

Monkstown Nursery School

Positive Behaviour Policy

Reviewed June 2020

In Monkstown Nursery School sensitive, caring professionals provide a **Supportive, Happy, Inclusive, Nurturing and Empowering** learning environment. With parents as partners, we aim to enable all children to develop to their full potential, as they grow in confidence, independence and compassion. This is achieved by:-

- Creating a fun, stimulating learning environment, where the children are constantly being challenged and are being motivated to learn
- Building up positive, trusting relationships with the children and their parents
- Treating each child as a unique individual, with his own needs and interests and providing suitable experiences based on these

Encouraging appropriate behaviour is an integral part of our programme for Personal, Social and Emotional Development. It is important that there is simplicity and consistency in promoting positive behaviour. We focus, therefore, on the positive skills and strategies which teachers can employ to develop the children's social and emotional competences.

Why do we reward to promote positive behaviour?

- To encourage effort, perseverance, participation, good behaviour
- As an incentive to carry on and progress further
- As a sign of achievement
- To satisfy child's need for attention
- To build and improve child's self-esteem
- To change inappropriate behaviour
- To foster an atmosphere conducive to learning
- To establish and build on adult/pupil relationships

What do we reward?

- purposeful play appropriate to child
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Perseverance, effort, achievement, concentration
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

How do we reward?

- Asking a child to help e.g. put out snack cards, be dinner helper etc.
- Praise:-
Praise can be given by: -
- Displays of work in classroom and corridor
- Verbal praise which should be specific to the child and the action/activity.
- Discussion with parent/carer at the end of the day
- Photographs taken to be put on seesaw
- Well done song sung to child by the other children
- Photograph taken of work/deed and shown to class during plenary session.

Classroom Management

During the settling in period, the children become familiar with the classroom routines and are given clear guidance as to expected behaviour. We have developed age appropriate rules called "our Sunshine rules". These are shared with the children at the beginning of the year and on a regular basis throughout the year. The rules are displayed in the classroom, cloakroom and a copy is given to parents. The children are involved in developing the rules as the year progresses and discussing why they are important.

Our Sunshine Rules



We play safely and fairly.

Language we use when explaining this rule to the children:

We look after the toys.

We tidy up, brush up and pick up.

We share and take turns.

We have safe walking feet.



We are kind and helpful.

Language we use when explaining this rule to the children:

We have kind hands and use kind words

We listen to people.

We say please and thank you.

If our friend is not being kind we can say, "Please stop, I don't like that."

We can tell an adult if we are not happy.



We are always busy.

Language we use when explaining this rule to the children:

We try our best

We finish our activity.

Positive steps to prevent disruptive behaviour

- The teacher gives clear, realistic commands in a polite and positive manner
- She gives 'Do' commands, avoiding question commands
- She uses the child's name
- She moves in close to the child and gains eye contact
- She uses start commands – whenever a child does something inappropriate, the teacher thinks of the alternative behaviour she wants and phrases her command to focus on that positive behaviour
- She allows time to comply
- She allows for lead-time – she gives warnings and reminders regarding upcoming transitions
- She gives 'When-Then' commands – these tell the children in advance the exact consequences of their actions
- She gives children options and choices – if the teacher is prohibiting a child from doing something, she includes suggestions for what to do instead eg. 'You can't play with your Spiderman toy now, but you can put it in your bag and we will show it to your friends after lunch'
- She gives short commands and instructions – clear, short and to the point, so that the original command is not forgotten or smothered in a flurry of words
- The teacher gives consistent and meaningful encouragement and praise to build up the children's self-esteem and to help nurture trusting relationships
- She gives specific praise, rather than vague praise
- She conveys enthusiasm in her praise
- In addition to praising specific observable behaviours, she praises a child's efforts and improvement
- She promotes child self-praise
- She uses proximity praise
- She encourages the children to praise themselves and others
- We sing the 'Well done' song

Managing Disruptive Behaviour

When a disruptive or negative behaviour does occur, a discipline plan is in place, so that every child is clear about what the consequences will be if the rules are broken or expectations are not met. Consequences are organised in a hierarchy from the least disruptive intervention to the most disruptive.

As a first response to inappropriate or disruptive behaviour, the teacher will use the strategies of ignoring, re-directing and reminders. Minor inappropriate or low-level

attention seeking behaviours, such as whining, calling out, tantrums (which are not dangerous or hurtful to other children or adults) are often eliminated if they are systematically ignored. By not giving the misbehaviour attention, the teacher is not engaging in the power struggle with the child. As ignoring is consistently maintained, the child will eventually stop what he is doing. Moreover, if he receives praise and encouragement for the opposite, appropriate behaviours, he will learn that it is more beneficial to behave appropriately than inappropriately. The teacher will also use the strategy of distraction – once the child starts to behave more appropriately, the teacher distracts the child to another activity. For example, a child is having a tantrum, screaming out because he has been withdrawn from playing at the water tray, having thrown water around another child. The teacher ignores the screaming and when it subsides, she suggests that he might like to help her build up a train track. Many minor non-disruptive misbehaviours can be handled unobtrusively by the effective use of teacher re-direction.

Positive language and reinforcement is used as much as possible.

Solving Problems and Resolving Conflicts

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions, discuss and choose one together
6. Be prepared to give follow up support

Developing A Behaviour Plan For Individual Children With Problems

The above interventions are generic teacher classroom management strategies to be used when any child in the class misbehaves.

For the chronically misbehaving child, it is important to develop an individual behaviour plan because it helps the teacher to be more precise in how she focuses her attention and how she follows through with the agreed upon consequences. In drawing up such a plan, the teacher will take the following steps:-

1. Identify the specific negative behaviours that need to be reduced
2. Choose which of these misbehaviours to target for intervention first
3. Observe and record their frequency, intensity and duration and the occasions or situations in which they occur
4. Formulate a hypothesis about why the child is misbehaving. Understanding the child's motivation and self-awareness for the behaviour is key to developing an individualised and appropriate intervention plan for the child. Identify a positive behaviour to replace each negative behaviour and set this as a target. This helps the child to visualise the positive alternative
5. Identify the specific reinforcers that will work to motivate this child
6. Decide on the specific consequences for the specific misbehaviours

Once the plan has been agreed upon, a written implementation plan is drawn up. Careful records are kept so that plans can be evaluated and modified.

In the case where the strategies of ignoring, re-directing and warnings and reminders have been ineffective and a child continues to display the inappropriate behaviour, this will have to be dealt with by imposing a negative consequence.

Consequences are a way of holding children accountable for their behaviour. The children must be familiar with the discipline plan, in advance, so that they can see the negative consequences as the direct result of their behaviour. Consequences should be presented as a choice the child has made.

For example, having hit another child, John, while playing at the sand tray, the teacher reminded Jack of the rule and of the consequences of breaking the rule. When he hits a child again, she explains 'You know that we play gently with others. Now you have made a choice – you have decided not to play gently at the sand tray with John. You will play by yourself for a while'.

Negative consequences are:-

- Consistent
- Applied uniformly
- Applied promptly after the misbehaviour
- Presented as a choice that the child has made
- Non-punitive and reasonable
- Related to the behaviour
- Tailored to the particular circumstances – something that will be effective with that particular child because it deprives that child of something he or she particularly likes (loss of privilege)
- Presented in a manner which is respectful but firm
- NEVER physically or psychologically harmful to the child NOR do they humiliate or embarrass the child.

Every effort is made to gain the full support and co-operation of the parents because without these effective discipline is much more difficult to achieve.

Staff will be available to discuss or clarify any of the issues that this policy seeks to address and look forward to working positively with parents and children in achieving good working relationships and creating a positive climate in which quality learning experiences can be enjoyed.

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