

Independent Bonn International School Foundation Behaviour Policy

Date: **Sept. 2014**

Review date:

Name of responsible person:

Policy

The Independent Bonn International school Foundation Stage has simple rules and guidelines to support good behaviour in the setting. These are dependent on staff acting as good role models at all times and being consistent and fair in their approach to children.

Expectations of behaviour are appropriate to the age and stage of development of the child. Opportunities are taken throughout the day to promote children's sense of self-worth through giving attention and praise.

Instructions given to children are simple and clear and explanations are always given of why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to the child that it is the behaviour and not the child that is disapproved of.

Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened, and what should happen to resolve the situation. This gives children the chance to become involved in setting the rules and boundaries for behaviour in the setting.

If any child appears to have a persistent behaviour problem, it will be investigated fully to determine the cause and to put in place strategies to address the problem. Parents will be fully involved in this process.

Corporal punishment will not be administered at any time. Children will be removed from the situation that is causing the problem and talked to calmly about their behaviour by a member of staff.

The implementation of the setting's behaviour management policy will be monitored regularly by the manager and any inconsistencies dealt with immediately.

Procedures

In Foundation

Behaviour policy [year]

- 1) We talk about, demonstrate /model where possible the 'rules' and positive behaviour and why we need them.
- 2) We set boundaries that are clear, consistent and age appropriate.
- 3) Our expectations about behaviour are realistic for a young child to understand and achieve.
- 4) We know that young children learn from copying their peers and their behaviour.
- 5) If there is going to be a change to routines then the children are informed. Children will behave well if they know what is going to happen and what is expected of them and because children need to feel that they have a sense of power over their lives.
- 6) We use positive instead of negatives eg 'thank you X, Y and Z for your good sitting.' The other children will instantly respond to get the same praise.
- (7) We try to give children time to sort out their own problems with a staff member nearby for guidance and intervention if necessary.
- (8) If children demonstrate inappropriate behaviour they are taken aside, asked what he/she did that was inappropriate and what could they do differently or to improve.
- (9) It is important that they are given precise feedback about what is good/ not so good about their behaviour eg 'good listening. You looked at me and did as I asked'.
- (10) Physical contact between staff and children is only considered appropriate if the child is thought to be in danger or a danger to others. Also to prevent pupils from damaging property, or from causing disorder.
- (11) Equally important is that young children feel comfortable and secure in Foundation and may be physically comforted if hurt or distressed eg given a hug if they want it.
- (12) In Foundation we praise and reward good behaviour AFTER the event. This includes giving verbal praise, thanking children, stickers, hugs, claps in group time, praising each other and making positive comments etc.

The Foundation Team meet regularly to discuss any relevant points.

IBIS hopes that together we can help 'our children' grow and mature into responsible respectful and caring citizens.

Signed by: C.Pasch

 This policy will be reviewed annually

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Behaviour policy [year]