



“Caring and Sharing”

CHILDREN LIVE WHAT THEY LEARN

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with encouragement,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

Dorothy Lawe Holt

August 2011

Positive Behaviour Policy

August 2011

TRINITY NURSERY SCHOOL

POSITIVE BEHAVIOUR POLICY

Introduction

The Positive Behaviour Management Policy for Trinity Nursery School is intended as a document which is endorsed by the Board of Governors, used by all staff, both teaching and non-teaching and is available, on request, to parents and D.E. Inspectorate. This policy was devised by the staff and will be reviewed during the academic year 2009-2010.

Rationale

At Trinity Nursery School we view positive behaviour management as an awareness of and respect for the needs and rights of all, and as such, can be witnessed as an integral part of the curriculum. By promoting and encouraging positive behaviour we, the staff team, endeavour to ensure that we create the right atmosphere for learning and teaching to take place on a daily basis. We place great emphasis on encouraging and praising acceptable behaviours as a positive way of creating and promoting self-esteem and self-discipline.

Positive relationships between home and school are equally crucial and the team will work to ensure parents/carers feel acknowledged and listened to. In partnership we hope that each child will achieve their full potential across all areas of development, laying firm and positive foundations from which they will grow into happy, self-confident and well-adjusted individuals.

To this end we have adopted a school behaviour motto:

“Caring and Sharing”

which we use throughout the school community on a daily basis.

Aims and Values

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

RESPECT—To encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the school environment.

RESPONSIBILITY—To enable children to have an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.

KINDNESS—To promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

CONSIDERATION—To teach children how to be polite and considerate whilst acknowledging cultural traditions.

FAIRNESS & EQUALITY—To give children an understanding of how to be fair to all and how to give everyone an equal chance.

TRUST & 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.

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 hope that parents/carers will join us in partnership.

Strategies we use to support our aims & values

We help children look after themselves by -

- Praising them. Focussing 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 -

- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in Circle Time (Appendix 1)
- 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).
- Giving children clear messages.

We ask child 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
- 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
- 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

POSITIVE BEHAVIOUR POLICY

Examples of Behaviour

Children explore a variety of behaviours at this age. Most we consider “normal”, 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, but the children will quickly be made aware that we don't do such things in nursery school. We will use the “thinking chair” and school motto “Caring and Sharing” to reinforce good and acceptable behaviour. Regular circle times will also provide the children with examples of good behaviour and the opportunity to practise these skills.

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 go in the garden and throw a ball.”
- Explaining our concerns, e.g. “if you lean back on your chair you might fall over.”
- Giving them choices.
- Having a group discussion or circle time about acceptable/unacceptable behaviours.

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 OK to ...”
- Using non confrontational language.
- Using a short “time out” on the “thinking chair” or in another area
- Informing parents/carers.

Supporting the child may involve setting up an individual education plan (IEP) with specific targets related to behaviour.

Examples of behaviours which we consider extremely serious -

- Racist remarks
- Inappropriate touching
- Biting other people
- Threatening behaviours, including persistent swearing, spitting
- Persistently hurting others.

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 -

1. Asking the child to sit on the thinking chair (**see below**).
2. Removing the child from the situation.
3. When emotions have subsided, encouraging the child to face up to the hurt they have caused.
4. Restraining or holding them if they are a danger to themselves or others (* **see below**).
5. Seeking support form the Principal.
6. In certain circumstances we may phone August 2011 parents/carers and request they collect their child.
7. Serious incidents may result in a meeting with the Principal/teacher/parents to discuss the way forward.
8. Occasionally, a shortened day may be more appropriate in order that the child's experience of school

POSITIVE BEHAVIOUR POLICY

If such behaviours persist, we will ask them to sit on the “thinking chair”. This offers the opportunity to calm down and take time out in a safe place. The times recommended by our Education Psychologist are not more than one minute for every year of development (i.e. up to 3 minutes for 3 year olds, 4 minutes for 4 year olds).

We will deal with issues as they arise during the school day and therefore consider the matter to be dealt with. We start each day afresh.

The staff team, however, feel it is appropriate that you be informed if your child has spent some time on the “thinking chair”. As many children are collected by carers other than you, relaying such information may be upsetting or unfair. For this reason we use the information slip (Appendix 2). If necessary, such a slip will be sent to you in a sealed envelope and it is for your information only. Please remember the issue has been dealt with, please do not feel obliged in any way to cover the ground again. You may want to ask your child about it as part of their day. “What happened today in Nursery?” or “Tell me about your day.” If your child wishes to discuss any aspect, please listen and remind them of the school motto “**Caring and Sharing.**”

If you are concerned about your child at any time during the school year, please talk to your child’s teacher or contact us by telephone. The teachers are available before 8.50am and after 2pm. If you wish to telephone for a chat or to arrange an appointment the school telephone number is 02891 270355.

There will be opportunities to meet formally with your child’s teacher or link teacher on three occasions during the school year. In October we invited you to discuss how your child has settled into nursery, in February we consider the progress your child has made and in June we meet to share the Transition Report which we prepare for your child’s intended Primary School.

*** Physical Interventions**

On the rare occasions when we need to restrain or move a child for their own safety or the safety of others, we will inform parents and ensure that we follow the guidelines and training we have received.

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

We aim to -

- Share our expectations of behaviour at school during the settling in period
- 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, 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.

Circle time—Principles and Practice

Circle time is a positive and inclusive practice, which can be very helpful in supporting children's social and emotional learning.

Principles:

- Circle time should be a safe, positive experience for all
- Circle time is inclusive, and all children can be helped to participate
- Every child should be able to make an equal contribution during circle time
- Adults are aiming to help the class become as self-directing as possible
- Adults need to be mindful that these are the beginning stages of a long process. It will take years for children to develop all the skills needed. It is essential to introduce activities carefully and be prepared to repeat them until well established. Progress may be slow but the benefits will be enormous.

Practice:

- Circle time should be at a regular time, at least once a week—twice a week is best
- Groups will be small, only 6-7 children at a time, led by either the teacher or Nursery Assistant.
- The session should be quite short at first—5-10 minutes—building up gradually to 20mins, only when and if the children are ready.
- Each child has his/her own space marked by a chair, carpet square or cushion. Adults should sit at the same level as the children.
- Each child has a turn, even if he/she chooses to be silent.
- Adults should try not to pass comment on what a child says in the circle, other than to thank every child for contributing.
- If a child says something inappropriate in the circle, it is better to model appropriate responses, or remind him/her of the original prompt, e.g. "we were talking about the things that make us happy" rather than dwell on the need to correct.
- If a child says unkind things to another, remind him/her of the need for everyone to feel safe and welcome in the circle.

Appendix 2

THINKING CHAIR

