



Promoting and Sustaining Positive Behaviour Policy

Aims of Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise a child's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Teaching Positive Behaviour

We believe that it is the duty of all staff at school to actively encourage positive behaviour and abilities by: -

- Staff modelling the skills and abilities directly, (*ensuring the children see and hear us displaying good manners to each other as adults and ensuring that they hear us saying please and thank you*).
- Setting appropriate boundaries for each child's behaviour.
- Showing understanding of the children.
- Listening to the children.
- Demonstrating respect and understanding to everyone in the school community.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour.

Responsibilities, Rules and Routines

The Responsibilities of Children

- The children will engage in discussion about appropriate and inappropriate social behaviours.
- The children will be aware of school rules and play within the boundaries set down by the rules of the school.
- The children will be encouraged to report to staff members or other known adult of inappropriate behaviour which makes them feel unhappy or uneasy.
- To make our school a happy school by working in harmony with others.

The Responsibilities of Parents

- To be a good role model – make children aware of inappropriate behaviour.
- To watch out for unusual signs of distress or unusual behaviour.
- To be sensitive to the needs of their children.
- To advise their child to tell an adult in nursery or at home if someone is annoying them/worrying them/hurting them.
- To inform the school of any instance in which their child has been annoyed/upset by another child/staff member.
- To support and reinforce school rules at home.
- To approach and treat their children in an appropriate manner at all times.
- To foster in their children a feeling of high esteem.
- To teach children to respect oneself, one's peers and teachers and other adults and their environment.
- To encourage development of independence and self-discipline.
- To show an interest in all that the child does.
- To support the nursery school by implementing this policy.

Responsibilities of staff

- To treat all children fairly and with respect.
- To help all children to develop to their fullest potential.
- To be aware of signs/symptoms of bullying.
- To form positive relationships with all children's parents and other adults.
- To foster in the children high self-esteem, self-respect and respect for peers.

- To be a good role model for children and parents.
- To use positive and negative consequences clearly and consistently.
- To listen to the children and be seen to take seriously incidents of inappropriate behaviour.
- To record, report, investigate incidents of inappropriate behaviour.
- To make children aware of where they can seek help in times of worry or times when they are unhappy.
- To support children as they learn to resolve conflict.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To recognise and value the achievements and strengths of the children.

A Directory of Desirable Behaviour to be Promoted within our School

Our Overall Golden Rules

- ✚ Helping hands
- ✚ Gentle feet (*walking feet inside*)
- ✚ Inside/Outside voices
- ✚ Kind words

In our nursery this is how we work and play

- ✚ We share and play together
- ✚ We take turns and learn to understand that our turn will come
- ✚ We play quietly
- ✚ We give other children peace to concentrate and complete their activity
- ✚ We are not destructive in our play – we do not throw sand or water
- ✚ We all tidy up
- ✚ We wear aprons for messy activities
- ✚ We help each other and look after one another
- ✚ We look after our toys and books
- ✚ We tell an adult if someone gets hurt or if we get upset during play
- ✚ We walk indoors
- ✚ We pick things up from the floor
- ✚ We do not climb on tables and chairs

Little Feet Taking Giant Steps

This is how we behave during talking and listening times

- ✚ Speak one at a time
- ✚ Talk – quietly – don't shout all the time
- ✚ During story time we listen and don't keep talking
- ✚ We take turns to answer questions

This is how we behave in the playground

- ✚ Always respond when called by the teacher
- ✚ We must share bikes, etc and take turns
- ✚ We take care and play safely, so as not to hurt ourselves or anyone else
- ✚ We ride our bikes around bike tracks
- ✚ Tell the teacher if someone gets hurt.

In our nursery this is how we behave

- ✚ We listen to our teacher and our mummy and daddy
- ✚ We speak quietly
- ✚ We walk indoors
- ✚ We take turns – your turn will come!
- ✚ We do not throw sand or water
- ✚ We share everything
- ✚ We all help each other and take care of each other
- ✚ We don't destroy or break other people's toys or games
- ✚ We take care on the climbing equipment
- ✚ We all tidy up
- ✚ We wear aprons for messy activities
- ✚ We play safely – do not hurt anyone else

Positive Consequences (*Rewards*)

At Shaftesbury Nursery School, we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task but recognise that external consequences or rewards are sometimes necessary as well. We use the following positive consequences: -

- Non-verbal rewards such as thumbs up sign or a smile
- Praise-commenting on and encouraging appropriate behaviour
- Catching the children being good and commenting on it
- Playing with and alongside the child
- Showing work to another member of staff and to other children
- Informing parents when child is collected
- Displaying work and displaying photographs of good work

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the forms of praise listed.

Negative Consequences (*Sanctions*)

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will use the following strategies: -

- Interruption
- Distraction
- Redirection
- Ignore
- Humour
- Removal

Our aim is not to punish the child, but to teach him/her that there is a consequence to inappropriate behaviour. The range of consequences used in the school includes: -

- Removing child from one activity to another where adult will provide support
- Separating a group of children and then directing them to individual activities
- Use of Social Stories to talk about good choices
- Providing a calm area and sensory toys

Resolving Conflict between Children

Conflict Resolution can be challenging – children in Shaftesbury 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 of 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.

Conflict Resolution

- 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 solution – words of encouragement
are necessary to leave children with the belief that they are problem
solvers. This increases their sense of self-efficacy.

Policy on Noise

It is recognised that working with young children can be a noisy job. The noise level in the nursery must at all times be monitored by staff. Each staff member is responsible in ensuring that the noise level is kept to an acceptable level. Where a member of staff feels that noise level is inappropriate, steps should be taken to reduce it e.g.:

1. Listening time
2. Offer quiet activities e.g. whispering game, jigsaws, peg boards
3. Sitting down time.

The children will have opportunities for both noisy and quiet activities during the day. Quiet areas will be set up in the nursery. Noisy activities e.g. hammering at construction, music activity will be monitored and controlled by an adult. Shouting/running is not permitted inside the nursery. Running activities can take place on grass. Shouting outdoors must be controlled.

Policy on Bullying

- Developing an Anti-Bullying Culture

The staff and governors of Shaftesbury Nursery School agree that each child has a right to an education in a safe environment which is free from bullying or other inappropriate behaviour. [See Anti-bullying policy.](#)

The children of Shaftesbury Nursery School will witness at all times the staff approaching children and other adults in a friendly, positive non-aggressive manner.

The children will be taught to respect oneself, one another and their environment. A culture of inclusivity will be evident in this school.

Policy on Self Esteem

The staff and governors of Shaftesbury Nursery School recognise that staff have a significant role to play in raising self-esteem in all children.

It is our continual aim to: -

- Make all children feel valued
- Include all children all the time – develop a culture of inclusivity
- Enable children to share their experiences with one another and staff
- Display a range of positive images and objects which reveal people in non-stereotypical roles
- Celebrate diversity within the school and to use resources that reflect diversity – e.g. dolls, books, role play
- To help children appreciate and value each other – respect oneself, as well as one another
- To take time to really get to know individuals and ‘what makes him/her tick’
- Raise each child’s estimation of him/herself each day
- Each day while at nursery school, give each child hope for the future
- Give each child a positive outlook on life.
- Help each child promote positive attitudes about him/herself.

Self Esteem of Staff and Other Adults

- In order to implement this policy, it is important that all staff and adults working in Shaftesbury Nursery School have high self-esteem themselves and believe completely in the school’s ethos and the way we are providing nursery education for the children.
- Each adult is required to be fully committed to and understand the ethos and values of our school.
- At all times adults are responsible for conveying positive attitudes and feelings towards parents, fellow staff and children.
- While we are aware that individuals may encounter issues in which they may find problems or discomfort we must, as far as possible, undertake the role of emitting a positive attitude and approach at all times.
- Children’s wellbeing and involvement will be monitored by observing with reference to the *Quality Learning Instrument* or the *Leuven Scales*.

Each day we will try to be the best we can be and know that we make a difference in each child's life through the positive support and encouragement which we offer to our young learners.

Monitoring and evaluation

Policy Ratified: September 2020

Signed by Principal:

Signed by Chair of Governors:

Policy to be reviewed: September 2022

