



“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.



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 the Staff Team, and is available on request to parents and DE Inspectorate. This policy was devised by the staff and will be reviewed regularly in light of Department Guidelines and current legislation following participation in EA Pre - School Capacity Building Pilot Programme 2012 – 2014

Rationale

At Trinity Nursery 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 we create the right atmosphere for learning and teaching to take place on a daily basis. We place great emphasis on an 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 with healthy attitudes such as honesty, politeness and kindness.

To this end we have adopted a school motto,
“CARING AND SHARING”

We have been involved with the EA Pre-School Capacity Building Project since 2012. Staff and parents have benefitted greatly from the high level of training and support received. The wide range of resources and strategies from the programme has been incorporated into our daily practice as a way of promoting positive behaviour. We continually work hard to encourage and support parents to adopt a similar approach at home.

We believe that the early years are the optimal time to begin preventative work with children in order to facilitate their social competence. The staff team adopt a preventative approach with early intervention. We use a range of preventative strategies to minimise instances where behaviour difficulties may arise. The staff team adopt an assertive approach in



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their interactions with children, ensuring communication both verbal and non verbal is positive calm, clear, direct and explicit.

Aims and Values

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

RESPECT + RESPONSIBILITY
KINDNESS + CONSIDERATION
FAIRNESS + EQUALITY
TRUST + SAFETY
UNDERSTANDING

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. In some cultures it is polite to make eye contact; in others it is not.

FAIRNESS+ EQUALITY – to give children an understanding of how to be fair to all, 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 that parents/carers using the school will join us in partnership.



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Objectives

To enable our aims to be realised the staff team will use the following 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
- 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
- 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 them to say) “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
- Giving clear messages



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Strategies we use to support our aims and values

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
- Mending broken toys and equipment
- Having a group discussion, “how do we look after this”?
- Washing toys and equipment on a regular basis
- 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
- Encouraging their help with tidying up; picking up rubbish

We strongly endorse a partnership between Parents, the Staff Team, Governors, Outside Agencies and children in the work of the nursery school. In seeking to establish a harmonious and productive partnership all stakeholders will recognise and respect their rights and associated responsibilities.



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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. 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 from the Assertive Discipline Model, including the school motto 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.

Developmentally, they are at the stage where they are extending their understanding of the concept of rules and consequences. It is important that children know and comprehend the rules at nursery school as these may be different from the behaviour expectations at home.

Rules

Rules are required for the following reasons:

- To promote the safety of all children and staff
- To ensure that behaviour expectations are clearly defined
- To help children develop a sense of responsibility for their actions, and an understanding of the effect their actions may have

The children are involved in agreeing their own set of class rules at the beginning of the school year. These class rules are displayed and referred to regularly and as required to reinforce positive behaviour

To reflect the input of the children each year the rules will typically be as follows:

1. We listen to the adults
2. We use our quiet voices
3. We care and share with our friends
4. We use our walking feet
5. We tidy up



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Rewards

All children have a need for positive affirmation and most respond well to verbal praise and reward.

In promoting good behaviour, emphasis will be placed on the role of rewards in reinforcing our shared class rules. Rewards have a motivational role, and will be actively used to demonstrate that good behaviour is valued.

Our reward system aims to: -

- Promote an ethos of kindness and co-operation
- Establish a climate in which children develop an understanding of what constitutes acceptable behaviour and positive attitudes
- Encourage and promote consistency
- Positively recognise children for good behaviour
- Encourage children to take responsibility
- Promote self esteem

The range of rewards will include verbal praise and positive feedback; privileges and responsibilities and small tangible rewards. Rewards will be awarded on an individual and group basis as appropriate throughout the year.

The rewards used will include: -

- Happy faces and words from the staff team
- Smiles and thumbs up
- Share good news with home
- Rewards in the jar

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. 'Paul 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.
- 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.



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Using proximity praise e.g. praising the appropriate behaviour of another child.” James I love the way you are 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, always aiming to make the response appropriate to the misbehaviour. Parents may be consulted at any stage during this process.

Staff will select from a hierarchy of consequences, always aiming to make the response appropriate to the misbehaviour.

Consequences

- Speak to the child up to 3 times
- Bring to the rules
- Direct to play somewhere else
- Offer thinking time
- Contact with home

Severe Clause

When behaviour is of the following nature;

- wilfully hurting another
- wilfully destroying property
- overtly refusing to do what is asked
- displaying behaviour that stops the class from functioning

The staff team will discreetly and calmly use “Thinking Time with the “Thinking Chair / Area” 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. Opportunity will be given to apologise verbally if appropriate. Parents will be informed (see Appendix 1)

In extreme and more challenging situations, behaviour may be managed in a more specialist manner in line with legislation and guidance.

This may include: -

- Physical intervention/positive handling



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

- In some instances it will be necessary to construct a Positive Handling Plan which will outline the specific interventions that staff will use in relation to an individual child. This will be shared with parents and the child concerned.
- Support from/referral to Outside Agencies , ie.EA Support Services or the School Medical Team
- In meeting the child's needs it may be necessary to introduce an individual education plan in line with The Code of Practice for the identification and assessment of Special Educational Needs. (refer to Special Educational Needs Policy Document)This will set targets and strategies to be implemented by the nursery staff and the home.
- Suspension or expulsion following suspension.

Links to Other Policies

This document is one of the key policies within the Nursery school and is closely linked to Special Educational Needs, Health and Safety, Safeguarding and Child Protection, Anti-Bullying and Learning and Teaching Policies.

The aims and principles of this Positive Behaviour Policy for Trinity Nursery School have been agreed by the staff team and endorsed by the Board of Governors. This policy will be monitored on an ongoing basis, reviewed regularly, in line with our Policy Review Cycle and updated to reflect any change in guidance and legislation.



TRINITY NURSERY SCHOOL

Appendix 1

Child's Name:

Date:

Staff Initials:

**Your child was given thinking time today
Please help us by reminding him/her of our school motto
"CARING AND SHARING"**

Thanks for your support, the Staff Team