



# Ballysillan Primary and Nursery Unit

Early Years

Positive Behaviour Policy





## **Ballysillan Primary and Nursery Unit Early Years Positive Behaviour Policy**

### **Introduction**

All staff in the Ballysillan Early Years team believe that adults and children flourish in an ordered environment in which they have clear expectations and routines. We always work to ensure that, our children are free to develop their play and learning without fear of being hurt or injured by anyone else. We aim to develop the children's self-esteem and self-discipline in an atmosphere of mutual respect, encouragement and trust.

This is a working document and as such will be reviewed according to the changing needs of our children.

Our Early Years Partnership embodies a set of common principles that reflect the schools Code of Conduct and therefore we promote:

**Kind Words**

**Mind Your Own Business**

**Listen Carefully and Follow Instructions**

**Gentle Hands and Feet**

**Try Your Best**

(Nursery Unit)

**Kind Words**

**Kind Hands**

**Kind Feet**

## **Aim**

- To promote and sustain good behaviour
- To encourage an awareness of the needs of others
- To acknowledge that everyone has a part to play within our school community
- To encourage a sense of self esteem
- To promote a caring attitude towards people, places and things
- To acknowledge and support the vital role parents play throughout our schools

## **Communication**

We believe that good behaviour practices stem from a close partnership between parents, children and staff. We believe that parents have a responsibility to:

- Make their children aware of and encourage appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does at school
- Support our schools in implementing this policy
- Be aware of the golden rules

It is not the aim of staff to control behaviour but to teach the children that there is a better way. Therefore we will strive to:

- Treat all children fairly and with respect
- Listen to children and acknowledge their emotional state
- Model skills, adopting a positive approach to situations
- Model appropriate behaviour and language
- Implement the "Golden Rules" and ensure they are on display
- Reinforce the "Golden Rules" as part of daily routines, through circle time, role-play, stories and themed assemblies
- Use positive strategies clearly and consistently to set appropriate boundaries for children's behaviour

## **Strategies (Appendix A)**

All Early Years staff have a responsibility to use appropriate strategies to encourage positive behaviour. These will be carried out with positive expectation (said as if the child is already doing it).

## **Procedures for Managing Challenging Behaviour**

Staff and parents need to be aware that some situations arise from the child having special educational needs and other procedures may be used instead e.g. removal for one-to-one support to another area etc.

<b>Low Level</b>	
<b>Types of behaviours</b>	<b>Strategies ( Appendix B)</b>
<ul style="list-style-type: none"> <li>• Not sharing or taking turns</li> <li>• Not following instructions from adults</li> <li>• Hurting others</li> <li>• Not showing care for resources</li> <li>• Ignoring safety rules</li> </ul>	<p>Members of staff who witness these types of behaviours are responsible for managing them.</p> <p><i>Some of the strategies we use include:</i></p> <ul style="list-style-type: none"> <li>➤ <b>Attention songs/rhymes</b> - e.g. "Are We Ready...", "123 all eyes on me"</li> <li>➤ <b>Non-verbal cues</b> - hands up, finger on lips, thumbs up, smile, nod of the head</li> <li>➤ <b>Direction</b> - tell them what to do say "thank you" in advance of the child following the direction and walk away (sends the child the message that you trust them to do what you have asked)</li> <li>➤ <b>Re-Direction</b> - repeat direction without being side-tracked, use thank you at the end of the statement (don't stand over them it can feel confrontational)</li> <li>➤ <b>Tactically ignore</b> - ignore secondary behaviour e.g. huffing and minor interruptions</li> <li>➤ <b>Rule reminders</b> - Use inclusive language - we, us, our, all, everyone, together e.g. "We use kind hands"</li> <li>➤ <b>Physical proximity</b> - Move closer to disruptive child or seat them beside you without comment</li> <li>➤ <b>Proximal praise</b> - praise to children complying, help others learn by being explicit about what they are doing e.g. "Look at that boy using lovely walking feet", "Emily you tidied our books, you are a great handy helper"</li> <li>➤ <b>Distraction / diversion</b> - ask a question, give a task that involves movement</li> <li>➤ <b>First and then</b> - first this then that e.g. first tidy up, then puzzles - avoids "no", no coaxing or bribing (keep language to a minimum)</li> <li>➤ <b>Choices</b> - (giving the child the sense of control) Giving a choice to avoid confrontation or a power struggle e.g. "The toy can go in my drawer or in your bag, it's your choice", "You can put your coat on or I can help you"</li> </ul> <p>These strategies work alongside our <b>"Blast Off"</b> and <b>"Catch Me Being Good"</b> charts</p>

<b>Moderate</b>	
<b>Types of behaviours</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• Repeatedly using aggressive behaviour towards staff and other children</li> <li>• Continuous use of inappropriate language</li> <li>• Damaging resources / learning environment</li> <li>• Continuous defiance</li> </ul>	<p>Members of staff who witness these types of behaviours are responsible for managing them. If the behaviour is persistent then the teacher / manager will intervene.</p> <ul style="list-style-type: none"> <li>➤ <b>Choices</b> - (giving the child the sense of control) To convey the consequence if unwanted behaviour continues, state the problem situation and the consequence e.g. "If you choose to throw the sand you might hurt your friends eyes and then you will have to play somewhere else"</li> <li>➤ <b>Private reprimand</b> - a quiet word rather than a public confrontation in order to protect self-esteem and your relationship with the child</li> <li>➤ <b>Verbal feedback</b> - inform parent / carer at home time (not in front of the child) of the incident stressing that the matter has been dealt with</li> <li>➤ <b>Sharing information</b> - staff will use home school diary, link book, passport to communicate the child's progress with parent</li> </ul> <p>These types of behaviour will be recorded in an incident book</p>
<b>Serious</b>	
<b>Types of behaviours</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• Physical / verbal abuse towards staff and other children - spitting, *biting, intentional harm</li> </ul> <p><b>*Pre-school Playgroup:</b> If an incident of biting occurs parents will always be contacted by telephone.</p>	<p>In rare cases were cases are unmanageable the head teacher / manager will....</p> <ul style="list-style-type: none"> <li>➤ <b>Remove</b> - remove to a safe place if a child is in danger of getting hurt</li> <li>➤ <b>Parent interview</b> - with teacher / manager and a member of the pastoral care team / management committee</li> <li>➤ <b>Review strategies</b> currently in place and introduction of additional intervention e.g. Risk Management plan, Risk Assessment and or Risk Reduction Plan. It may be necessary to revise the current timetable to meet the needs of the individual child within the setting.</li> </ul> <p>Recurring problems will always be discussed with all members of staff, the principal when necessary and the parents'. The above will be shared and agreed with Parents and communicated to relevant staff.</p>

## ***Defined Roles and Responsibilities***

***All staff are responsible for managing behaviour appropriately in close partnership with Parents***

### **Staff Responsibilities**

- To treat all children fairly and with respect.
- To help children to develop to their full potential.
- To provide a challenging, interesting learning environment.
- To create an environment which is safe and pleasant both physically and emotionally.
- To use positive and negative consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with parents and pupils.
- To recognise and value the strengths of all children.

### **Parents' Responsibilities**

- Make their children aware of and encourage appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does at school
- Support our schools in implementing this policy
- Be aware of the golden rules

## Appendix A

### POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

<i>NEGATIVE CORRECTION</i>	<i>POSITIVE CORRECTION</i>
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc.
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down / Kind hands/ Kind feet
Stop wasting time	Time for work. How far have you got to?

# Appendix B

## BEHAVIOUR STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.)

Strategies should range from the **least** intrusive to the **most** intrusive.

- **CATCH THEM BEING GOOD** - notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.
- **NON-VERBAL CUES** - hands up, finger on lips.
- **CASUAL QUESTIONS** - got your pencil, John? Know what to do?
- **DIRECTION** - tell them what to do, say "thank - you" in advance, walk off.
- **RE-DIRECTION** - repeat direction without being side-tracked. Use thanks and take-up time - don't stand over them in a confrontational way.
- **TACTICALLY IGNORE** - ignore secondary behaviour, minor interruptions.
- **PHYSICAL PROXIMITY** - move closer to disruptive pupil.
- **PROXIMAL PRAISE** - praise to children complying, a private message to those not complying.
- **DISTRACTION / DIVERSION** - ask question, give task to disruptive pupil.
- **WHEN / THEN and FIRST / THEN** - first we do this, then we do that - avoids "no".
- **RULE REMINDER** - refer to rule, use thank you **and take-up time**.
- **HAND UP RULE** - "I'm looking for a quiet hand."
- **WHERE / WHAT?** - Where should you be? (In my seat) what should you be doing? (my work)
- **CHOICES** - in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.
- **BROKEN RECORD** - calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.
- **PARTIAL AGREEMENT** - that may be so, but I need you to do this
- **PRIVATE REPRIMAND** - a quiet word rather than a public confrontation.

**REPAIR AND REBUILD** - *As soon as possible after a reprimand, find an opportunity to say something positive about the pupil - catch them being good.*



