

## **POSITIVE MANAGEMENT BEHAVIOUR POLICY**

In Victoria Nursery School the staff work as a team to create a positive atmosphere for learning and teaching to take place on a daily basis. Learning takes when children are happy and settled in school. Self-regulation is linked to successful learning and we encourage all children to feel stimulated, recognised and emotionally secure. Trusting relationships among the adults in our staff team help the children to feel secure.

Positive partnerships between home and school are equally crucial and we strive to build positive relationships with parents to support their children. We also offer opportunities for parents to be involved in many aspects of the school and through our website parents can access a range of support.

We are confident that as we work together for the good of your children we will all have an enjoyable year at nursery school. Helping children towards achieving their full potential across all areas of development and laying firm and positive foundations from which they will grow into happy, self-confident, well-adjusted individuals with healthy attitudes such as honesty, politeness and kindness.

To promote good behaviour we have devised the following positive management policy.

We believe that the early years are the optimal time to begin preventative work with children in order to facilitate their social competence.

## **AIMS and VALUES**

We believe that these are of equal importance and should apply to everyone within the school community.

1. RESPECT – to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the school environment.
2. RESPONSIBILITY – to enable children to have an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.
3. KINDNESS – to promote acts of kindness for each other and to assist children in ways of being gentle towards each other.
4. CONSIDERATION – to teach children how to be polite and considerate whilst acknowledging cultural traditions. In some cultures it is polite to make eye contact; in others it is not.
5. FAIRNESS and EQUALITY – to give children an understanding of how to be fair to all, how to give everyone an equal chance.
6. TRUST and SAFETY – to show all children how to keep themselves and each other safe and to give them confidence to express their concerns and fears in an appropriate way.
7. UNDERSTANDING – to help children to understand other people's views and experiences and to be caring and tolerant of them.

As a staff team, we hope to promote these aims and values through example and that parents/carers using the school will join us in partnership.

## **STRATEGIES WE USE TO SUPPORT OUR AIMS AND VALUES**

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
- ✓ Peer teaching (encouraging them to learn from one another)

We help children to care about others by –

- ✓ Using conflict resolution
- ✓ 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: reflecting back to children
- ✓ Being aware of the power of language i.e. not being confrontational or negative
- ✓ Boosting self esteem
- ✓ Giving time to listen and help, acknowledging their responses sensitively

We help children to be polite by –

- ✓ Saying “good morning” (staff team should model behaviour they want the children to emulate)
- ✓ Saying (and encouraging them to say) “please” and “thank you”
- ✓ Encouraging them to wait their turn
- ✓ 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
- ✓ Giving children clear messages

## **STRATEGIES WE USE TO SUPPORT OUR AIMS AND VALUES**

We ask children to look after equipment by –

- ✓ Teaching them about health and safety
- ✓ Encouraging them during tidy up time, putting things in the right place
- ✓ Encouraging them to help mend broken toys and equipment
- ✓ Playing games, e.g. in circle time; putting toys in the middle and putting them away
- ✓ Having a group discussion, “how do we look after this”?
- ✓ Washing toys and equipment etc.
- ✓ Reminding them to tell about breakages
- ✓ Having snack at the snack table, without spills if possible
- ✓ Looking after the equipment ourselves.

We help children to care about the environment by –

- ✓ Making it as attractive as possible
- ✓ Cleaning tables
- ✓ Tidying up together
- ✓ Displaying children’s work
- ✓ Tending to indoor and outdoor plants
- ✓ Picking up rubbish
- ✓ 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
- ✓ Modelling careful handling; noticing, acknowledging and praising positives
- ✓ Sharing responsibility

## **EXAMPLES OF BEHAVIOUR**

Children explore a variety of behaviours at this age. Most we consider ordinary, particularly when they are new to nursery school. 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.

Intervention will be mild and may include one of the following -

- ✓ Using a positive statement e.g. “if you want to throw something you could throw a ball in the garden when we go outside to play”
- ✓ Explaining our concerns, e.g. “if you lean back on your chair you might fall over and hurt yourself”
- ✓ Giving them choices
- ✓ Having a group discussion or circle time about acceptable / unacceptable behaviours
- ✓ Phased induction to support a child’s introduction to nursery

Staff will deal with more serious misbehaviour by –

- ✓ Labelling the behaviour not the child  
E.g. saying “I don’t like it when....” Or “it’s not okay to ....”
- ✓ Using non confrontational language  
E.g. “when sand is thrown ....” instead of “when YOU throw sand ....”
- ✓ Directing to play in another area or using a short “time out”
- ✓ Informing parents/carers

Supporting the child may involve a slower phased induction to nursery or the setting up an individual education plan (IEP) with specific targets related to behaviour.

Examples of behaviours, which we consider extremely serious –

- ✓ Persistently hurting others (peers and staff)
- ✓ Biting other people
- ✓ Threatening behaviours, including persistent swearing, spitting
- ✓ Inappropriate touching
- ✓ Racist remarks

Our actions will reflect the severity of the incident but the staff team will manage the behaviour without being blameful or punishing the child.

Our intervention MAY include some of the following –

- ✓ Removing the child from the situation
- ✓ When emotions have subsided, encouraging the child to face up to the hurt they have caused
- ✓ Restraining or holding them if they are a danger to themselves or others. (On the rare occasions when we need to restrain or move a child for their own safety or the safety of others, parents will be informed/ a risk assessment will have been devised)
- ✓ Seeking support from the Education Authority / Educational Psychology Service
- ✓ In certain circumstances we may phone the parents/carers and request they collect their child

- ✓ Serious incidents and persistent incidents may result in a meeting with the Principal / parents to discuss the way forward
- ✓ A shortened day may be more appropriate in order that the child's experience of school remains positive and successful.
- ✓ In exceptional cases a child may be suspended, in consultation with the child's parents, EA and the Board of Governors until it can be determined if a mainstream nursery best meets the needs of the child, or additional support is required in the school.

Parents and carers are an integral part of our school community. We will work closely with them in implementing our school's behaviour policy.

We aim to -

- ✓ Share our expectations of behaviour at school during the phased induction period (term 1)
- ✓ Talk to parents about any aspect of their child's behaviour, which is causing concern
- ✓ Be fair, non-judgemental and consistent in our dealing with behavioural issues at school
- ✓ Offer support to parents and carers in managing their child's difficult behaviour by offering parent courses, providing advice and resources, getting advice and support from outside agencies etc.

We expect parents/carers to –

- ✓ Communicate any significant changes in circumstances that may affect their child's behaviour in school, e.g. new baby, moving house, bereavement, divorce, separation and hospitalisation.
- ✓ Reinforce expected behaviour to their child by talking to him/her when at home
- ✓ Support staff team in implementing the school's behaviour policy
- ✓ Follow guidance communicated by the school.

## **MONITORING AND EVALUATION**

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

Reviewed June 2023