

**Positive Behaviour**

**Schedule for Developing, Monitoring and Review Policy**

**Approval by the Board of Governors:** August 2022

**The implementation of this** Principal

**Policy will be monitored by:**

**Monitoring and Reviewing:** Biennially, and as required following any change to provision.

In Monkstown Nursery School sensitive, caring professionals provide a **Supportive, Happy, Inclusive, Nurturing and Empowering** learning environment. With parents as partners, we aim to enable all children to develop to their full potential, as they grow in confidence, independence and compassion. We seek to develop an ethos of mutual respect for and by all those involved in the life of the community we consider to be Monkstown Nursery. 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. This is achieved by:

* Creating a fun, stimulating learning environment, where the children are constantly being challenged and are being motivated to learn.
* Building up positive, trusting relationships with the children and their parents.
* Treating each child as a unique individual, with his own needs and interests and providing suitable experiences based on these.

Encouraging appropriate behaviour is an integral part of our programme for Personal, Social and Emotional Development. It is important that there is simplicity and consistency in promoting positive behaviour. We focus, therefore, on the positive skills and strategies which teachers can employ to develop the children’s social and emotional competences.

**Aims of 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 pupils, carers, support staff and teachers.
* To inform parents and carers of our policy and approach and to encourage their co-operation and support.
* To create a positive and effective learning environment where each child may develop a caring attitude and value others.

**Procedures for encouraging positive and acceptable behaviour within the nursery setting**

* Praise and acknowledge positive actions and attitudes. Express the child’s feelings by naming them e.g. I can see that you are frustrated, you look lonely etc.
* Create an emergent learning environment that promotes curiosity and allows the child’s interests to guide the curricula; when a child is interested and is engaged in meaningful and enjoyable projects then positive self-discipline tends to be more apparent.
* To encourage each child to verbalise their feelings in a non-aggressive manner e.g. ‘Please stop, I don’t like that’ or ‘That makes me feel sad’. As the adult, it is our role to help each child understand his/ her emotions and also to help them acquire the reasoning skills needed to deal with different and sometimes difficult situations.
* Teach negotiation skills such as ‘If you, then I… or How about if…?’
* Give warnings and reminders regarding upcoming transitions
* Continued use of circle time when children are given an opportunity to share ideas and suggestions or to discuss a ‘problem’ in an open environment.
* To help children recognise that fighting, hurting, inappropriate use of language and other similar actions are not acceptable.
* Developmentally appropriate ‘sunshine rules’ which are essentially for the safety and well-being of the children.
* Speaking in an appropriate and respectful way to each child thus modelling positive communication strategies.
* Giving clear and realistic commands in a polite and positive manner.
* Tell children what they **can** do as opposed to what they can’t.
* Use choice where possible. 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 a group.
* To promote routines that will help children develop caring attitudes and respect for others, the environment and equipment e.g. snack / meal times, circle time, tidy up time and helping each other.
* Whilst it is important to respect the needs of the child it is also necessary to take into account the effect the behaviour is having on other children in the area and the safety of the children in the room.

**Guidelines**

Children, parents and staff have rights and responsibilities. These responsibilities will help ensure that positive behaviour is promoted throughout the school:

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| **Children’s Rights**  | **Children’s Responsibilities**  |
| * to be treated with respect
* to be educated in a safe and stimulating environment
* to be listened to and have problems taken seriously
* to be happy and have work and

efforts valued honestly  | * to treat other children and property with respect
* to treat all staff with respect
* to work to the best of their ability
* to follow class and school rules
* to develop self-discipline and honesty
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| **Staff Rights**  | **Staff Responsibilities**  |
| * to be treated with respect by all the members of the community
* to work in a safe and healthy

environment free from confrontations and abuse* to be informed and consulted on

matters associated with the school* to receive support from school management, Governors and the EA
* to be encouraged to develop

professionally and have job satisfaction | * to prepare well, teach thoroughly

and continually assess children’s progress* to inform parents of children’s progress
* to create a stimulating and happy

learning environment* to develop children’s confidence and self-worth through positive acknowledgment
* to endeavour to meet the needs of individual children
* to listen to and try to establish a

positive relationship with the children |

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| **Parents’ Rights**  | **Parents’ Responsibilities**  |
| * to have their children learn in a safe and secure environment
* to be consulted on matters

concerning their child* to be kept informed of their child’s progress and perceived difficulties
* to be kept informed of the

mechanisms the school uses forday-to-day issues* to be listened to and have their concerns dealt with fairly
 | * to ensure that their child attends

school regularly, are punctual and fully equipped to learn* to ensure the children are dressed smartly in the agreed school uniform
* to promote good manners, routines and socially acceptable behaviour at home and at school
* to support the school by fostering a positive attitude to school
* to provide a suitable environment

where homework can be completed to the agreed standard with supervision and guidance* to ensure homework is checked and signed
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**Classroom Management**

Pre-school 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.

**Rules**

During the settling in period, the children become familiar with the classroom routines and are given clear guidance as to expected behaviour. We have developed age appropriate rules called “Our Sunshine rules”. These are shared with the children at the beginning of the year and on a regular basis throughout the year. The rules are displayed in the classroom, cloakroom and a copy is given to parents. The children are involved in developing the rules as the year progresses and discussing why they are important. They promote the safety of the children and the staff and help children develop a sense of responsibility for their actions and an understanding of the effect their actions may have.

**Our Sunshine Rules**

**We play safely and fairly.**

Language we use when explaining this rule to the children:

**We look after the toys.**

**We tidy up, brush up and pick up.**

**We share and take turns.**

**We have safe walking feet.**

**We are kind and helpful.**

Language we use when explaining this rule to the children:

**We have kind hands and use kind words**

**We listen to people.**

**We say please and thank you.**

**If our friend is not being kind we can say, “Please stop, I don’t like that.”**

 **We can tell an adult if we are not happy.**

**We are always busy.**

Language we use when explaining this rule to the children:

**We try our best**

**We finish our activity.**

**Rewards**

Rewards promote good behaviour and help children to see that good behaviour is valued. Rewards encourage the children to take responsibility for their actions and promote self-esteem.

All children have a need for positive affirmation and most respond well to verbal praise and social approval. Praise and positive feedback will be the basis of the reward system.

**Why do we reward to promote positive behaviour?**

* To encourage effort, perseverance, participation, good behaviour
* As an incentive to carry on and progress further
* As a sign of achievement
* To satisfy child’s need for attention
* To build and improve child’s self-esteem
* To change inappropriate behaviour
* To foster an atmosphere conducive to learning
* To establish and build on adult/pupil relationships

**What do we reward?**

* purposeful play appropriate to child
* General improvement in behaviour
* Sharing, caring, being sensitive to the needs of others
* Perseverance, effort, achievement, concentration
* Taking care of equipment by showing respect for toys and books
* Appropriate behaviour
* Completion of a task

**How do we reward?**

* Kind words from the nursery staff.
* Asking a child to help e.g. put out snack cards, be a dinner helper.
* Displays of work in classroom or corridor.
* Discussion with parent / carer at the end of the day.
* Photograph taken to be put on seesaw.
* ‘Well done’ song sung to child by the other children.
* Photograph taken of work / deed and shown to class during plenary / circle time.

**Consequences**

Staff will provide positive feedback for acceptable behaviour to all children. There may be occasions when consequences many need to be applied for inappropriate behaviour. Staff will deal with behaviour in a calm and positive manner. Corrective strategies will be selected from a graded hierarchy. In applying a consequence staff will acknowledge the child’s feelings and focus on the behaviour and not the child. The consequence selected will take account of the age and stage of development of the child and any other relevant factors. Staff will use their discretion, always aiming to make the response appropriate to the behaviour;

* The range of corrective strategies to deal with appropriate behaviour will include: Tactile ignoring, eye contact, a gesture, visual aids or social stories
* Reminding the child of the behaviour expectation e.g. I need you to keep the sand in the sandpit, thank you.
* Verbal redirection e.g. I need you to play in another area, thank you.
* The adult may repeat the direction e.g. I need you to keep the sand in the sandpit, thank you.
* Offering choices e.g. I need you to put the toy away during story time. You can give it to me or put it in the box. What are you going to do?
* On some occasions there may be a related consequence e.g. cleaning up a mess or encouraging the child to apologise.

Our consequences in nursery are:

* Verbal Warning

If a child misbehaves at an activity then they will be warned verbally not to repeat the unwanted behaviour and given the reasons as to why it is inappropriate.

* Redirection to a new activity

If they repeat the behaviour then they will be asked to leave the activity and go to an area of their own choice.

* Brought to the rules

If they continue to misbehave then they will be brought to our displayed rules and their behaviour will be further discussed.

* Thinking time

If any further negative behaviour is observed then the child will have thinking time which is a set period of time to sit and think about their behaviour. The behaviour will be discussed and a restorative conversation will ensue.

* Contact with home

The final consequence means that parents will be informed about the behaviour.

Every day is a new day with respect to behaviour.

If a child hurts another child then a discussion will ensue as to why it happened, how it happened and how everyone feels. We will further discuss ‘Our Sunshine Rules’. Then the child(ren) will be asked to apologise.

**Parents will only be informed if their child is repeatedly misbehaving as in we have reached the final consequence or if an extreme incident happens.**

Examples of behaviour which we consider extremely serious:

* Racist remarks
* Inappropriate touching
* Biting other people
* Threatening behaviours, including persistent searing, spitting
* Persistently hurting other.

When classroom strategies have been ineffective in addressing the difficulty, procedures to meet the needs of the child will be followed. Consultation with parent will take place in this process and consent from the parents to consult with external agencies will be required.

In meeting the child’s needs additional specialist interventions may be required e.g.:

* Implementation of an individual education / behaviour plan.
* A reporting system (to allow staff and parents to monitor behaviour and attitude).
* Support from external agencies e.g. Education and Library Board’s Psychology Service, Behaviour Support Team or medical agencies.

Where these have been ineffective 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 parents / carer and request they collect their child.
* Suspension.
* Expulsion.

**Use of reasonable force**

Under duty of care staff hold in relation to all children, staff may use physical intervention for the purpose of preventing a pupil from doing any of the following:

* Committing an offence
* Causing personal injury to or damage to the property of any person including themselves
* Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils.

Where there is unforeseen need of physical intervention a full risk assessment of the child’s needs will be conducted and a positive handling plan will be developed and implanted in conjunction with the parents.

**Links to Special Educational Needs Code of Practice**

Where a pupil is placed on the Code of Practice for Social, Emotional and Behaviour difficulties after the exhaustion of normal classroom management strategies which have been ineffective in addressing the difficulty, procedures to meet the needs of the pupil must be followed in line with the actions identified in the SEN policy.

**Links to other policies**

Other Related Policies:

* Child Protection Policy and Procedures.
* Intimate Care.
* Positive Behaviour.
* Anti-Bullying.
* Health and Safety.
* Special Needs.
* Drugs education
* E safety

**Parents**

Every effort is made to gain the full support and co-operation of the parents because without these effective discipline is much more difficult to achieve.

Staff will be available to discuss or clarify any of the issues that this policy seeks to address and look forward to working positively with parents and children in achieving good working relationships and creating a positive climate in which quality learning experiences can be enjoyed.

This policy will be reviewed and monitored in line with the school’s review schedule.