

Promoting Positive Behaviour Policy

Harrison Nursery School



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'Treat people as if they were what they ought to be, and you help them to become what they are capable of being.'

Johann Wolfgang von Goethe (German philosopher and author 1749-1831)

Monitoring and evaluation

The staff of Harrison Nursery School will update this policy and procedures as required ie DE guidance and legislation. The policy will be reviewed annually. The Board of Governors will monitor the implementation of this policy on a regular basis. Ongoing evaluation will help to ensure the effectiveness of the policy.

Our philosophy

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 and self-regulation. 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 behaviour management reflect this aim.

We seek to develop an ethos of mutual respect for and by all those involved in the life of our school community. Encouraging such an awareness of the mutual needs and rights of others is an integral part of the nursery curriculum. As children learn by example, we believe that all staff should model an awareness and respect for the needs and rights of every child.

Aims and commitment to promoting positive behaviour

- To create an environment where positive behaviour and social responsibility is encouraged by reinforcement and praise; this approach helps to raise the child's self-esteem and promotes self-discipline.
- Staff should aim to be consistent and fair in their response to each child.
- To encourage a mutually supportive school community and to develop positive partnerships and communication among children, parents, carers, staff and the Board of Governors.

- To inform and involve parents alongside our school community (children, staff and Board of Governors) of our policy and approach and to encourage their input, co-operation and support.
- To create a positive and effective learning environment where each child may develop a caring attitude and value others.

It is felt that behaviour management 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;
- Complete simple instructions.

Procedures for encouraging positive and acceptable behaviour within our school

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 behaviour management practises create the conditions for effective learning and help children to develop responsible attitudes and values for life.

As outlined, 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.

- Praise and acknowledge positive actions and attitudes.
- Create an emergent learning environment that promotes curiosity and allows the child's interest to guide what is happening; when a child is interested and is engaged in meaningful and enjoyable work then positive self-discipline tends to be more forthcoming.
- To encourage and support children to verbalise their feelings in a non-aggressive manner e.g. 'That makes me feel sad.' 'I would be worried that you might hurt yourself if you continue to do that.' It is our role to help each child understand their emotions and to help them develop the reasoning skills required to deal with different and sometimes difficult situations.

- Teaching negotiation skills i.e. 'If you, then I ...' or 'How about if ...?'
- Together time used to share and discuss a 'problem' in an open, non-threatening environment.
- Help children to understand that hitting, biting, using inappropriate language and other actions are not acceptable behaviour.
- Developing appropriate 'rules' which are for the safety and well-being of everyone.
- Speaking in an appropriate and respectful way to each other, children, and adults, modelling positive communication strategies.
- Tell the children what they can do as opposed to what they cannot do.
- Use choices when possible, e.g. Which would you like to do first?
- To encourage co-operative experiences and collaboration where children are involved in turn taking and their contribution is valued as part of the group.
- To promote routines that will help children develop caring attitudes and respect for others, the environment and equipment e.g. snack time, tidying up and helping each other.
- Whilst it is important to respect the needs of the child it is also necessary to consider the effect the behaviour is having on other children in the area and the safety of the children in the class.

Rights and responsibilities

For learning to occur in a caring, positive, supportive, and co-operative environment all parents, children and staff have a set of rights and responsibilities which must be recognised and understood.

	Rights	Responsibilities
Pupils	<p>To be educated in a safe and well managed space.</p> <p>To be treated fairly, consistently and with respect.</p> <p>To experience a broad, balanced and suitably differentiated curriculum and to have any additional needs identified and supported.</p> <p>To have the help of an adult when required.</p> <p>To have their views listened to and respected.</p>	<p>To respect the views, rights and property of others and behave safely in school.</p> <p>To take responsibility for their behaviour and to develop the skill of working independently.</p> <p>To identify a better choice when they make a mistake and to learn from it.</p> <p>To ask for help if they do not understand or require assistance.</p> <p>To listen to the person who is meant to be speaking.</p>
Staff	<p>To be respected by children, staff and parents.</p> <p>To deliver the curriculum in a safe and adequately resourced environment.</p> <p>To be supported by parents in the effective delivery of their child's education and care.</p>	<p>To create a stimulating and happy learning environment.</p> <p>To listen to the children, value their contributions and respect their views.</p> <p>To develop a positive relationship with parents and carers.</p> <p>To ensure the curriculum is broad, balanced and suitably differentiated to meets the needs of the pupils.</p> <p>To share with parents any concerns they have about their child's progress and development</p>

<p>Parents</p>	<p>To have a safe, well managed and stimulating environment for their child's learning and care.</p> <p>To experience a broad, balanced and appropriate curriculum for their child.</p> <p>To be informed about expectations in relation to behaviour of their child - provided with promoting positive behaviour policy.</p> <p>To be informed promptly if their child is ill or has an accident.</p> <p>To be informed of progress in learning and achievements or any concerns staff may have in relation to their child.</p>	<p>To act as a positive role model for their child, particularly in relation to their relationship with nursery.</p> <p>To ensure that their child attends regularly and is suitably prepared for the day ahead.</p> <p>To be familiar with the school's policy in relation to promoting positive behaviour.</p> <p>To provide school with any relevant background information about their child, including any concerns they may have about them and/or any changes in their circumstances.</p> <p>To demonstrate an interest in their child's education and care; attend any planned or requested meetings including telephone appointments.</p> <p>To support staff in implementing the school's behaviour policy.</p>
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In Harrison Nursery School we follow a discipline model of promoting positive behaviour. At this stage preschool children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do. Developmentally they are at a stage where they are extending their understanding of the concept of rules and consequences.

Our rules

Rules are statements of positive behaviours we wish to promote. The children are praised for adhering to the rules e.g. with a high-five or a sticker; we also display photographs of the children completing the rules. Photos of the children completing the rules are shared via Seesaw with parents. Rewarding good behaviour helps the children to understand that good behaviour is valued, encourages the children to take responsibility for their actions and promotes self-esteem. Most children respond well to verbal praise and approval

We walk inside.

In the classroom we use inside/quiet voices.

We keep our hands and/or feet to ourselves.

We listen and do as we are told straight away.

We return things where they belong.

We share and take turns.

In Harrison we are kind.

Behaviour to be praised

Sharing

Taking turns

Co-operating

Allowing others to join in

Finishing activities/persevering with a task

Helping to tidy up

Picking items off the floor

Pushing in chairs

Good sitting ie on floor or chair

Showing kindness towards others and using kind words

Being independent e.g. flushing the toilet and then washing hands; putting on apron by self; putting on coat by self

Showing respect for the work of others

Good listening e.g. at story time

Good manners

Consequences

Staff will provide positive feedback for acceptable behaviour to all children. There may be occasions when consequences may need to be used for inappropriate behaviour.

- Staff will approach quickly and calmly, gain the child's attention and explain carefully and simply if there is an obvious issue.
- We will acknowledge feelings and find out what the problem is.
- We will remind the child of behaviour expectations, demonstrating or using visual cues to support understanding.
- In applying a consequence staff will acknowledge the child's feelings and focus on the behaviour rather than the child. The consequence selected will take account of the age and stage of development of the child and any other relevant factors.
- We may use verbal redirection e.g. I need you to play in another area, thank you.
- We may offer a choice e.g. I need you to help put the toys away. You can help with the blocks or you can put the books away in the box.
- On some occasions there may be a related consequence e.g. cleaning up a mess. We restate what occurred and suggest an alternative course of action e.g. instead of pushing a child off a trike we encourage the child to say "When you are finished can I have a go please?"
- We may ask the child to suggest a solution to the problem.
- If appropriate the child will be encouraged to say and/or sign sorry to any person(s) involved if someone has been hurt such as physically and/or emotionally.
- Adults will use facial expression and body language to show disappointment.
- Children are also provided with opportunities to sort out problems and staff will intervene when necessary.

Behaviour management strategies

Structure and routine

We value the importance of routine to support a structured environment. Routines help to promote independence and ensure the children understand what is expected of them, Daily routines include - washing hands on arrival; registration; wearing an apron for art and water; snack routine; pushing chairs in when finished at the table; lifting items off the floor if they notice something has dropped; wearing Wellington boots to go to Harrison Hollows and putting shoes back on the rack etc; getting their name label from their trays for painting, art; putting apron back in tray.

The day has a general structure - arrival, play, snack, play including outside, story, dinner and home. A stable environment provides a sense of constancy, predictability, routine and continuity, this is essential to child well-being.

Specific labelled praise

Children who are displaying behaviours that we want to see others doing will be praised. We will include the desired behaviour in the praise phase e.g. 'I really like that you are listening to the story!' 'I really like that you are sharing the jug with your friend, you are being a good friend. Great job!'

It is then important to ensure that the child we are wishing to see complete the desired behaviour receives specific labelled praise as soon as they begin to do it as well.

Praise includes positive phrases & words, high-fives, a pat on the back, strong eye contact, smiling and/or a reward sticker.

Verbal warning

If a child misbehaves at an activity or does something that is not acceptable they will be warned verbally not to repeat the behaviour and given the reasons as to why it is inappropriate. Adults will also use eye contact, a gesture e.g. signing 'No,' a visual cue, a social story to support understanding.

Redirection to a different activity

If they repeat the behaviour or continue to display challenging behaviour then they will be asked to move to another activity. This could involve providing the child with a choice of activity to move to or it could be asking the child to complete a specific task that will help them to refocus, calm down and self-regulate their emotions.

Time out

The 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/place 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/bench in covered area if we are outside 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 behaviour management strategies is crucial. However, while applying consistency in the area of behaviour management 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 behaviour management strategy 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.

Contact with home

Parents will be informed if their child is repeatedly misbehaving. 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 (Personal Education Plan or behaviour plan). 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.

Extreme misdemeanours include biting, kicking, repeated aggression, deliberate abuse of equipment, abuse of staff, verbal abuse including racist remarks or inappropriate language and dangerous behaviour. 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.

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;
- contacting RISE (NI) for advice and possible support;
- requesting support from Psychology Services, with possible referral;
- advising parents to seek medical advice.

Where these strategies have been ineffective or in serious or extreme cases -

- a shortened day may be more appropriate in order that the child's experience of school is a positive one.
- in certain circumstances we may phone the parents/carers and request they collect their child.
- suspension.
- expulsion.

Links to other policies

- Use of reasonable force/safe handling policy
- Restraint policy
- SEN policy
- Child protection and safeguarding policy
- Learning and teaching policy
- Anti-bullying policy
- Equal opportunities policy
- Health and safety policy

In conclusion

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.