individual needs and planning in all areas of the curriculum to support this
- quality displays to show individual achievements and child created displays
- ensuring equal opportunities both indoors and out
- set out clear guidelines and class rules
- consistency from all members of staff
- to promote self-esteem, independence and confidence by self-registration, activity leaders and peer/ buddy systems

Behaviour that is discouraged:

- running indoors
- conflicts related to sharing and taking turns
- disrespect of materials and equipment
- inappropriate language and temper tantrums
- kicking, biting, spitting, hurting other children or staff (antisocial behaviour)
- intentional destruction of another's work
- rejecting and not cooperating with adults/peers

The use of names/ associations of 'sad faces' on a whiteboard are to be used at the discretion of the teacher but must remain in line with the aims of this 'Positive Behaviour Policy' and are not to be used to indicate behaviour on a daily basis to parents or to humiliate.

Action to be taken in the case of long term, repetitive behaviour –

Arrange regular meetings (both informal – end of day and formal / minuted and usually with a supporting colleague present.

Other individual strategies such as personal sticker charts should be explored. Where a teacher feels that the child may need intervention from specialist help, the AENCO will be invited to observe after discussions with the class teacher and Head Pre-School. Further support and action from outside agencies may be required/ recommended as a result of this.

In some cases, children may display poor behaviour due to over tiredness. Meeting with parents may be required to discuss length of school day; class teacher to discuss with Head of Pre-School prior to this if special consideration will be recommended; eg: a half day.

Students with special educational needs

Students with special educational needs may need a different type of support in managing their behaviour. Teachers should set suitable and achievable targets in terms of their behaviour which should be considered with the individual needs of the child in mind. The AENCO can offer guidance in specific cases.

Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in their educational experiences, opportunities provided and that the learning of their peers is not impeded.

Monitoring and Review

The Head of Pre-School is responsible for the overall monitoring of behaviour. The Head of Pre-School/ AENCO and staff monitor the general level of behaviour and the standards of respect toward peers on the playground.

Class teachers monitor the behaviour among their class and deal with issues arising. Any trends or continued behaviours should be reported to the Head of Pre-School/ AENCO.

This policy is monitored by the Principal, HoSs/ Pastoral Heads and staff and will be reviewed every two years, or before if necessary.

Drafted on: June 2017(KML)

Approved on : July 2017

Approved by : AC Members

To be reviewed on : July 2019

To be Approved by : AC Members