



مدرسة الكويت الانجليزية
KUWAIT ENGLISH SCHOOL

Behaviour Policy

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Behaviour Policy

Rationale

Children flourish best when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn about others' feelings and the impact that their behaviour has on others. This is a developmental task that requires support and encouragement. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development. In the Early Years Department at Kuwait English School, we expect high standards of behaviour throughout. The children are encouraged from the very beginning to be polite and considerate, and to treat each other kindly. Praise and recognition for good behaviour and for a caring attitude towards others are given in a variety of ways. Disruptive and inappropriate behaviour is dealt with promptly.

Aims

- To encourage high standards of behaviour in all children
- To nurture respect towards all members of staff and towards their peers
- To develop a sense of belonging with the children
- To encourage and develop positive attitudes towards Kuwait English School
- To develop a sense of security
- To ensure all children feel safe and happy at school

Procedures

Initially the child's class teacher is responsible for a child's social and emotional development and issues concerning behaviour. An incident on the playground is dealt with by the duty teacher, and if appropriate, passed on to the class teacher. If a child is constantly misbehaving, the child is then referred to the Year Head, followed by the Head Teacher. If behaviour issues continue, parents become involved and, using our observation records, we try and work together to solve issues and find their underlying causes.

Promoting Positive Behaviour In Line with Development Matters

- From the first day of school, rules and expectations are consistent throughout the department. Teachers go through expectations with the children at the beginning of the school year.

- Circle time is used to explain appropriate behaviour in class. Praise, encouragement and positive reinforcements are always used initially with a child.
- All staff provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- We ensure there are enough resources and sufficient activities available for the children so they are meaningfully occupied to avoid unnecessary conflicts
- We support each child in developing self esteem, confidence and feelings of competence through our PSED teaching
- We support considerate behaviour
- We support each child in developing a sense of belonging to a group, so they feel valued and welcome
- We avoid creating situations in which children use disruptive behaviour to seek attention

Rewards for Good Behaviour

- Praise from the teacher
- Praise from the teacher again but purposely carried out in front of peers
- Rewarding the good deed with a variety of rewards, e.g. stickers and dojo points
- Particularly in the case where a vast improvement in behaviour has been shown, the Year Head can be asked to visit the classroom
- Being seen by the Head Teacher for praise and reward
- Being awarded certificates in weekly assemblies for good work, good behaviour, trying hard, being kind, etc.

Procedures to follow for Poor Behaviour

Although we promote positive reinforcement, it is necessary to have in place procedures for all teachers to follow should this approach fail to work. In this way we can ensure that any poor behaviour is handled successfully.

Young children do often display occasional inconsiderate or harmful behaviours. If this is the case, staff should remain calm and patient. However, if a child does not respond to a verbal warning or the behaviour is frequent, then the following steps are taken:

- Speak to the child privately about what has happened and how it could be avoided in the future
- Isolate the child from the group or class situation for a few minutes to encourage the child to calm down if over excited or upset. A teacher may feel that taking a child personally to the Year Head or another teacher for a cooling off period is equally effective
- Communicate with the parents through the home school book as a first contact about an issue
- For repeated or serious misbehaviour, the child's parents are informed either in person or through the home school communication book. At this stage we try to determine what is/are the underlying cause/causes of the behaviour
- If there is no immediate improvement, the Year Head/Head Teacher, with the cooperation of the class teacher, monitors the behaviour of that particular child, not only in the classroom but also in the playground and elsewhere
- If any child continues to be a cause for concern, the parents are contacted and asked to come to school to discuss the matter with the Head Teacher. Following this, a daily report is usually issued which involves the parents, Class Teacher and Head Teacher working together to encourage a more positive approach to school on behalf of the child. Any meetings with parents are written up and are stored in the child's file on the school management system. If we feel a child has a developmental problem, we may at this point recommend that either the school or an outside body assesses him/her if appropriate.
- Under no circumstances do we use physical punishment to discipline a child
- We do not threaten children in any way

Classroom and Playground Codes of Behaviour

We have agreed codes of behaviour for the classroom and playground that all children are expected to follow. Teachers discuss correct classroom and playground behaviour regularly with the children and the codes are often the focal point of circle and discussion times.