



Foundation Stage Behaviour Management

Before children start in Nursery and Reception they are visited at home by the teacher and teaching assistant. During the visit parents are given an opportunity to talk about any behaviour issues at home, and any concerns they may have about behaviour in the school. A copy of the behaviour policy is given to all parents in their welcome pack.

In Nursery we spend the first few weeks introducing the rules and routines for each new intake of children. These include rules and routines for free play, carpet time, snack and outdoor play. In addition Reception teachers and children discuss the classroom expectations and create their own sets of rules at the beginning of the year.

In the Foundation Stage we believe in the importance of...

- Forming good relationships with families in order to develop mutual respect and trust.
- Using specific praise to reinforce positive behaviour.
- All adults demonstrating positive behaviours within the setting.

Conflict Resolution:

Foundation Stage staff follow the 6 steps for helping children to resolve conflicts, as outlined below.

1. It's important to approach calmly, or you may just make the situation more heated. If you feel you can't be calm let another adult deal with the situation. If a child is physically injured you may have to deal with that before dealing with the situation.
2. It is important to acknowledge children's feelings in a conflict situation; there is a wide range of emotions; sadness to anger, frustration and being physically hurt. It starts to diffuse the situation immediately if you acknowledge the way the child is feeling. They need to learn to understand that it is alright to feel angry/sad/frustrated, that they just have to work out a way to deal with the problem.
3. You need to listen to each child. Give children whose language isn't very good time to explain or to show you.

4. It is important for the adult to restate both sides of the disagreement so that both children have another chance to hear how the other feels and to feel that what they have said is also valued.
5. Getting children to find the solution themselves is much better than giving it to them. Making a child share a toy or just say sorry, will never be the same as getting them to realise themselves that sharing and co-operating is the best way in a group situation. Children learn how to deal with social conflicts much better if they are decision makers.
6. We do have to keep an eye on the situation to see that it doesn't escalate again, after all the children are young.

REMEMBER

1. Approach calmly
2. Acknowledge children's feelings
3. Listen to each child – giving time
4. Restate both sides of the disagreement
5. Help the children to find a solution themselves
6. Keep an eye on the situation

Time out/Calming down time

In Nursery and Reception 'time out' is used as an instant sanction for aggressive behaviour or repeated non-compliance. The period of time will vary depending on the child, but it will not be longer than 5 minutes. This provides an instant consequence for breaking the rules and helps to reinforce rules and routines. After the 'time out' period staff talk with the child about the incident, as appropriate to the situation.

Next Steps

If there are any concerns or problems with behaviour during the Foundation Stage, these are discussed with parents at the earliest opportunity and any changes are implemented. In most cases a good dialogue between home and school is enough to sort out behaviour issues. However, sometimes further planning is needed. If this is the case, a meeting is arranged for parents and staff to discuss an 'Risk Assessment and Reduction Plan' with a short term target to be reviewed regularly. The school SENCO will be involved

at this point and any other professionals as necessary, such as the educational psychologist.

Other Strategies

Sometimes a range of strategies are needed to support the behaviour management of children in Foundation Stage. These include:

- The child to spend a short period of time in another Foundation Stage classroom.
- The children to go to another year group classroom
- The child to be taken to the Headteacher or Deputy Headteacher.
- Sticker charts or other reward systems to be used. These may need to be more 'instant' than the 'Golden time' method.
- Visual timetables or pictorial activity plans for individuals and groups.

All these strategies will be shared with parents.

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