



Boyan Maga School Positive Behaviour Policy

Reception Classes Ethos

Our Pre School Reception Classes aim to provide a warm, home-like atmosphere and opportunities for the children to learn through imitation, free play, rhythm and repetition.

We strongly believe in giving children the free space to develop their creativity and a lifelong love of learning, which in turn helps to lay the foundation for a healthy adult life. In our Reception classes we aim to create an environment, which encourages cooperation, sociability, tolerance and reverence and respect for life and nature.

Behaviour Management

- Corporal Punishment is in total opposition to our methods and will not be used under any circumstances. The structure and rhythm of the activities are organised to encourage the children's behaviour to be positive, cooperative and constructive.
- Staff use positive methods of guidance, with anticipation and pre-emption of potential problems, and/or avoidance of difficulties through early intervention and redirecting the children in a non-confrontational way. Staff develop strong relationships with the children and their families.
- All children learn and grow in their understanding of socially appropriate and desirable behaviour. In the Reception classes, the teachers work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of the daily activities build a firm rhythm that provides a comfortable knowing of what to expect by the child: this further contributes to the intention to support positive behaviour. Teachers treat the children in an age-appropriate way and also have behaviour expectations, which are in accordance with their age and stage of development.
- Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child's normal behaviour.
- Where problems arise that do not respond to our approaches, the Reception classes teacher will arrange to discuss these discreetly with the parents, so that they can work together in deciding upon and reinforcing, the most appropriate direction for the child.
- A home/school diary or email correspondence may be used to keep parents and teachers informed of behaviour and other issues on an agreed time scale: such as daily or weekly.
- As the children work and play, staff encourage respect and care of self, others and the environment, and encourage the learning of self-control.
- Challenging Behaviour Including: spitting, hitting, kicking, swearing, throwing objects with the intent to hurt and any behaviour that can harm the children, staff or the physical environment.
- Most children experience social difficulties at some time in their development. There are a number of ways teachers and staff can help children who may have significant behaviour issues, or to better integrate into the Reception classes.

These may include:^[1]_[2]

1. Redirect the child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make him/her aware of our observations.
3. Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down. When appropriate, the child returns to the group.

4. If the behaviour of a child requires more attention than what can be achieved by the daily efforts of the teachers, other means may be implemented to ensure the most positive Reception class experience for the child.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

1. Parent notification and consultation on a regular basis: including writing a personal learning plan (PLP).
2. Teacher review on a regular basis (daily and/or weekly).
3. Discussion with parents and the Early Years Manager or member of SLT.
4. Implementation of an action plan to target a particular concern or problem.

Parental Support

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to their child. Our school supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. Therefore exposure to TV and other screen activities undermines the gentle, natural structure and approach in our school. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against how we are supporting the child's development. We find that poor food and short sleep also usually affects the children's behaviour and ask parents to ensure that children eat healthily and have plentiful sleep.

Reviewed 2015/2016

Next Review 2016/2017