

Kuwait International **English School**



Early Years **Behaviour Policy**

Aims

The school aims to promote self-discipline among its pupils by encouraging them to see they are responsible for their own actions. We recognise that the type of behaviour which is acceptable may, to some extent, be dependent upon age and children's particular circumstances. However, it is important for children to know how their behaviour affects others in the school environment.

Objectives

- The ethos of the school is to create a safe, happy and caring atmosphere, where each individual is valued and respected.
- Good behaviour will be encouraged, recognised and rewarded.
- Children will know what is expected of them and what will happen if their behaviour doesn't reach expectations.
- Children will be dealt with fairly and consistently if they misbehave.

What do we mean by good behaviour?

- Having **mutual respect** and **consideration** at all times for all members of the school community offering friendship, sharing, being tolerant of differences in appearance, race, ability, gender and social circumstances.
- **Co-operating** with others, participating in class school activities.
- **Self-discipline** – encouraging children to set high behaviour goals both in work and showing awareness of right and wrong and an ability to use self-control when necessary.

What do we look for in good behaviour?

- being kind, helpful and polite.
- smiling
- sharing and working together
- respecting and caring for others
- following our school's expectations
- playing nicely
- listening
- doing what the teacher says the first time
- being sensible
- being honest
- looking after each other
- trying your best
- being positive about other people

How do we encourage good behaviour?

- by being calm and cheerful
- by avoiding confrontation, but never ignoring bad behaviour
- by being interested and listening to what the children have to tell us
- giving lots of praise - 'catching the child being good'
- raising children's self esteem
- smiling a lot

Good behaviour is promoted in the school by:

1. Rewards and praise

- verbal praise
- stickers
- class rewards
- certificates
- sticker charts

2. Circle Time

Circle time is used to enhance self-esteem and positive behaviour.

3. PSHE (Personal, Social Health Education)

This is used to raise issues about behaviour – e.g. feelings, social well being, being respectful etc.

4. School's Expectations

Golden rules are displayed in every classroom and reviewed on a regular basis with the children.

Our Expectations

We have 6 expectations and those that we have concern the health, safety and well being of all at school. We expect a high standard of behaviour throughout the school.

- 1. Follow instructions given by an adult first time.**
- 2. Keep hands and feet and objects to self.**
- 3. Call other children by their first name and all adults by their chosen name.**
- 4. Line up and move around the school quietly.**
- 5. Look after your own belongings and the equipment that belongs to school.**
- 6. Ask if you wish to use something that does not belong to you.**

How do we organise the day/classroom to encourage good behaviour?

The most effective influence on behaviour in school is the teaching staff and other adult workers in the school. Next to parents, school staff could be amongst the most influential role models in a young person's life. Behaviour in school will be very much influenced by our own attitudes and behaviour.

We have to plan and organise both the classroom and lessons to keep pupils interested and minimise the opportunities for disruption. We must also promote good behaviour and deal with anti-social behaviour. This requires attention to basics such as furniture layout, grouping of pupils, matching of work to ability, pacing of lessons, enthusiasm and the use of humour to create a positive classroom atmosphere.

- We must continually observe or 'scan' the behaviour of the class. We should be aware of, and control, our own behaviour, stance and tone of voice. We should be models of courtesy. Classroom rules should be made clear to pupils from the very first lesson. It should be explained why these are necessary.
- We should always try to emphasise the positive, including praise for good behaviour as well as good work.
- We must be sparing and consistent with the use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Our behaviour policy is based on a positive approach to children and the promotion of mutual respect, consideration, co-operation, and self-discipline.
- Children must be treated fairly and consistently.
- Everyday is a fresh start for the children and for that reason we do not carry the punishment over to the next day.

How do we discourage inappropriate behaviour?

Sanctions taken by adults to discourage or modify behaviour will depend on the child concerned and the situation leading to the behaviour.

Sanctions

Continuous dialogue is maintained with parents so individual children's behaviour is always being dealt with quickly.

Before our sanctions are implemented early strategies will have been used. These include:

Tactical ignoring – deflecting inappropriate behaviour by drawing attention to appropriate.

'The Look' getting eye contact.

Simple direction – rule reminder, explanation of rule being broken, quiet word e.g. ‘ *Where should you be?*’

If the child’s behaviour does not improve the following will happen:

1. Verbal warning.
2. 2nd warning – move name onto “what can I do to make it better?” (Thinking time).
3. Move name onto “Timeout in our classroom”. (Thinking time) child is moved to another part of the classroom.
4. Inform Department Head (if unavailable, the Principal.)
5. Inform Principal.

On no account should a child face the wall or corner or sit outside the classroom.

Break times

- Staff will use the strategies of ‘Tactical Ignoring’ ‘Simple Direction’ and ‘The Look’.
- * Playtime detention – 10 minutes. Child will sit on the bench in the playground or walk around with the teacher on duty. 3 detentions in a week will result in informing parents. These are to be recorded by the class teacher for their own children.
- Children will be sent to the Head of department, for aggression or continued misbehaviour in the playground.
- If inappropriate behaviour continues, the incident will be recorded by the Duty Staff and reported back to the class teacher who will undertake the necessary sanction(s).

Bullying

Definition: Bullying happens when a person is subjected to repeated threatening/intimidating/undermining acts over a period of time by another child or adult, a number of individual children or adults or a group of children.

Policy Aim

Every opportunity will be taken to ensure that an anti-bullying approach is built into the curriculum. This can be emphasised in the areas of PSHE and English. Here the development of skills such as listening, empathy, co-operation, patience, awareness of hopes, needs, fears, expectations etc in themselves and other areas can be addressed.

How do we deal with bullying?

Bullying is a form of unacceptable behaviour which will not be tolerated in this school. All staff will react firmly and promptly where bullying is identified. We accept that bullying can and does happen in our school because we recognise bullying is any action/s, which may be repeated, that is/are a conscious desire to

hurt, threaten or frighten someone. We will treat verbal bullying including racist and sexist abuse as seriously as we will treat physical bullying.

All staff believe that relationships should be based upon respect and trust, and hope that this will give children the confidence to approach them with any problems they may be facing and know that they will always make time to give them support.

We recognise bullying as:

- The domination of a child/ren by another/other child/ren e.g. bossing someone else or putting someone down.
- Repetitive behaviour by one person to a number of children individually.
- threatening behaviour both verbal and physical e.g. put downs, name calling
- victimization e.g. "picking on" a child
- exclusion from play/games
- discrimination e.g. not wearing the "right clothes", belonging to a different gender/ethnic group, physical appearance
- name calling
- bribes
- destroying others' property
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- using gestures
- taking other people's things e.g. snacks

We need to recognise:

- that bullies can be male or female
- that bullies can be older or younger than their victims
- that adults can be bullies and may bully children
- that bullies, whether adults or children, may be unable to recognise bullying in others and may not identify forms of behaviour as bullying
- that bullying may be both short or long term
- that each case must be treated on its own particular characteristics
- that some forms of behaviour are normal playground behaviour at certain ages but that other sorts of behaviour fall far outside those boundaries
- that it is how each individual feels about particular repetitive behaviour that makes it bullying or not
- that the psychological effects may be greater than we realize
- that trying to prevent bullying from happening is far better than having to try and cure the effects of bullying.
- that all cases must be treated as seriously as each other.
- that condoning the behaviour out of fear or loyalty does not mean it is not happening.

What action will be taken when bullying has happened?

A whole school approach to dealing with such unacceptable behaviour as bullying will mean that:

- staff will encourage children to speak out about such incidents
- staff will reassure children that they will be listened to and action will be taken as appropriate.
- children and adults will be encouraged not to take matters into their own hands or to respond aggressively

When bullying happens:

- all staff have a responsibility to deal with bullying issues and these are to be reported to the school counselor and the Head teacher.
- staff will listen to both sides
- staff will record what each child said about the incident
- staff will make a statement about being unhappy about the behaviour.
- staff will aim to get an apology for the victim
- staff will decide upon further action
 - to deal with it immediately
 - to deal with it later
 - to refer it to the Head teacher
- support for victims and bullies will be given using strategies such as laid down by the school Principal.
- records will be kept of incidents that occur and the situation will be monitored.
- parents will be told when their child/ren has/have been bullied so that they can give support.
- parents/careers will be encouraged to report any bullying to school.
- parents/careers will be informed if/when their child/ren has/have been involved in bullying.
- parents/careers will be kept informed of action taken to support their child.

Exclusion from School

On rare occasions, this course of action may be considered. We will, in such instances, adhere to the ministry guidelines and Principal's final decision.

Monitoring and Reporting of Behaviour

Parents are informed at an early stage if for any reason there are concerns about their child's behaviour.

Information on behaviour will be shared at Parent's Meetings and included in the child's school file.