

**THE LADIES' COLLEGE – EARLY YEARS FOUNDATION STAGE**  
**BEHAVIOUR AND DISCIPLINE POLICY**

**1. Introduction.**

The purpose of this policy document is to define the principles and aims of the development of good conduct in The Ladies' College EYFS Department and to provide a framework which;

- promotes consistency in school planning and school practice
- facilitates development and change
- informs new staff, pupils, governors and the wider community.

This policy document was developed in 1995 through a process of consultation with the teaching staff.

This policy is reviewed annually. It was adapted for the EYFS in the Spring Term 2010.  
The next review will be in the Spring Term 2011.

**2. Principles.**

School is a microcosm of society and rules are necessary for the smooth functioning of a school and the safety of the pupils.

There is a progression from externally imposed discipline to self-discipline.

**3. Aims.**

*Our aims are:-*

- a) to help pupils recognise socially acceptable behaviour.
- b) to promote a positive self-image and self-esteem by the encouragement of respect for themselves, for others and for property and for the fostering of a caring environment.
- c) to guide children towards eventual self-discipline by encouraging them to increasingly take responsibility for and accept the consequences of their actions.
- d) to have the minimum of rules, the reasons for which are clearly understood by the child.

**4. Strategies for the Development of Good Conduct.**

- A. PSED will be encouraged to develop and reinforce general good behaviour and to encourage children to begin to take responsibility for their own actions.

Any breaches will be dealt with at the teacher's discretion.

Our strategies will encourage self esteem by giving praise, positive comments and stickers for good behaviour.

**B.**

**Rules**

- Before school and at playtime remember – one blow on the whistle means stand and listen to the teachers instructions. (Foundation Stage only).
- Playground equipment is not to be played on before the morning bell or after 2.45pm.
- Play safely where a teacher can see you.
  
- **We are gentle**  
We don't hurt others
- **We are kind and helpful**  
We don't hurt anybody's feelings
- **We listen**  
We don't interrupt
- **We are honest**  
We don't cover up the truth
- **We work hard**  
We don't waste our own or other's time
- **We look after property**  
We don't waste or damage things

### **C. Damage to Property**

If property is damaged intentionally, the parent may be asked to reimburse the school for a replacement at the discretion of the Head Teacher.

### **D.**

#### **Resources**

Shining Star and other certificates, Whistles, Stickers,

### **E. Golden Rules Posters.**

#### **Strategies for coping with behavioural problems**

- a) Minor issues are usually dealt with by form teachers or other members of staff where appropriate. Each issue is dealt with on an individual basis.
- b) Issues of an ongoing nature that are disruptive and or consistently failing to reach our levels of expectations are discussed at staff meetings with other members of staff or at other times.
- c) Major issues. Teacher should go to the nearest available Senior Management Teacher to deal with the situation.
- d) Any child on medication should be documented and all staff made aware.
- e) Any incident or bad behaviour at lunchtime should be reported by supervisors to the senior lunch time supervisor, who will inform the class teacher immediately after lunch break. In potentially serious or controversial cases PAC should be informed immediately. (Foundation Stage only).
- F.** f) The EYFS Department encourages positive behaviour by using the Jenny Mosley Golden Rules (linked to PSED//Circle Time).
- g) In instances where bad behaviour may endanger the child or other children e.g. biting, the matter will be referred to Mrs Spurrier, who after consultation with the Head Teacher and the parent may decide that it is appropriate to send the child home for the remainder of the day.
- G.**

#### **Strategies for Assessment/Recording**

1. Ongoing informal teacher assessment by discussion throughout the year.
2. Items on the agenda of Staff Meetings throughout the year, when and if necessary.
3. Communicating with parents as and when necessary.

## **BULLYING – APPENDIX TO BEHAVIOUR AND DISCIPLINE POLICY**

We recognise that bullying can occur in many forms all of which can have a profound effect on the victim.

Issues of bullying and peer pressure are addressed generally in PSED/Circle Time sessions.

Specific concerns over bullying are usually brought to our attention by parents or girls themselves. We are always vigilant in the playground and classrooms so that we notice if any girls is unhappy, worried or appears to be isolated.

Minor issues are usually dealt with by form teachers, or Heads of Department where appropriate. Any serious allegations or worries would be dealt with by the Head Teacher in consultation with parents. Each issue is dealt with on an individual basis.

We take great care that whilst we address the perceived behaviour and situation we differentiate between first hand observation and reported behaviour.

Practical age specific strategies are presented to children in PSED sessions.