

Promoting and Sustaining Positive Behaviour

AIMS AND VALUES

Self respect and respect for others are an important part of a child's social development. In order for children to feel safe and secure, we believe that children need to have a clear understanding of behaviours that are appropriate and acceptable. The nursery school promotes positive behaviour in an attempt to ensure that all children will develop a caring attitude and become responsible members of society. We consider it is important to have consistent staff and parental expectations of behaviour so that children receive the same message from parents at home and from all staff they come in contact with during their time in school. We will work in partnership with our parents to achieve our aims.

The policy aims:

- ❑ To develop a feeling of trust and respect for the staff, other children and equipment in the nursery
- ❑ To create a safe, friendly inviting atmosphere
- ❑ To set clearly defined limits that will ensure fair play
- ❑ To encourage children to share
- ❑ To encourage children to co-operate
- ❑ To encourage self-discipline
- ❑ To promote good manners

The content of this policy is in accordance with the schools' policies and procedures re Child Protection, Pastoral Care, Anti-bullying and Safe handling.

GENERAL STRATEGIES

We help children look after themselves by:

- praising and acknowledging the positive things they do
- helping them to recognise their feelings and express themselves in an effective way
- encouraging them to ask for help from peers as well as adults
- encouraging their efforts, identifying and planning for their interests
- building their independence through self-help skills
- encouraging them to learn from each other and the nursery environment

We help children to care about others by:

- modelling appropriate behaviour and language – e.g. use our quiet voice, be kind to our friends
- working on and reinforcing the understanding of feelings as the opportunity arises throughout the school year
- naming and making feelings clear including the consequences of their actions: reflecting back to children
- boosting self esteem
- giving time to listen and help, acknowledging their responses sensitively

We help children to be polite by:

- saying good morning or good afternoon – we model the behaviour we want them to imitate
- saying and encouraging them to say 'please' and 'thank you'
- encouraging them to wait for their turn
- talking one at a time, listening to each other and not interrupting when someone is already speaking
- introducing new visitors at appropriate times and with sensitivity

We ask children to look after equipment by:

- teaching them about health and safety – e.g. mopping up skills
- having drinks or snack in the appropriate place at the appropriate times
- encouraging them to put equipment and resources away in the correct place
- encouraging them to help and mend broken toys and equipment
- playing games – e.g. completing a jigsaw; in music or story time putting toys away
"where does it go?"
- having group discussion – "how do we look after this?"
- looking after the equipment – e.g. washing toys; telling staff about breakages and damaged items

We help children to care about the environment by:

- sharing responsibility
- making it as attractive as possible
- providing labelled storage
- explaining proper care and use of areas and the reason for any limitations
- cleaning tables
- tidying up together
- displaying their work
- teaching about the natural environment and caring for living things
- modelling careful handling of natural materials and living things;
- noticing, acknowledging and praising positives
- picking up litter, recycling and composting

Staff will:

- Treat everyone with respect
- Anticipate trouble – use of diversionary tactics

Acceptable behaviours

Children are not born with the instinctive knowledge and skills to share and play co-operatively and require teaching, modelling and reminding about the behavioural expectations of the nursery school. Pre-school children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do. The children are also developing their capacity for self-control, managing and regulating their own emotions and behaviour. Children explore a variety of behaviours at this age. Most we consider will occur naturally, 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. The children will quickly be made aware that such behaviours are not acceptable in nursery school.

We will use a range of strategies to reinforce appropriate behaviour for the age and stage of the children. Strategies will include stories, songs, circle times, direct teaching times and in the moment learning opportunities, to model and teach behavioural expectations and offer opportunity for the children to rehearse and extend these skills throughout the year.

Unacceptable Behaviour

We do not accept the following 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
- Interrupting adults and peers

Parents and children are informed of the school's overall golden rules at the beginning of the school year. These class rules are displayed and referred to regularly and as required to reinforce positive behaviour.

Our Overall Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

Staff take every opportunity to use positive reinforcement to encourage positive behaviour. Most children respond well to verbal praise and recognition from adults. In promoting good behaviour, emphasis will be placed on the role of praise in reinforcing our golden rules.

Examples of Positive Reinforcement

Verbal Praise

- Verbal praise should be specific, effort based and centred on the child's achievement rather than focusing on the adult viewpoint "It was very kind of you to share your toys with ____"
"what lovely manners - you remembered to say thank you!"

Non verbal endorsements should occur naturally between staff and children and serve as an effective form of reinforcement. Such methods include appropriate eye contact, smiles, nods, the 'thumbs up sign, 'high 5' etc

Corrective Strategies

Children will not always behave in appropriate ways while at nursery. When this occurs, staff will help support children's understanding to recognise and correct their behaviour.

Staff will use a range of strategies to modify unacceptable behaviour including:

- Non- verbal responses including eye contact, gesture and/or hand signal, use of visuals;
- Verbal redirection e.g. 'Paul please 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. "Josh, you need 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 miss out"
- 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?"
- Using proximity praise e.g. praising the appropriate behaviour of another child e.g. "James I can see you are ready for the story you're sitting so quietly".

On occasions when the unacceptable behaviour is persistent and / or of a more serious nature the staff team may use different strategies. Staff will deal with any form of unacceptable behaviour by a child in the following way:

- An immediate verbal response to the action "the water needs to stay in the tray or the floor will get wet"
- A gentle explanation to the child as to why the behaviour was unacceptable.
- Restorative practice will be used by staff in situations of inappropriate behaviour towards another child. See Appendix 1
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period for a 'Thinking Time'.

Thinking Time is not "Time Out" thinking time is "Time In". Rather than being excluded, there will be a focus on connection. Children will be supported by an adult who will sit close to them while the child is given space, time and support to begin to regulate. The adult may or may not interact with the child verbally, depending on the child's needs. The child may be provided with a fidget toy or sensory toy to help with the self-regulation process. If the child is particularly

stressed physical strategies may be used to support regulation e.g. going for a walk, wall presses etc. It is important to understand that these are not rewards, they are strategies to help the child process their feelings and begin to regulate them. The Thinking Time will be followed up by a restorative conversation with a view to encouraging the child to select a more appropriate behaviour in the future.

Use of Reasonable Force/Safe Handling

Maintaining the personal safety of all children and staff may, on occasion, require the use of some form of physical intervention when other approaches have been tried without success. Staff will adopt one or more of the approaches described in the Safe Handling policy in a situation involving risk to the safety of staff or pupils.

Actions taken will always be:

- in the child's best interest
- necessary
- reasonable and proportionate
- last resort (where possible).

This approach will always be for the purpose of maintaining health and safety throughout the school community. Parents will be informed of actions taken.

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 and Class Teacher will liaise with the parents to create an individualised plan for the child. This plan will consider elements of the nursery day/environment that the child finds particularly challenging and how to support their increased success in navigating these. This plan may involve increased adult support, spending increased time in smaller social groups, additional transition times, temporary reduction in hours to build capacity and additional use of sensory strategies. Nursery school staff and parents will work together to promote desired behaviour.

Social, Emotional, Behavioural and Well-being difficulties are recognised as a Special Educational Need. Children with difficulties in this area may benefit from an approach that recognises their additional need as an SEN. This could mean, in consultation with the parents of

the child following an approach in line with the Department of Education's 'Code of Practice for Special Educational Needs'. In the Code of Practice there are three stages: Stage 1 is school based, Stage 2 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-SER Behaviour Support Team. Where inappropriate or unacceptable behaviour persists, teaching staff in collaboration with parents will implement a behaviour plan and/or a Personal Learning Plan in line with stages 1 to 3 of the 'Code of Practice for SEN'. This will set intended outcomes and strategies to be implemented by the nursery staff and at home.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Appendix 1 - Staff Guide to Restorative Practice

Children in Kylemore Nursery School will learn that there is a positive way to resolve conflict. We will strive to teach each child ways to solve their problems themselves, so that in the future they will be independent problem solvers with a skill, which will empower them through their lives. In the nursery the adult will at first take on the role as mediator to support children as they resolve disputes.

The adult will act as a good role model and provide the child with appropriate ideas and language.

Step 1 Approach situation calmly

crouch down to child's height – gently put hands on each child,
calm voice – calm face, be gentle.

Step 2 Acknowledge feelings

make soft eye contact – acknowledge child's emotion of anger – encourage children to talk their problem over – adult could perhaps hold toy involved – automatically adult becomes mediator.

Step 3 Find out what problem is

again, acknowledge that you know children are upset.

Step 4 Restate Problem

repeat clearly to child what the problem is.

Step 5 Include other children to provide suggestions/solutions to problem

encourage children to refer to sharing – refer to "I can share a book" – use egg-timer – encourage children to come up with their own suggestions/solutions.

Step 6 Offer follow up support

acknowledge/repeat the children's solution – words of encouragement are necessary to leave children with belief that they are problem solvers.

Kylemore Nursery School

Agreed by Governors: N Carruthers

Date: 7/2/24

Policy Review

This policy will be kept under review by school staff and reviewed as part of the school schedule for policy review.