

Promoting Positive Behaviour Policy

# Harrison Nursery School



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It is our policy to provide an environment and organisation designed to enable children to develop the ability to exercise a considerable degree of self-discipline. We encourage the children to respect each other's ideas, needs and feelings and to care for their environment. We aim to foster the children's self confidence and self-esteem, high levels of which have been shown to have a positive impact on behaviour. Harrison Nursery School has at the centre of its school policy the aim that each child should attain his / her full potential in a safe and secure environment. Our views on discipline reflect this aim.

It is felt that discipline should be based on:

- Respect for oneself;
- Respect for other pupils;
- Respect for adults;
- Respect for the school equipment, resources and the environment.

A nursery child is expected:

- To play on his/her own or with peers;
- React favourably to other children;
- Take and carry out instructions.

Promoting positive behaviour is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is our aim to teach through praise and encouragement. This in turn should develop greater self-esteem and sense of self-worth in the child which should translate into more positive behaviour in the classroom.

However, there will be occasions when the adults in the nursery will have to exercise discipline. On these occasions the following will apply:

- Children whose behaviour requires checking will be spoken to by the adult who discovers the behaviour or to whom the behaviour is reported by another child.

- Children should be referred to their teacher for persistent or extreme misdemeanours. Extreme misdemeanours include biting, kicking, repeated aggression, deliberate abuse of equipment, abuse of staff.
- We encourage children to understand why their behaviour is wrong by explaining to them and discussing with them what has happened e.g. 'Do you know that you hurt John?' 'How would you feel if Amy hit you like that?' 'Would you like it if Michael took your car?'
- Dangerous behaviour is discouraged and is treated as a misdemeanour.
- We explain that school is no fun for anyone if people behave badly.
- We discuss with the children why they should not hit, kick, push, bite, take things from another child or be rough with furniture or equipment.
- We discuss the importance of being kind to everyone and the importance of looking after the school and all the toys.
- We endeavour to find the reason for the behaviour. It may be that the child has certain needs that we are not meeting e.g. space to play on his/her own, a friend to play with or some one-to-one attention.
- At an early stage, we refer to the parents of persistent offenders. They may also be having problems with the child or they may be able to highlight reasons for the behaviour.
- We realise that liaison with parents and the application of a common approach at home and at school is necessary if behaviour is to improve. If the problem persists the Principal, class teacher and parents will meet to review the situation and work together on an action plan.
- If the matter is still not resolved the Principal will meet with the parents and outline alternative strategies such as:
  - consultation with the Behaviour Management Team;
  - requesting additional help from the SELB;
  - seeking medical advice.

## Strategies for dealing with discipline problems in school

### Time out

This is used as a 'short sharp shock' method of disciplining a child. The offending child will be asked to sit out and just watch the others playing. It will be explained to him/her that he/she cannot play with other children or toys for a few minutes and that he/she is going to sit on the chair and think about what has happened or what he/she has done. The adult involved with the child will discuss the matter with the child and the child will then sit on a chair at the side of the room and watch for a few minutes (3 or 4 minutes is adequate). The adult should be the teacher whenever possible.

### Consistency

Staff are aware that consistency in the application of rules and discipline procedures is crucial. However, while applying consistency in the area of discipline it is also important for staff to be aware that:

- Different children will respond in different ways;
- Different children may require different approaches from an adult if the discipline procedure is to be effective e.g. a usually well disciplined child may become upset at having to be disciplined and may have to be treated with considerable sensitivity. On the other hand a child who is frequently disciplined may be less responsive to a gentle approach and may have to be spoken to in a firmer and more focused way.

It is important that this policy is implemented in order to:

- Create a safe environment for children and staff;
- Create a harmonious working environment for children and staff;
- Enable the children to develop an understanding of social rules and why they are important.

If the above policy is adhered to the children will benefit in terms of:

- More involved play;
- More focused learning;
- Better concentration;
- Gaining a better understanding of the rules of social interaction;
- Enhanced development of personal, social and emotional skills.

It is important that this policy is shared with parents.