



# Behaviour Strategies for Foundation Stage



We want to ensure that children are safe and happy at school and make outstanding progress in their learning and social development. These strategies work in conjunction with the whole school behaviour policy.

Lowther is a wonderful place of learning, where children are happy and make a positive contribution to the life of their school. Our strategies for supporting positive behaviour are designed to help the children to do their best. Behaviour expectations and the associated rewards and sanctions also apply to off-site educational visits.

## **A brief guide to the behaviour strategies for the Foundation Stage at Lowther**

School, parents and children will work together to keep our school happy, caring and safe. These are our aims:

- Respect for all individuals inside and outside the school
- Respect for the property of others in places where they live, work and play

### **How do we achieve these aims?**

- Through choosing positive behaviour
- Listening to each other and respecting others' points of view
  - Learning and playing co-operatively with each other
  - Taking responsibility for our own words and actions
    - Learning from our mistakes
- Taking pride in belonging to the Lowther School Family

### **What should parents do?**

- Support the standards of behaviour the school expects
- Encourage skills such as compromise and negotiation

We reward good behaviour, kindness to others, consideration and respect. Rewards include certificates, stickers and extra play. Each Phase/Key Stage of the school has a framework for managing inappropriate behaviour.

### Rewards for positive behaviour in the Early Years Foundation Stage (Nursery and Reception)

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| 1. | The teacher will praise the child verbally and the child will receive a sticker.   |
| 2. | The child will be sent to a neighbouring class teacher, deputy or headteacher for verbal praise and a sticker/ 'bling bling' (for good work, behaviour etc.) |
| 3. | The child may receive a certificate or have a postcard sent home.  |

### These are the Steps for handling repeated negative behaviour in Early Years Foundation Stage (Nursery and Reception)

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| 1. | The child will be reprimanded for inappropriate behaviour - physical or verbal - and the desired positive behaviour will be explained.   |
| 2. | If the inappropriate behaviour continues the child will be given time out with a 3 or 5 minute timer. The desired positive behaviour will be explained, so that the child is aware of what he or she has done. (Parents may be informed)   |
| 3. | If unacceptable behaviour continues the child will be removed from the class and sent to a neighbouring class. The desired positive behaviour will be clearly explained and the parents/guardians will be informed.  |
| 4. | If the behaviour is continually repeated the child will then be sent to the Deputy or Head Teacher and the desired behaviour explained clearly. An interview will be arranged between the parent, class teacher and Headteacher to discuss strategies for changing/managing the behaviour and implementing a behaviour support plan. |

*Notes*

All racist issues (and alleged racist issues) are reported directly to the Headteacher

If a child aggressively bites another then the 'biter' will be given a warning and parents informed at the end of the day. If this happens again then the child will be taken to the Deputy Head immediately and parents informed . If a child repeatedly bites another child then the parents will be called to come to school and take the child home.

EYFS teachers will record any behaviour-related incidents and these will be communicated to the team during EYFS team meetings.

At all stages the reasons behind the inappropriate behaviour will be explored.

If no teacher is out on duty at lunchtime then a school meal or Fit for Sport supervisor will update and liaise with the relevant FS teacher during or at the end of lunch play time.