

# Foundation Stage Behaviour for Learning Policy

## 2024 – 2025



### POLICY INFORMATION

Last review date:	September 2024
Reviewed by:	Senior Leadership Team
Next review date:	September 2025
Approved By:	Principal – Daspo Yiappos



## Mission

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

## Aim

The **FS Behaviour Management Policy** aims to support children during their transition into education by creating a safe, caring, and happy environment where they feel secure, confident, and valued. This environment is designed to promote their academic, social, and emotional growth, enabling them to thrive. The policy fosters a philosophy of positivity, kindness, and the celebration of each child's unique development, ensuring that progress is recognised and valued.

The **Head of FS** is responsible for ensuring the Behaviour Policy is clearly understood and consistently applied by all staff members. Strong communication with parents is vital to ensure a united approach to behaviour management, reinforcing the importance of a positive and inclusive learning environment.

Our goal is to nurture children's development across several key areas:

- **Social and Emotional Skills:**  
We aim to promote **kindness and compassion**, helping children build positive relationships through empathy and understanding. **Emotional awareness** is also a focus, where children learn to recognise and express their own feelings, as well as those of others, in safe and appropriate ways. We also support children in developing **confidence and resilience**, encouraging them to take risks and face challenges, thus empowering them to persevere in their learning journey.
- **Values and Responsibility:**  
We encourage **honesty and responsibility**, helping children understand the importance of taking ownership of their actions and decisions. **Respect and inclusivity** are key areas of focus, as we teach children to value themselves, others, and their environment, embracing diversity and treating everyone with fairness. We also instil the principles of **fairness and equality**, ensuring every child feels valued and respected within a supportive community.
- **Cognitive and Collaborative Development:**  
We foster **curiosity and creativity**, inspiring children to explore, imagine, and express their ideas through hands-on and playful experiences. Alongside this, we aim to develop their **collaboration and teamwork** skills, encouraging children to work together harmoniously, share ideas, and contribute positively to group activities.

By focusing on these areas, we aim to ensure that every child feels confident, valued, and ready to engage in their learning journey.



## Procedure

The behaviour management policy at Oxford School outlines clear and consistent expectations for children, with strategies in place to support those who may require additional assistance. This ensures all children are supported in developing positive behaviours and emotional well-being.

### Role of the FS Teacher:

- **Use child-friendly language** to explain and model behavioural expectations, ensuring all children understand the rules and routines.
- **Promote emotional, social, and cognitive development** by creating a supportive environment where children can practise these skills.
- **Maintain open communication** with parents and other team members regarding any behavioural concerns, ensuring a collaborative approach in supporting individual children.
- Champion the development of **positive behaviour** by focusing on:
  - **Managing feelings and behaviour:** Helping children regulate their emotions and actions.
  - **Fostering respectful relationships:** Encouraging children to develop positive and considerate relationships with their peers.
  - **Building self-confidence and self-awareness:** Empowering children to recognize their own strengths and grow in their emotional intelligence.

### Key Strategies:

- **Structured and free play activities:** Teachers will plan a balance of guided activities and free play that encourage exploration and curiosity.
- **Group play:** Social development is promoted daily through group play activities, helping children form respectful relationships and learn cooperative behaviours.
- **Play-based learning:** Understanding that young children learn best by playing, observing, listening, asking questions, and doing, activities will be designed to support these learning methods.

By focusing on respectful, interactive, and purposeful play, the FS department at TOS will ensure children develop strong social and emotional skills, setting them up for long-term success.

## School Expectations for FS Children

The expectations focus on **encouraging positive actions** and guiding children toward respectful and responsible behaviour rather than emphasizing prohibitions.

- The **Five Golden Rules** are displayed prominently in all classrooms and shared areas to serve as constant reminders of positive behaviour.
- **All staff members share responsibility** for reinforcing these expectations and modelling appropriate behaviour whenever necessary.

By promoting respectful, inclusive, and thoughtful actions, these expectations create a nurturing environment where children can thrive.

## Golden Rules

**Gentle Hands:** Use your hands to help and show kindness to others.

**Careful Steps:** Move safely and calmly wherever you go.

**Indoor Voices:** Speak softly and respectfully when indoors.

**Stay Safe:** Make choices that keep you and others safe.

**Do Your Best:** Always try your hardest and be proud of your efforts.

## Golden Rules Expectations

Teachers are expected to:

- Refer to the **Golden Rules** daily during class discussions and activities to reinforce positive behaviour.
- Celebrate children making good choices through praise, encouragement, and rewards.
- Use a visual behaviour chart with three clear levels:
  - **Happy Face (Green):** Represents positive behaviour and following the rules.
  - **Thinking Face (Amber):** Indicates a reminder is needed for improvement.
  - **Sad Face (Red):** Signals that the child needs time to reflect on their actions.



## Behaviour Management Process:

1. **Positive Start:** Every child begins the day with a fresh start, symbolised by the green 'Happy Face'. This represents the opportunity for the child to engage in positive behaviour throughout the day.
2. **Step 1 – Reminder:** If a child displays challenging behaviour, they will first receive a gentle reminder of the Golden Rules. This serves as a prompt for them to reflect on their actions and make better choices.
3. **Step 2 – Reflection Time:** If the behaviour persists, the child will move to the amber 'Thinking Face'. At this point, the child will be encouraged to take a short moment to reflect on their behaviour and understand the impact of their actions.
4. **Step 3 – Time to Reflect:** If the challenging behaviour continues, the child will move to the red 'Sad Face' and will be given a brief period of reflection time with an adult to discuss their choices. During this time, the child will have the opportunity to think about how they can make better decisions in the future.
5. **Parental Involvement:** If negative behaviour continues beyond this stage, the



class teacher will reach out to the child's parents to discuss the situation and work together on strategies for improvement.

6. **Inclusion Department Involvement:** If the challenging behaviour persists or appears to be linked to additional needs or specific barriers to learning, the Inclusion Department will be involved. The team will assess the child's needs and provide tailored support to ensure that both behavioural and developmental challenges are addressed. This may include implementing individualised strategies, providing further observation, or recommending specific interventions to support the child's growth and well-being.

**Ongoing Support:** Throughout the day, teachers will actively observe and celebrate positive behaviour, moving children back to the green 'Happy Face' when they make good choices. This encourages self-correction and helps children see that positive behaviour is always recognised and rewarded.

### Steps for Addressing Negative Behaviour in EYFS:

1. **Remind Golden Rules:** Gently remind the child of classroom or outdoor rules.
2. **Model Positive Play:** Invite the child to play alongside the teacher, modeling appropriate behaviours.
3. **Reflection Time (FS1):** In FS1, children reflect briefly with their teacher.  
**Thinking & Calm Time (Reception):** In Reception, children use the thinking chair (3 minutes) followed by 3 minutes in the Calm Corner. They are placed on the 'Amber' face.
4. **Persistent Unacceptable Behaviour:** If behaviour escalates (e.g., hitting or biting), the child moves to 'Red,' meets the Head of Foundation Stage, and parents are contacted.
5. **Safeguarding Concerns:** Any safeguarding issues are escalated to the school's safeguarding lead.

### Strategies for Managing Challenging Behaviour

Effective observation is crucial in Early Years settings to understand and address challenging behaviour. Consider the following key questions to assess and plan appropriate strategies:

1. **Context:** When does the behaviour occur? Are there specific triggers?
2. **Frequency:** How often does the behaviour happen?
3. **Responses:** How do adults and peers typically respond?
4. **Exceptions:** When does the child display positive behaviour instead?
5. **Communication:** What might the child be trying to express through their actions?
6. **Collaboration:** Have discussions been held with parents and the Head of Foundation Stage (HoFS)?
7. **Home Link:** Is the behaviour consistent across settings, or does it differ at home?
8. **Consistency:** Have clear, consistent behaviour strategies been established among



staff?

9. **Action Plan:** Have ways forward been agreed upon collaboratively?
10. **Safeguarding:** Are there concerns requiring referral to the safeguarding lead?

## Managing Tantrums

Tantrums are a normal developmental phase for most children under the age of 3. Frustration often arises when children struggle to communicate their needs or wait for what they want, which may lead to outbursts like crying, kicking, or screaming. It is important to address these episodes constructively without reinforcing negative behaviours.

### Strategies to Manage Tantrums

- **Early Intervention:** Use distraction or diversion techniques to redirect the child's focus. A fresh approach, such as involving another adult, can be helpful.
- **Calm Reassurance:** Allow the tantrum to subside naturally while reassuring the child with a calm tone, e.g., "It's okay."
- **Calm Corner:** Guide the child to a designated calm area with soothing activities or a special toy to support self-regulation.
- **Emotion Coaching:** Teach the child simple words to express their feelings and encourage their use. Pair them with a peer for a positive play experience afterward.
- **Safety First:** Physical intervention should only occur if there is an immediate risk of harm to the child, others, or property.

Supporting children through tantrums helps them build emotional resilience and better communication skills over time.

## Addressing Challenging Behaviours in EYFS

### 1. Supporting Children Who Refuse to Follow Instructions

Young children may struggle with transitions or structured tasks due to excitement or limited experience with routines.

#### Approaches to Encourage Cooperation:

- Use **visual aids and timers** to prepare children for upcoming changes.
- Phrase requests positively with "**first... then...**" **guidance**, e.g., "First tidy up, then we'll read a story."
- Create opportunities for success by introducing **shorter tasks** tailored to their interests.
- Incorporate their preferred activities in a **calm corner** to build a habit of cooperation.
- Adjust groupings or activities to maintain engagement and ensure tasks are accessible.
- Celebrate and acknowledge **positive participation** to encourage continued





cooperation.

## 2. Addressing Physical Aggression (Hitting, Kicking, Pinching, Scratching)

Physical behaviours often occur when children lack the language or tools to express emotions. Addressing these calmly and with empathy is essential.

### Strategies to Promote Positive Behaviours:

- Establish simple, clear **group agreements** like, “We keep each other safe.”
- Integrate **story-based or group activities** that focus on kindness, sharing, and gentle actions.
- Use **role-play** to demonstrate positive behaviours and language children can use during conflicts.
- Reinforce good behaviour consistently with **immediate praise** and positive attention.
- Introduce appropriate, short **breaks** for reflection, away from others, if behaviours persist.
- Engage children early by redirecting their attention to positive actions, e.g., “Look how well you’re sharing!”
- Provide **calm corner resources**, such as sensory tools or emotion cards, to help children process their feelings constructively.

By maintaining a calm, consistent approach and focusing on building emotional awareness, these strategies help children develop the skills to manage their behaviour and interact positively.

## Promoting Positive Behaviour and the Role of Calm Corners

### 1. The Role of Calm Corners

Calm corners are designated spaces to support children in managing emotions and reflecting on their choices in a nurturing and constructive way.

- **For FS1:**
  - Teachers guide children to stay close by and engage in quiet activities until they are calm.
  - Calm corner activities may include sensory toys, soft cushions, or simple puzzles to help them self-regulate.
- **For FS2:**
  - A quiet space or a designated thinking chair can be used for a brief reflection period of up to **3 minutes**, monitored with a sand timer.
  - After calming down, children transition to engaging in calm corner activities that foster reflection and emotional balance.
  - The teacher reinforces positive behaviour by modeling how to resolve conflicts or apologize appropriately. For instance, the teacher might say, “I understand you were upset. Let’s talk about how we can handle this better next time.”



## 2. Encouraging Positive Behaviour

Creating an environment where children feel encouraged to make good choices requires consistent reinforcement and proactive strategies.

### Supportive Approaches:

- Acknowledge and reward positive behaviour promptly, using specific praise such as, "You did a wonderful job sharing your toys with your friend!"
- Plan group activities that promote teamwork and problem-solving, helping children practise cooperation in real-time.
- Assign simple tasks like handing out materials or watering plants to instill responsibility and pride in their contributions.
- Model kind and respectful behaviour, demonstrating appropriate ways to communicate and interact with others.
- Partner with parents to maintain consistent expectations between school and home by sharing behaviour guidelines and strategies.

## 3. Rewarding Good Behaviour

Celebrating achievements and positive actions motivates children and builds a sense of accomplishment.

- **Special Activity Time:**
  - A dedicated reward session each week where children participate in fun and unique activities as a recognition of their efforts.
  - These activities should stand out from regular playtime, highlighting the special privilege of this reward.
- **Star Recognition:**
  - Children demonstrating consistent positive behaviour, active participation, and progress in school activities are celebrated as "Stars of the Week."
  - A badge system encourages children to take pride in their achievements and strive for continued good behaviour.

### Core Principles to Remember

- Always maintain a **positive and encouraging approach** to guide children towards better behaviour.
- Use discipline as an opportunity for growth, ensuring actions are **consistent, fair, and rooted in understanding**.