



EYFS- Behaviour Policy

This EYFS Behaviour Policy is underpinned by the NISL Flourishing Framework, which provides the shared foundation for character development, wellbeing, belonging and excellence across the school community. Through high expectations, positive relationships and a commitment to inclusion and safeguarding, we seek to create a safe, respectful and purposeful environment in which every pupil and member of staff can flourish.

Aims

- To establish a school behaviour programme which is reasonable, fair, consistently applied and understood by everyone
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- To encourage parents to be active partners in developing and maintaining a high standard of behaviour in school and in the wider school community
- To create an environment where everyone demonstrates mutual respect and each individual is valued
- To provide an appropriate curriculum for each child, ensuring an atmosphere conducive to learning and giving equal opportunities to all cultures and backgrounds
- To build self-esteem and create opportunities for recognising achievement in its widest sense through encouragement and praise
- To encourage everyone to take pride in their school, their class, their work and their relationships

Behaviour for Flourishing

At Newton International School Lagoon, behaviour is viewed as an essential part of children's overall flourishing. We believe that pupils flourish when they feel safe, known, valued, supported and challenged within a calm, consistent and nurturing environment. Positive behaviour is developed through strong relationships, high expectations, explicit teaching, positive role modelling and restorative practice. Our aim is not simply to promote compliance with rules, but to develop self-discipline, responsibility, kindness, resilience and practical wisdom that will enable every child to thrive both within school and beyond.



Standards of Behaviour

A student's behaviour can often be linked to their general well-being both in school and at home. Both EYFS/Primary and Secondary (Middle/Upper schools) have School Counsellors to refer a student if a staff member is concerned about their well-being.

The following policies support student well-being and safeguarding:

- **Child well-being policy (whole school)**
- **Safeguarding Children and Child Protection Policy (whole school)**
- **SMSC (Spiritual, Moral, Social and Culture) Policy (whole school)**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in culture, home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Foundation Stage Ethos

All children are unique and we believe that this is the key to understanding, acknowledging and acting on children's behaviour. We are committed to supporting and caring for children and their families based on their individual needs.

Expectations of children are realistic and achievable; we aspire for children to demonstrate socially acceptable behaviour, having respect for themselves and all others and resources. We recognise there are reasons for the way in which a child behaves and endeavour to establish these in conjunction with supporting the child and their family.

Aims:



- Parents and carers understand and share our approach to behaviour to ensure consistency for the child at home as well as at school
- Children understand the expectations, rules and boundaries at NIS school
- Children treat themselves, peers, adults and resources with respect
- Children are polite and well mannered
- All children learn in a safe and stable environment
- Children are confident with high self-esteem, self-discipline and independence
- All undesired or concerning behaviour will be identified and addressed

Our commitment to children and their families:

- Staff are sensitive, patient, understanding and calm
- Children and their families are treated with utmost respect and dignity
- Children's human rights are always taken into consideration
- Staff will use constructive positive direction / instruction and not highlight what they are not / cannot do, however what they can do and what would like to be seen
- Expectations of our children are realistic and achievable, when talking with children we will always explain the reasoning behind request, direction or instruction to ensure children understand what is expected
- We talk to children at their level and when drawing a conversation to a close staff will always confirm a child understands, and they know that they are still cared for
- Children are given thoughtful praise and encouragement for their behaviour and achievements
- Teachers are available for advise and help in how to encourage positive behaviour from your child
- Staff act as positive role models in every way, demonstrating to the children what is expected
- There are firm rules and boundaries in place; these are regularly communicated to the children and their families in a positive manner
- All staff will communicate effectively with one another in order to operate and practice consistently, ensuring all children's behaviour is managed effectively throughout the school.
- Effective and informative relationships are in place with the parents



- The environments both indoor and out are enabled to reflect the individual needs of the children, encouraging independence, motivation, concentration self-discipline and self-esteem.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and thoughtful observations of progress for continued growth and social development.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of learning areas, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Learning areas should be arranged to provide an environment that encourages on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Everyone in school has four basic rights and expectations

1. The right to teach/the right to learn
2. The right to feel safe



3. The right to be treated with dignity and respect
4. The right to be listened to

In order to secure these rights we need to have expectations, rewards and sanctions.

Expectations

Expectations of pupils, staff and parents are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Such expectations, rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced

Method of Behaviour Management

PBIS (Positive Behaviour Intervention and Support)

Behaviour, Wellbeing and Safeguarding

Staff recognise that behaviour is a form of communication and that changes in behaviour may indicate unmet learning, emotional, social or safeguarding needs. Persistent, significant or sudden changes in behaviour will always be explored with professional curiosity rather than viewed solely as disciplinary concerns.

Where behaviour raises concerns regarding a child's safety or wellbeing, staff will follow the procedures outlined within the NISL Safeguarding and Child Protection Policy, including referral to the Designated Safeguarding Lead where appropriate.



Five Behaviour Standards

At the core our behaviour strategy are our five behaviour standards, based upon the Newton Group's Vision and Mission, which must be displayed prominently and reinforced regularly within the classroom:

- Respect
- Honesty
- Empathy
- Choices
- Responsibility

Graduated Behaviour Support

Behaviour support at NISL follows a graduated approach:



Class Dojo

This is the easiest form of communication available. Regular updates and teacher responses to parent messages will build a positive relationship with your parents which, in turn, will have a positive effect upon behaviour.

Class Dojo: Class Story (www.classdojo.com)

- The use of Class Story on Class Dojo is compulsory for all classes.
- Class story should have class events, learning walls and general communication/notices on it.
- All of a student's teachers must be linked to their Class Dojo (including Specialists)

Class Dojo Points: Linking HPs, Behaviour Ladders and other strategies together:

- Class Dojo points are the simplest way of both counting HPs and linking Behaviour ladders for assemblies and to rewards but the use of Dojo points is OPTIONAL.

Dojo reports: these will be run termly by the Class teacher to keep a record of Dojo points awarded.

Awards and certificates

- Star of the week in both Arabic and English
- Value of the week
- Doodle Maths certificates
- Bug Club champion certificates
- Class of the week (attendance)

Achievements on SIMS

- Student achievements such as the ones listed above, should be entered on SIMS over the year so each student receives 36 achievements in each academic year.
- The achievements on SIMS also recognise student efforts in other areas of school life (e.g. representing the school; 100% attendance).
- The SIMS Achievements report, along with the termly Dojo report (see above), reflect positive reinforcement, rewards and recognition given to each student over the academic year.



Children Fighting

Children in the Foundation Stage are young learners who, when unable to communicate their needs vocally or are unsure of expectations, will sometimes revert to physical aggression or unacceptable behaviour. In instances of behaviours such as this the teacher will talk with the child to discuss what was wrong with the behaviour and what they should have alternatively done. The teacher should get down to their level and speak calmly with the child, never raising their voice. However, should overly physical aggression be deemed unacceptable by the teacher further action may be taken through way of meetings with parents.

Alternative Intervention

Alternative intervention is sometimes necessary in a Foundation Stage classroom we will however only use it to manage children's behaviour to prevent personal injury to the child, other children, or an adult, or to prevent serious damage to property. Any occasion where physical intervention is used to manage children's behaviour it will be recorded and parents will be informed about it on the same day. The School endorses positive discipline as an effective way to set limits and manage behaviour in the school.

Cooling Off Period

If undesirable behaviour persists within a class, the teacher will choose to internally exclude a child. This means that they will be removed from their peers to sit out an activity whilst still remaining either in the classroom or buddy class for 'Thinking Time'. Internal exclusions should last no more than 5 minutes depending on the activity and/or behaviour.

Individual Behaviour Plans

In cases of continued misbehaviour students will be placed on a behaviour plan. These plans outline expected behaviours and individual goals for students. Parents will be called in to discuss the child's behaviour and will be expected to take an active role in implementing at home the goals set forth in the plan.



Teacher/ Parent Relationship

If persistent issues with a child's behaviour are observed over an extended period of time, their parents will be called into school to speak with the Coordinator or the Head of Primary to discuss support strategies for the child.

External Exclusion

In circumstances of exceptional negative behaviour which poses a safety risk to the child, other children and/or members of staff, a child may be excluded for a period of time as a last resort. This can only be done at the discretion of the school principal.

Support Staff

Pupils are expected to display the same respect to support staff as to teaching staff. Support staff who observe unacceptable behaviour will report this to the child's Class Teacher and the teacher will take control of the behavioural problem.

Communication and Parental Partnership

Clear communication is a priority within the school as well as positive partnerships with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those issues, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the EYFS Coordinator so that strategies can be discussed and agreed before more formal steps are required. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships.

Newton International School, Lagoon

"An International community of learners striving for excellence and celebrating success"



This policy was reviewed	Signed on behalf of the Department	Date for review
November 2023	CH	June 2024
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