
Foundation Stage Behaviour Management Policy

Summer 2017

Summary

Love to Learn

We simply LOVE to LEARN. A love of learning is instilled in our pupils from a very early age. We passionately believe in nurturing and developing the child as a whole and encouraging everyone to strive to achieve their best on an academic and personal level. We endeavour to be exciting and engaging, providing enjoyable and realistic learning experiences that our children love to participate in and flourish as a result of.

At Fieldhead Carr we aim to create a happy, secure atmosphere, where discipline is firm but fair, within an environment where all children are offered equality of opportunity. By ensuring that all adults and children treat each other with mutual respect and consideration, our pupils will learn to value and respect themselves, others and the school. Through emphasising praise and positive reinforcement, we aim to encourage high standards of work and behaviour, ultimately enabling our children to reach their full potential.

This Policy has been developed in line with 'Behaviour and discipline in schools: A guide for head teachers and school staff (DfE, 2016).

Author's Role	AHT (EYFS)
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Our Aims

We aim:

- * To develop social skills so that children can interact with peers and staff in an acceptable and appropriate manner.
- * To develop ability and confidence to deal with a dispute verbally.
- * To develop empathy.
- * To provide positive role models of behaviour.
- * To develop a respect for their environment by encouraging them to help maintain the classroom, recognising the benefits that they receive from this.

From the child's first visit to FS1 we do everything possible to ensure that they feel happy and secure in their environment. Attending FS1 may be the first time that a child has had to deal with numbers of other children, and the social skills necessary can be a minefield for a 3 year old. How are they to understand that whilst one child may be compliant to their wishes, another child may be physically or verbally abusive for the same request? It is by developing their confidence in dealing with this new situation and companions that we develop their sense of security in their new school, believing that a secure and happy child is far more likely to interact happily with staff and peers than a child that feels unsure and threatened. This feeling of security comes from:

- * Their certainty that the reaction of staff towards them and their peers will be consistent, i.e. what is unacceptable today will be unacceptable tomorrow and the day after.
- * Their knowledge that they will be helped to deal with any situation that they may find difficult.
- * Giving the children simple and clear parameters of behaviour.
- * Positive reinforcement of acceptable and appropriate behaviour.
- * Clear rules that everyone (*including staff*) is expected to adhere.

Our rules are:

1. Please be kind to each other.
2. Please walk and use a quiet voice inside.
3. Please tidy away equipment that you have got out.

Staff take the following steps to promote good behaviour:

Staff **NEVER** raise their voices. We believe that this has a negative effect on early years children and we strive to deal with every situation in a calm and quiet manner. We recognise the fact that occasionally a child will upset a member of staff enough that they may not be able to deal with the situation quietly. If this is the case the other member of staff will deal with the situation, saying, "... has upset me too much to talk about this" and leaving the child with that member of staff. We are human and it *occasionally* does the child no harm to see how upsetting their actions have been.

Staff have high expectations of the children's behaviour and will always challenge:

Any unkindness to others. We try to turn every situation into a learning situation and we use this to promote empathy in the child i.e. "How would you feel if ... said/did that to you?".

We recognise the importance of developing empathy in children of all ages and take the time to deal with the situation until it is resolved, good personal and social skills being the basis of all learning.

If a child has become angry we will sit him/her down for a few minutes, giving them a chance to calm down before we speak to them, we call it 'time out'. We do not have a particular place in the classroom for this so that we avoid children thinking that they are on a 'naughty chair'. **We do not**

use word 'naughty' under the premise that children live up to adults expectations of them i.e. if we call them 'naughty' they may as well behave 'naughtily'.

ASSERTIVENESS TRAINING

Bullying in schools has been much talked about in recent years. Thankfully the organisational skills necessary for a child to 'bully' another child are mostly beyond that of 3/4 year old children. However, it is generally accepted that bullies 'target' a particular type of child, those who are often alone, quiet and unsure of how to deal with situations are most likely to become a 'victim'. So, whilst it is extremely rare for nursery staff to have to deal with 'bullies', we find assertiveness training a very useful tool. It helps:

- * Children to deal confidently with their peers.
- * Decrease the likelihood of the child becoming a 'victim' in the future.
- * Behaviour management.

If we find that a child is being overbearing, physically or verbally, to one of their peers we take the following steps:

- * Ask both children what has happened.
- * Encourage the hurt child to deal with the situation.
- * Provide the necessary language, making sure that the child speaks forcefully e.g. "I didn't like that!", 'Don't do that!', 'Don't do it again', encouraging eye contact between the children.
- * Encourage the other child to apologise, not with a quick 'sorry' but 'I'm sorry that I ... I won't do it again'.
- * If the child repeatedly refuses to conform we will ask them to sit down, where the incident has taken place, for 'time out' to think about what they have done.
- * If the behaviour is regularly occurring we will speak to parents about reinforcing the message that we are giving at school, at home.

This peer pressure can have a powerful effect on both children, they often leave what could have been a very negative encounter feeling very pleased with themselves and their confidence boosted.

In summary, the most important features of behaviour management in our foundation stage is the quiet and calm atmosphere that staff strive to maintain, our high expectations for and subsequent praise of acceptable and appropriate behaviour, and the consistency in our interactions with the children.