

POSITIVE BEHAVIOUR POLICY

Introduction

Good behaviour is necessary for safety and to allow effective teaching and learning to take place. We believe a clear code of conduct, which is understood and accepted by all, helps us to achieve good standards of behaviour.

School Policy

The development of positive behaviour is ongoing. With the support of Governors and parents we aim to:

- Set and maintain acceptable standards of behaviour;
- Encourage and acknowledge good behaviour;
- Encourage concern for others, for the school and its environment and
- Involve everyone in promoting good behaviour.

To achieve this we work towards the following objectives:

- To adopt a consistency of approach, rewards and consequences;
- To provide appropriate role models;
- To give daily reinforcement of rules through positive recognition and
- To communicate our policy to parents and for them to acknowledge acceptance.

To enable our aims and objectives to be realised, the staff team will use a range of strategies.

We help children look after themselves by:

- Praising them. Focusing on the positive things they do;
- Helping them recognise their feelings and express themselves in an acceptable way;
- Encouraging them to ask for help from peers as well as adults;
- Encouraging their endeavours, identifying and planning for their interests;
- Building their independence through self-help skills;
- Encouraging them to see the good in others and
- Peer teaching (encouraging them to learn from one another).

We help children to care about others by:

- Modelling appropriate behaviour;
- Working on and reinforcing the understanding of feelings, e.g. in circle time;
- Naming and making feelings clear including the consequences of their actions and by reflecting back to children;
- Being aware of the power of language, i.e. not being confrontational or negative;
- Boosting self-esteem and
- Giving time to listen and help, acknowledging their responses sensitively.

We help children to be polite by:

- Modelling desirable behaviour;
- Saying "good morning";
- Saying and encouraging the use of please and thank you;
- Encouraging turn taking;
- Talking one at a time, listening to each other and not interrupting when someone is already speaking (all adults, including parents and children);
- Introducing new visitors at appropriate times and with sensitivity and
- Giving clear messages.

We ask children to look after equipment by:

- Modelling how to tidy and care for equipment and resources;
- Teaching health and safety;
- Putting things in the right place at tidy up time;
- Having a group discussion, "How do we look after this?"
- Washing toys and equipment and
- Reminding them to tell about breakages.

We help children to care about the environment by:

- Making it as attractive as possible;
- Displaying children's work;
- Making displays of interesting objects including natural materials;
- Providing labelled storage;
- Explaining proper care and use of areas (sand in the sand pit, etc.);
- Teaching about the natural environment;
- Tending to indoor and outdoor plants;
- Modelling careful handling; noticing, acknowledging and praising positives;
- Sharing responsibility and
- Encouraging their help with tidying up; picking up rubbish.

Statement of Acceptable Behaviours

Children are not born with the intrinsic knowledge and skills to share and play co-operatively and we need to teach them the behaviour expectations of the nursery. Pre-school children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do.

Children explore a variety of behaviours at this age. The staff team expect to deal with behaviour such as inappropriate shouting out, having a tantrum, snatching toys, walking away at tidy up time, etc. The children will quickly be made aware that such behaviours are not acceptable in nursery. We will use a range of strategies from the Assertive Discipline model to reinforce appropriate behaviour for the age and stage of the children.

We will use our circle time programme to model and teach behaviour expectations and offer opportunity for the children to rehearse and extend these skills throughout the year.

Unacceptable Behaviour

We do not accept the following behaviours from children, parents, staff or visitors:

- Bullying;
- Hurting others - physically, verbally or emotionally;
- Inappropriate language;
- Damage to and/or destruction of property;
- Taking things that don't belong;
- Being unkind to peers;
- Refusal to co-operate with staff instructions; and/or
- Interrupting adults and peers.

Rules

We have two key statements that describe acceptable behaviour:

- Each child is expected to behave in a responsible way both to themselves and others, showing consideration, courtesy and respect at all times; and
- Each child is expected to take care of the property, buildings and grounds of the school.

From our two key statements a list of related rules are drawn up. The rules are frequently explained in a language that is appropriate to the age of the children and displayed in classroom.

We have rules about appropriate behaviour inside and outside the classroom and for coming to and going home from nursery. We try to state rules positively. We say what we should do rather than what we must not do.

In accordance with our ethos teachers promote and encourage positive behaviour in the classroom by implementing an Assertive Discipline model. The Assertive Discipline model provides clear statements about rules, rewards and consequences.

Examples of Rewards

Praise and Positive Feedback	Material rewards	Privileges
Well done	Stickers	Line leader
Good	Item in the jar/box	Class helper
I like the way you....	DVD (selected by staff)	
Well done for remembering to.....	Extended play outdoors	
Private praise	Special story	
Whole class praise	Outing	
Peer praise		
Good eye contact		
Smiling		
Thumbs up		
Teacher attention		
Attention from another adult		

Corrective Strategies

Strategies should:

- Enable children to be dealt with in a calm and positive manner;
- Be selected from a gradual and graded order;
- Preserve the individual's self-esteem;
- Acknowledge the child's feelings;
- Focus on the behaviour rather than the child;
- Be fairly and consistently applied;
- Be administered as soon as possible in a calm, respectful manner;
- Take account of the age and stage of development of the child, any SEN and any other relevant factors; and
- Provide an opportunity for the child to develop a more positive response in future.

Before implementing consequences staff will use a range of strategies to modify unacceptable behaviour including:

- Tactical ignoring
- Non-verbal responses including eye contact, gesture and/or hand signal
- Verbal redirection, e.g. "I need you to sit on the carpet. Thank-you."
- Speaking to the child on a 1-1 basis in a patient and calm manner appropriate to the child's level of understanding
- Reminding the child of the behaviour expectation, e.g. "I need you to keep the sand in the tray."
- Exploring the need for a particular behaviour, e.g. "Keep the water in the tray so the floor doesn't get wet and nobody slips and gets hurt."
- Helping children to understand the effect of their behaviour, e.g. "If you shout out during story time, no one can hear the story and we all feel sad."
- Encouraging the child to make the situation better, e.g. "Joe is sad because you took the train off him. What can you do to make him feel better?"
- 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?"
- Working aside from peers
- Using proximity praise, e.g. praising the appropriate behaviour of another child, e.g. "I love the way you're sitting so quietly."

On occasions when the unacceptable behaviour is persistent and/or of a more serious nature the staff team may implement a range of consequences. When considering which consequence to employ staff will use their discretion, selecting from a hierarchy of consequences and always aiming to make the response appropriate to the misbehaviour.

Consequences

- Speak to the child 3 times
- Speak to the child and bring to the rules
- Remove from activity to move to another
- Thinking time (severe clause)

Severe Clause: Thinking Time

Thinking Time is used as a consequence when a child:

- Wilfully hurts another e.g., biting, hitting, kicking, nipping, pushing, etc;
- Wilfully destroys property;
- Overtly refuses to do what is asked; and/or
- Engages in behaviour that stops the class from functioning.

The staff team will discreetly and calmly use 'Thinking Time' for a limited period to offer the child the opportunity to calm down in a safe place. This will be followed up by a restorative conversation with a view to encouraging the child to select a more appropriate behaviour in the future. Parents will be informed that this has occurred.

Additional Corrective Strategies

- Rule reminder;
- Warning 1st, 2nd, 3rd;
- Child will help to clean up a mess they made;
- Removal from activity;
- Loss of privilege, e.g. being the helper;
- Reduction of time in area of play;
- Discussion with parents.

Severe/Persistent Behaviour Issues

Where unacceptable or dangerous behaviour has been occurring over a period of time and preventative or corrective strategies have had limited success, the Principal may reduce the time that the child with behavioural difficulties spends at the nursery.

Links with Code of Practice

Behaviour difficulties are recognised as a Special Educational Need. Strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as a 5 Stage approach as set out in the Department of Education 'Code of Practice for Special Educational Needs'. Stages 1 and 2 are school based. Stage 3 is also school based but with help from agencies outside the school. Stage 3 involves referral to, for example - Educational Psychology; outreach support services; EA Behaviour Support Team.

Where inappropriate or unacceptable behaviour persists, teaching staff in collaboration with parents will implement a behaviour plan and/or an individual educational plan in line with stages 1 to 3 of the 'Code of Practice for SEN'. This will set targets and strategies to be implemented by the nursery staff and the home.

Use of Reasonable Force/Safe Handling

Under Duty of Care, staff may use a physical intervention in relation to a pupil for the purpose of preventing the pupil from the following:

- causing personal injury to any person (including the pupil him/herself) or damage to property;

Whilst there is no legal definition of reasonable force, the working definition of 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.