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## *ACTIVE CITIZENSHIP AND BEHAVIOUR POLICY*

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Kiddy English is an International Early Learning School which nurtures in our youngest children, democratic principles, and values for being, living and learning together. As such we are committed to the creation and development of a safe, relational, and nurturing learning environment capable of supporting each child on their personal development and learning.

As an International School we strive not only for the highest standards of language acquisition and learning from an early age but also strive to actively foster and promote values of inclusion, equity, and open mindedness. Our learning community is composed of children, families and of teachers. A constructive and reciprocally supportive relationship between family and school staff is therefore crucial to the wellbeing of the child and all adults are expected to actively model, foster and support the development of a culture of respect for the self and towards others while in school. A daily, collaborative partnership with families is also essential to ensuring effective intervention should challenges and difficulties arise in terms of a child's relationship building and behaviour. Positive Relationships, referred to throughout the EYFS Statutory Framework are therefore a key principle in our school community.

As an international Community we strive to uphold and foster the rights and values of the Treaty of the United Nations convention for the Rights of the Child which outlines the aims of Education in article 29:

### **Article 29 (1), Convention on the Rights of the child**

1. States Parties agree that the Education of the child shall be directed to:
  - a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

- c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e) The development of respect for the natural environment.”

**At the heart of this learning experience is the Child.**

*“Our image of the child is rich in potential, strong, powerful, competent and most of all connected to adults and children.”* Loris Malaguzzi.

We consider every child to be competent, curious, and relational from birth and every decision and choice that is made with and for children is developed from this principle. We consider all children to be active citizens of our school community who are the protagonists of their own learning experience and who have rights which must be upheld by the whole community. Consequentially there are equally high expectations that all children assume developmentally appropriate responsibilities to ensure that these rights are maintained and developed reciprocally for their peers. In this way our children learn through their positive relationships not only to manage their own behavior but also develop an empathy, understanding and consideration for the needs and rights of others.

We also understand that our youngest children are in an important developmental phase of life and are actively constructing their own identity. This process of being and becoming is explored and developed through the relationships that they build with other children and adults. Adults therefore give central importance to supporting and guiding relationship building and the regulation of emotions and behavior. Adults must actively model high standards of behavior and relational skills.

## Policy Aims

- To create a culture of positive relationships within the learning community.
- To promote and model positive relationships for and with children.
- To promote active and responsive citizenship from an early age.
- To support children in developing self-awareness, self-worth, and respect for others.
- To ensure the development of rights and responsibilities throughout the school.
- To promote and support empathy towards others as well as the recognition, understanding and self-regulation of emotions.
- To make visible that positive, relational behavior is an expectation for the whole community.

### **Purpose of the policy**

To provide simple, practical procedures and guidance for staff and pupils that:

- Recognize and reinforce behavioral expectations within the school community.
- Promote self-esteem, self-regulation, empathy, and positive relationships.
- Model and teach appropriate relational behavior and interactions through example
- Teach appropriate behavior and responsibilities through appropriate positive interventions.

### **School Agreements**

As a school community we ensure and expect the highest standards in our general behavior by following some simple age-appropriate agreements which should be visibly displayed in our classrooms, remembered and understood by everyone both children and adults:

Kind hearts

Listening ears

Gentle hands

Walking feet

Quiet voices

Polite manners

Each class community must also give time to the collaborative development of a set of shared agreements on how to be together and collaborate in a safe, secure and relational way. This will be developed as a set of rights and responsibilities which will be referred to, and amended as the class community matures throughout the year.

Eg. We like to have friends (right) and we agree to be kind to each other (responsibility).

We like to play with our toys (right) and we agree to keep our toys and materials organised (responsibility).

This is an organic process which will develop and evolve throughout the year. The shared agreements can be referred to during children's daily routines and called on in moments of conflict, disagreement or decision making. When appropriate, children will work collectively with the support and guidance of the adults to resolve such situations collaboratively as a group. This process forms an integral component of PSH Education and offers opportunity for developing skills of listening, empathy, collaboration accountability and leadership as the foundations of active citizenship and democracy.

### **Gratitude and Celebration.**

Young children feel confident and safe when behavioural expectations are clear and consistent. Positive behaviour and relationships are a shared expectation of all and the teaching team will recognise and affirm positive behaviour naturally in conversation, both individually and as a class.

Time will be given towards the end of each day for expressing and sharing gratitude for the

class's collective and individual achievements, contributions, and experiences. Incentive and competitive strategies will not be used to achieve normal expected standards of relationship and behaviour.

Collective achievements within the class and school connected to outstanding effort and collaboration as well as personal achievements and milestones which represent tangible growth in terms of character education will be celebrated by the class and by the school as appropriate. Class teachers will work collaboratively with the children to plan celebrations that give recognition for achievement.

Individual birthdays will be key moments of celebration of each child's individual character and achievements. The class will create a verbal and graphic portrait of the child and these will be shared with them in a moment of collective celebration.

Evidence of Celebrations and achievements will be shared and communicated to families by Seesaw to encourage dialogue and participation between children, school and the family.

Class assemblies will take place weekly?/monthly? During which a culture of gratitude will be developed.

### **Collaboration and Partnership with Families.**

The key to all social and emotional development of young children lies in creating a transparent and trusting relationship around the child with the family. Parents and caregivers also have a right to participate fully in the school life of their child. The school should offer regular opportunities for individual and class dialogue with regards to the individual and class progress throughout the year and Families will be encouraged to participate fully in all class and school celebrations as appropriate. Teachers will dialogue daily with each family, either in person or virtually and families will be informed of any relationship or behavioral challenge that the child may be facing. Families should be encouraged to share with the teachers any changes to family circumstance, organization, or routine that the child may be experiencing. Teachers should always bear in mind that families may not find it easy to hear that their child is facing social, emotional or behavioral challenges and information must be passed sensitively, in a reserved

environment where time can be dedicated to listening to the family and agreeing on shared action and expectations.

In meetings teachers should begin by sharing documented evidence of the child's positive relational experiences and progress before discussing any challenges they are facing in order to offer a complete image of the child to the family.

### **Consistencies**

All staff will:

1. Meet and welcome children and families each day.
2. Carefully plan responsive environments which supports and facilitates collaborative learning and community ethos.
3. Carefully plan responsive learning opportunities that engage, extend, and challenge all children
4. Refer to the school and class agreements within authentic contexts throughout the school day.
5. Use visual tools to reinforce school and class agreements and expectations and support language acquisition.
6. Model positive relationships and behavior consistently while in the company of children and other adults.
7. Support conflict resolution between children by acknowledging feelings, supporting, and scaffolding effective communication, encouraging solutions and intervening as necessary.
8. Intervene on unexpected behavior by modelling appropriate play  
and language alongside the child first and intervening as necessary.
9. Never ignore or walk past those who are not showing expected behavior.

## Supporting and intervening on Challenging Behavior

There will be times when children will demonstrate behavior that can be termed negative or challenging and which necessitates consistent and immediate intervention from adults for the wellbeing of the children involved and of the whole class. Intervention will be immediate to ensure that young children understand that their actions have consequences for others and for themselves. It is important to remember that the children concerned are in an important phase of emotional, social and physical development. Key to choosing the most appropriate action will be understanding each child and their needs. The reflective and responsive teacher will observe children as they interact daily with one another.

In episodes of challenging behavior teachers should reflect on and respond to the behavior but also to the child's emotions and perceived experience.

The following questions are helpful:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the family?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behavior strategies, which are consistent amongst staff and leadership?
9. Have we agreed ways forward?
10. Are there child protection concerns?

**With the child the adult will:**

- Be clear and consistent about the behavior that is unacceptable and connect this to the school agreements.
- Acknowledge feelings on all sides.
- Restate the problem.
- If necessary, provide time away from the situation with a key adult to calm down and reflect before talking things through.
- Support and guide the child or children to think of and act on possible solutions.
- Ensure transparency, communication and collaboration with parents with regards to incidents of challenging behavior.

### **Responding to Repetitive Challenging Behavior.**

- Distance the child from the immediate situation and remain with them, ensuring space and time to calm down.
- Communicate explicitly to the child why their behavior is unacceptable.
- Involve Senior Leadership in support and in clarifying expectations and required action to the child.
- Action should be constructive and understood by the child. Eg. Offering support or collaboration to a child whom they have offended or hurt. Offering collaborative action for the class group such as tidying the construction materials they threw around.
- When appropriate incentive or award initiatives may be used for a limited amount of time.
- Share all actions with the child's family and create agreed future action collaboratively that is consistent at home.
- Meet regularly with family and share evidence of child's relationships and eventual improvement in behavior.
- In agreement with families involve or refer to the relevant specialists as necessary eg. Child psychologist, speech therapist.

After each meeting with the family, a brief written summary of what has been discussed and agreed should be kept as record.

### **Responding to Particular Behavioral Reactions.**

### Biting

While biting can be quite common developmental behaviour until about 30 months it is a behavior which causes particular concern with families and must be taken seriously by all members of staff.

Staff should:

prevent where possible by distracting the child onto other activities and by intervening in the play.

Encourage effective, verbal communication

Emphasise firm 'Stop!' if a child is biting.

Distance the child from the other if necessary.

Encourage the child to connect with the effect of biting on their peer.

Offer support and reconciliation to the child that is hurt or to the group.

Reference and model the school agreements with the child and with the group

Explore with the group how we can use our mouths appropriately - laughing, smiling talking, drinking.

Inform and dialogue openly with the families of the children involved.

### Habitual and regular biting after 3 years old that breaks skin necessitates

Immediate meeting with parents.

Advising a family meeting with pediatrician

Ask family to withdraw their child for the rest of the day for the sake of the child and the children involved.

### Kicking, Hitting, Scratching

While undesirable the above behaviors are not uncommon in the early years setting as young children build an understanding of how to relate to one another.

- Ensure that the school agreements are clearly communicated and visible and understood by the whole group.
- Model safe interactions and verbal communication during play
- Ensure children understand the direct and immediate consequences of their action eg. Taking time in with teacher to reflect.
- Plan and structure learning opportunities as a whole class and in groups which encourage children to share and express their feelings and emotions in verbal and non-verbal ways.
- Ensure transparent dialogue with families on the same day as the event.

### Senior Leaders will

- Be a visible presence at the start of the day and take time to welcome children and families to school each day.
- Be a visible and relational presence with all children and adults throughout the school day and in particular during key transition moments.
- Make visible the community ethos in school communications.
- Ensure that class and school agreements are visibly displayed
- Model the school agreements with children and adults at all times.
- Recognize and celebrate community achievements with the children, teachers and families.
- Support class teachers in responding to habitual challenging behavior by spending time with the child, alongside the teacher or the parent.
- Always include the presence of another key adult when discussing behavior with a child
- Meet with families to create consistent action with regards to complex relational and behavioral issues.
- Maintain a written record of complex and challenging behavior or concerns.
- Regularly review behavioral, safety and safeguarding policies and procedures with the staff.