

Phoenix Integrated Nursery Unit



Behaviour Management Policy

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Ratified by Board of Governors: 20.1.21 (date)

Reviewed: Yearly or as per DE recommended change

At Phoenix Integrated Nursery Unit we set high expectations of behaviour through encouraging and praising good behaviour. The children quickly become familiar with the rules and are able to talk about each one. We believe that children need to have a clear understanding of behaviours that are appropriate and acceptable. We promote positive behaviour in an attempt to ensure that all children will develop a caring attitude and become responsible members of society. We consider it 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 aim to have a happy, caring and safe environment in conjunction with the provision of the Northern Ireland Pre School Curriculum.

As an integrated school we are committed to the principles of integrated education.

1. Faith and Values
2. Child centered provision
3. Parental involvement
4. Social responsibility

Our school motto is “Achieving and Celebrating Together”

At Phoenix Nursery Unit we encourage children to respect themselves, each other, adults and our property. We apply simple rules fairly and consistently. We aim to provide a happy, caring environment with challenging activities. We do not under any circumstance use any form of corporal punishment. In the case of a particular incident or persistent unacceptable behaviour we always discuss and agree a way forward with parents.

Our agreed class rules are clearly explained to the children and are displayed on the parents’ noticeboard. They are based on the following principles:

- Unwanted behaviour is behaviour likely to hurt, injure or upset another child, himself or an adult.
- Unwanted behaviour shows a lack of respect for others disrupts their play and learning or damages their property.

Below are our procedures for managing the children’s behaviour.

Positive procedures for encouraging good behaviour

- Prevention – anticipation and removal of potential problems
- Interaction – plenty of adult attention
- Praise or reward – all adults should offer explicit praise for good behaviour, for example, for waiting, turn taking, sharing, listening.....drawing attention to the positive rather than the negative.
- Provision – provide physically challenging and emotionally satisfying activities for children to ‘let off steam’.
- Clear expectations applied in a positive way.

- Leading by positive examples from adults
- In certain circumstances, such as racist language, physical abuse, or dangerous behaviour an instant adult response is required.

Procedures for dealing with unwanted behaviour

- Redirection – distract to another activity or join in with activity.
- A firm ‘No’ and a clear explanation of why the behaviour is unacceptable.
- Speak calmly, clearly and firmly to gain control.
- Give a warning of the consequence if the behaviour doesn’t stop.
- Use the consequence, for example, removal from the situation, or removal from the toy.
- A fresh start afterwards.
- Use of the thinking chair for 3 minutes with a timer for the children to realise that actions have consequences.
- Reducing the child’s hours at nursery until they have learned to play purposefully and safely.
- Parents and Nursery Teacher to liaise with the Principal to discuss the best way to support the child.

Unacceptable procedures in managing behaviour

Unacceptable responses to behaviour would include:

- Shouting, criticism and comparison. Shouting conveys a loss of control.
- Labeling the child, rather than the behaviour, as ‘naughty’ or undesirable.
- Use any form of corporal punishment, including smacking, pinching, poking or rough handling .
- Use of any other humiliating and frightening punishment, including shouting, offensive language, name calling or isolation.

These should never be used and, if seen, would and should be reported immediately to the person in charge.

Rewards

Rewarding children encourages positive behaviour and fosters good relationships. We reward to:

- Recognise effort
- Encourage participation
- Encourage perseverance
- Provide reassurance
- Develop desirable attitudes, eg. Honesty, politeness, kindness
- Discourage undesirable behaviour

We reward by

- Praising verbally
- Body language
- Teacher interaction

- Displaying work
- Providing new responsibility/delegating task
- Providing tangible rewards eg, stickers

At Phoenix Nursery Unit, our class system for rules, rewards and consequences are outlined below and these are consistently employed by all staff members:

- We are kind to one another.
- We play together and help each other.
- We share and take turns.
- We use our listening ears.
- We take turns to speak.
- We listen to our teachers
- We use our hands and feet in a nice way.
- We pick up toys from the floor and mop up spills.
- We have fun!!

Consequences

- Talk for the first time
- Talk for the second time
- Show rules
- Thinking time

Rewards

- Smile and thumbs up
- Happy words
- Stickers (weekly)
- Star of the day award (daily)
- Teacher's Award certificate (weekly)

Sanctions

Sanctions are sometimes necessary to maintain a safe and effective learning environment. When such action is necessary it is essential that the focus is on the negative behaviour, rather than on the child.

We use sanctions to:

- Ensure children's safety
- To emphasise the seriousness of specific activities to discourage persistent unwanted behaviour
- To demonstrate consistency

When using sanctions:

- Explain what the child has done wrong
- Remind them of the rule and reason for it
- Use body language
- Redirect child's play
- Withdraw from the activity where behaviour occurred
- Arrange sitting out time (thinking chair with a 3 minute timer)

- Remove privilege
- Speak to Principal: chain of command. Nursery Teacher to speak to Principal. Principal and Nursery Teacher to meet with parents.
- Keep a record of incidents
- Inform parents of serious or persistent behavioural problems

Policy review

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

ANNEX TO POLICY – COVID-19

September 2020

Nursery staff will continue to promote the positive ethos of the school through their interactions, with children, on a daily basis. Children will engage more in outdoor learning due to the pandemic. This will help promote health and well-being and self-esteem and confidence.

Staff hope to reduce the level of physical contact with children where it is possible. In the event of a child requiring close contact due to behavior difficulties (more so than that of other children) staff will wear PPE. For example, for a child who spits, licks or uses their tongue as a means of communication or sensory output.

Use of Personal Protective Equipment (PPE) / Face Coverings

The PHA has published guidance to support safe working in educational establishments in Northern Ireland. This advises that routine use of PPE within education settings is not required other than for certain tasks deemed to be of higher risk if transmission.

PPE is only needed in a very small number of cases. These are:-

- Working with children, young people and pupils whose care routinely already involves the use of PPE, due to their intimate care needs; and
- Giving children medication.
- **Dealing with bodily fluids.**

PPE in the following situations means:-

- fluid-resistant surgical face masks;
- disposable gloves;
- disposable plastic aprons; and
- eye protection (for example a face visor or goggles).

Where PPE is recommended, this means that:-

- a facemask should be worn if a distance of 2m cannot be maintained from someone with symptoms of COVID-19 (**symptomatic children should not be in school**);
- if contact is necessary, gloves, an apron and a facemask should be worn; and
- if a risk assessment determines that there is a risk of fluids entering the eye (e.g. from coughing, spitting or vomiting), eye protection should also be worn.

When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on donning (putting on) and doffing (taking off) PPE safely to reduce the risk of contamination

Face masks:-

- MUST cover both nose and mouth;
- MUST be changed when they become moist or damaged;
- MUST be worn once and then discarded – hands must be cleaned after disposal;
- MUST NOT be allowed to dangle around the neck; and
- MUST NOT be touched once put on, except when carefully removed before disposal.

Promoting positive behavior

Staff will use verbal praise and gesture to promote positive behavior. The use of stickers and other tangible rewards (certificates) will not be used on a daily basis in order to limit the spread of COVID-19.

In the event of having to ask a child to use the 'thinking chair', staff will ensure the chair is cleaned thoroughly before allowing others to use it.

Dealing with inappropriate behavior towards other class members or staff

Where a child is unable to refrain from spreading bodily fluids to another child for behavior reasons or SEN (spitting, biting, licking), Nursery staff will speak with their parents and the school principal to decide how best to support the child in the setting.

The child may need to have their hours reduced in order to help them cope better and to protect the other children (and staff) from COVID-19.

This will be done in line with the Behaviour Policy and with advice from the Principal and appropriate agencies. For example, the Autism Advisory Service, Community Paediatrician or the Educational Psychologist.