

THE LAWNS EARLY EXCELLENCE AND CHILDREN'S CENTRE POLICY FOR BEHAVIOUR AND DISCIPLINE

At the Lawns Early Excellence and Children's Centre our aim is to help each child to achieve high standards of behaviour and self discipline in order that they can purposefully access all areas of the curriculum and become contributing members of our society. Care, consideration and respect for each other and the environment (inside and outside in our garden) are fundamental to our work in this area. Children are valued and encouraged to choose and persevere with their activities, and given time and space to relate to one another and to adults.

We will not tolerate any form of bullying. Staff are alert to any signs of a child or a member of staff being subjected to bullying, and will deal sensitively with both the victim and the perpetrator.

The Head of Centre is the named person with responsibility for behaviour management issues, and is consulted about any unacceptable behaviour.

Discipline here is always positive, with the emphasis on good behaviour rather than concentrating on the negative. Staff will always praise and encourage children who are behaving positively. They will also ensure that children are aware of specific rules which are part of daily routine eg:

- To put away equipment when a task is completed
- To share and take turns
- To comply with adult requests and instructions
- A red flag on equipment means it is not to be used.

In case of children behaving in an unacceptable manner staff will:

- Clearly inform the child what is unacceptable about their behaviour and through discussion, help the child to identify an acceptable alternative.
- Encourage the child to take action to try to make the situation better, eg to help build up a structure they have knocked down.
- If appropriate, re-direct the child to another activity.
- In the case of the child who is in danger of hurting himself/herself or others, take steps to remove the child and defuse the situation.

SCHOLARS

In our Personal, Social and Emotional curriculum aims, we plan very carefully to achieve high levels of self-discipline and good behaviour in all areas of the curriculum. We also make an assessment of each child's level of well-being using scales devised by the University of Leuven. This informs the Initial Assessment recorded for each child. Findings are shared and discussed with parents and carers individually in the second half of the child's second term in Scholars.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Dispositions and attitudes

To continue to be interested, excited and motivated to learn

To have a sense of awe and wonder at the world around

To be confident to try new activities, initiate ideas and speak in a familiar group

To maintain attention, concentrate, and sit quietly when appropriate

Confidence and self-esteem

To respond to significant experiences, showing a range of feelings when appropriate

To have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others

To have a developing respect for their own cultures and beliefs and those of other people, to value cultural diversity

Making Relationships

To form good relationships with adults and peers

To work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

In class screening based on 'A process-oriented child monitoring system for young children' (Dr F Laevers, E Vandenbussche, M Kog, L Depondt - Centre for Experiential Education)

To have a high level of **well-being** in the nursery

To display a high level of **involvement** in a variety of activities

Behaviour and self-control

To understand what is right, what is wrong, and why, to focus on important values eg sharing, loving, helping and caring

To consider the consequences of their words and actions for themselves and others, to take some responsibility for their own actions

Self-care

To dress and undress independently and manage their own personal hygiene

To select and use activities and resources independently

Sense of community

To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect

To understand that they can expect others to treat their needs, views, cultures and beliefs with respect

To experience traditions, festivals and celebrations