

# Foundation Stage Behaviour for Learning Policy

## 2023 – 2024



### POLICY INFORMATION

Policy lead	Asma Azhar Head of Foundation Stage
Last review date:	September 2023
Reviewed by:	SLT
Next review date:	September 2024
Approved By:	Principal – Daspo Yiappos



## **1. Mission**

At The Oxford School we are committed to developing a community of creative and independent learners, sensitive and tolerant to the needs of a diverse global society.

## **2. Aims**

The behaviour management policy aims to support children throughout their transition into education and to facilitate optimum learning potential in every classroom. The philosophy underpinning the policy is one of positivity, kindness and celebrating everychild's individual personal, social and emotional progress.

The Head of FS is responsible for ensuring that the 'Behaviour policy' is understood by all staff and is consistently implemented and shared with parents. A safe, caring and happy environment enables maximum learning to take place.

## **3. Procedure**

The behaviour management policy provides clear and consistent high expectations for children at TOS and strategies for children who may require additional support.

Role of the FS teacher: The role is to use child friendly language to explain, model and ensure all children understand the expectations of behaviour by promoting emotional, social and cognitive skills in young children. The teacher must ensure that there is excellent communication with parents and other members of the team about any issues, which may arise with individual children. The FS department at TOS champions development of 'positive behaviour' such as:

- Promoting the management of feelings and behaviour.
- Encouraging children to form positive, respectful relationships
- Increasing self- confidence and self- awareness

Teachers must plan and make use of activities, which are structured as well as free play and plan games that encourage curiosity. Young children learn by playing, listening, watching, asking questions, and doing.

Social development will happen every day through the use of structured group play to encourage positive and respectful relationships.

## **4. School Expectations for FS Children**

The expectations aim to focus on positive action (being respectful) rather than what children should not do (do not run).

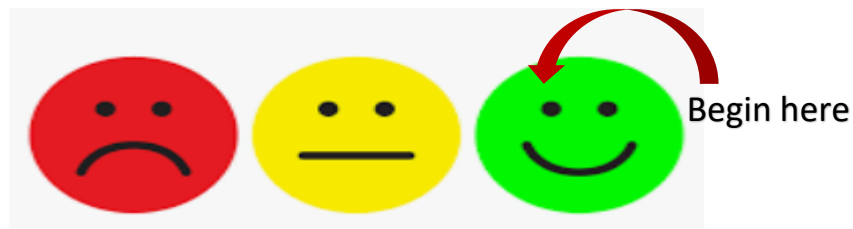
The 'Five Golden Rules' are displayed in all classrooms and shared areas. Everyone is responsible for the behaviour of all children and staff should reinforce the rules whenever appropriate.

### Golden Rules

- ✓ Kind Hands
- ✓ Walking Feet
- ✓ Indoor Voices
- ✓ Be safe
- ✓ Always Try Your Best

### Golden Rules expectations

Teachers refer to the Golden Rules daily to reinforce positive behaviour and celebrate children making good choices. Each classroom will display a 'happy (Green), disappointed (Amber) and sad face (Red)' display which is colour coded for the children to clearly understand.



### Process:

Every child begins every day on the green 'happy' face.

1<sup>st</sup> challenging behaviour child is reminded of the Golden Rules.

2<sup>nd</sup> challenging behaviour child moves to the amber 'disappointed face'.

3<sup>rd</sup> challenging behaviour child moves to the red 'sad' face and child participates in 'thinking time'.

Should the challenging behaviour continue, the parent will be contacted.

Class teachers will be monitoring children's behaviour *to 'catch them being good'* throughout the day and will move children back onto the green 'happy' face as soon as possible to promote good choices in the children.

If children present negative behaviour, EYFS practitioners will take the following steps:

1. Remind the children of the rules of the classroom/outside areas
2. Ask the child to come and play alongside you (teacher to model how to play etc)
3. In FS1, children will have some time to reflect with their teacher. In Reception children will have time to reflect on a thinking chair (duration only 3 minutes) followed by 3 minutes in the Calm corner. Child will go on to 'amber'
5. Further repetition of unacceptable behaviour (Hitting, biting, Scratching) : Child will



go on to 'Red' and will see HOFS and the class teacher will speak to parents. Any safeguarding concern will also be forwarded to the School safeguarding lead by HOFS.

### **5. Strategies for dealing with different types of challenging behaviour**

In the Early Years observing children is key for assessment. The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas. Important information regarding behaviour can be gathered such as:

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 parents/ HoFS?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?
10. Are there child protection concerns?

### **Tantrums:**

Tantrums are normal part of development for most children upto 3 years. Often children around this age want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way.

If staff give children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

### **Strategies to use:**

- Diversion/ distraction- if the tantrum can be spotted early. Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: "It is ok"
- Go to the Calm corner, where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them. Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property



### **Refusal:**

Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by the teacher.

### **Strategies when children refuse to follow instructions:**

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose calm corner activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or group.
- Giving lots of positive attention when child participates in adult- led tasks.

### **Hitting, Kicking, Pinching or Scratching:**

These behaviours can cause strong feelings amongst the staff who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

### **Strategies when children hit, kick, pinch or scratch:**

- Establish and teach clear group rules, eg: “We are nice to one another”
- Lead small group activities focused around kind hands, feet, etc.—
- Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention,etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
- Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys.
- Provide activities in calm corner where children can express their feelings (puppets, colouring sheets, popits etc.)

## **6. Use of Calm corners**

In FS1, thinking chairs should not be used. Staff will need to ask the children to play alongside them (inside or outside) until the child is

Calm using Calm corner activities.

- In FS2, a thinking chair can be used which is timed using sand timer upto 3 minutes.
- The main aim of all staff is to avoid getting to this point in the first place.



- An teacher should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; “what you did was not nice and the wrong thing to do, you now need to be with me until you are ready and calm”. The child stays by the class teacher’s side for this time. No talking, they need to know that

they are missing out on whatever they were doing before.

- Once that thinking time is finished, the teacher will engage the child in a calm corner activity for 3 more minutes and then speaks to child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you, I will not do that again” (do not insist in the first child saying sorry).

### **Encouraging Positive Behaviour:**

- use praise specifically related to the children’s actions or behaviours – this could be through verbal praise or use of stickers and star student badges.
- focus on activities and routines that encourage sharing, negotiation and cooperation
- encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out)
- model appropriate behaviours in different contexts and set good examples
- involve parents in establishing rules for appropriate behaviour and share the golden rules and expectations.

## **7. Rewards**

**Golden Time:** During golden time, children have the reward of taking part in games and activities that they can't do at other points during the week.

In light of this, golden time should not just be an extension of normal playtime, but a real opportunity to reward children for good behaviour with something special. It should be a structured period of time that is focused on this reward.

**Star Student Badge:** Children who consistently follow the “ Golden rules and stay on ‘Green Happy face’” can be considered a star students along with exceptional participation in academic activities, attendance, showing exceptional progress and other areas. Star students will be awarded a ‘Star of the week’ badge. Children will be given an opportunity to collect as many badges as they motivate and reward them.

**REMEMBER: PRAISE, ENCOURAGE, AND BE POSITIVE. WHEN DISCIPLINARY MEASURES ARE NEEDED, BE FAIR, BE CONSISTENT**