

POSITIVE MANAGEMENT BEHAVIOUR POLICY

In Victoria Nursery School we know that learning takes when children are happy and settled in school. We provide a safe environment in which children can learn effectively with consistency, respect and trust. The staff work as a team to create a positive atmosphere for learning and teaching to support self-regulation by encouraging all children to feel stimulated, recognised and emotionally secure. Trusting relationships among the adults in our staff team help the children to feel secure.

Positive partnerships between home and school are equally crucial and we strive to build positive relationships with parents to support their children. We also offer opportunities for parents to be involved in many aspects of the school and take part in courses to further develop skills and understanding.

We help children towards achieving their full potential across all areas of development to lay firm and positive foundations from which they will grow into happy, self-confident children with healthy attitudes such as honesty, politeness and kindness.

To promote positive behaviour we have devised the following positive management policy.

AIMS and VALUES

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

1. **RESPECT** – to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the school environment.
2. **RESPONSIBILITY** – to enable children to have an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.
3. **SELF-REGULATION** - to help equip children with strategies to deal with ‘big’ emotions such as frustration, anger, apprehension and so on.
4. **KINDNESS and CONSIDERATION** – to promote acts of kindness for each other and to assist children in ways of being gentle towards each other. Also to teach children how to be polite and considerate of others.
5. **FAIRNESS and EQUALITY** – to give children an understanding of how to be fair to all, how to give everyone an equal chance.
6. **SAFETY** – to show all children how to keep themselves and each other safe and **We help the children learn the importance of rules in school to keep everyone safe and allow quality teaching and learning to happen.**
7. **UNDERSTANDING** – to help children to understand other people’s views and experiences and **and to develop good social skills such as listening, sharing, turn taking, co-operative play and empathy.**

8. **BUILD CONFIDENCE** – to support and nurture children in developing high self- esteem and to deepen their understanding of their own talents and skills.

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.

STRATEGIES WE USE TO SUPPORT OUR AIMS AND VALUES

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 –

- ✓ Using conflict resolution
- ✓ 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: 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 –

- ✓ Saying “good morning” (staff team should model behaviour they want the children to emulate)
- ✓ Saying (and encouraging them to say) “please” and “thank you”
- ✓ Encouraging them to wait their turn
- ✓ 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 children clear and consistent messages

STRATEGIES WE USE TO PROMOTE POSITIVE BEHAVIOUR

We use child friendly Golden Rules to encourage positive behaviours. Our Golden Rules are:

- ✓ We are kind to our friends
- ✓ We have listening ears
- ✓ We use quiet voices
- ✓ We use walking feet
- ✓ We have kind hands

Staff will introduce children to our Golden Rules early in September during settling in periods and reinforce them on a daily basis. Staff will model our Golden Rules and use positive language towards each other, and the children at all times. Parents will be issued with a copy of our Golden Rules in school communications.

Staff will –

- ✓ treat all children and adults with respect.
- ✓ speak politely to other people.
- ✓ praise children's efforts and achievements as often as they can.
- ✓ share positive feedback with parents about their child's efforts and achievements.
- ✓ encourage the children to find the words to express their emotions.
- ✓ liaise with outside agencies whenever appropriate in order to support pupils (and their parents) who present with specific behaviour needs.
- ✓ If a child's behaviour is deemed to be unacceptable or is putting others in the school community at risk the School Principal will seek advice from the relevant advisor within EA and take action in accordance with EA guidelines

We ask children to look after equipment by –

- ✓ Teaching them about health and safety
- ✓ Encouraging them during tidy up time, putting things in the right place
- ✓ Encouraging them to help mend broken toys and equipment
- ✓ Playing games
- ✓ Having a group discussion, "how do we look after this"?
- ✓ Washing toys and equipment etc.
- ✓ Encourage children to tell us about breakages
- ✓ Having snack at the snack table and using equipment with increasing independent
- ✓ Looking after the equipment ourselves.

We help children to care about the environment by –

- ✓ Making it as attractive as possible
- ✓ Cleaning tables
- ✓ Tidying up together
- ✓ Displaying children's work
- ✓ Tending to indoor and outdoor plants
- ✓ Picking up rubbish
- ✓ 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
- ✓ Modelling careful handling; noticing, acknowledging and praising positives
- ✓ Sharing responsibility

EXAMPLES OF BEHAVIOUR

Children explore a variety of behaviours at this age. Most we consider ordinary, 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.

Intervention will be mild and may include one of the following -

- ✓ Using a positive statement e.g. “if you want to throw something you could throw a ball in the garden when we go outside to play”
- ✓ Explaining our concerns, e.g. “if you lean back on your chair you might fall over and hurt yourself”
- ✓ Referencing our Golden Rules (using visual aids if needed) and it will be explained which rule/s were broken by their behaviour. If no one was hurt the child will be reminded of the need to follow the rules to keep everyone safe and allowed to continue their activity.
- ✓ Giving them choices
- ✓ Having a group discussion or circle time about acceptable / unacceptable behaviours
- ✓ Phased induction to support a child’s introduction to nursery

Staff will deal with more serious misbehaviour by –

- ✓ Labelling the behaviour not the child
E.g. saying “I don’t like it when....” Or “it’s not okay to”
- ✓ Using non-confrontational language
E.g. “when sand is thrown” instead of “when YOU throw sand”
- ✓ Directing to play in another area e.g. if the behaviour is subsequently repeated, the child will be reminded once more but also told that they will have to be moved to another activity if it happens again.
- ✓ Repeated behaviours will result in a child being redirected to a different activity or area to play of the adults choosing.
- ✓ If the behaviour occurs over a number of days and is not managed by the steps above then this may result in a child having temporary reduced access to a favoured play area/ activity or toy.
- ✓ Informing parents/carers

Supporting the child may involve a slower phased induction to nursery or the setting up of a personal learning plan with specific targets related to behaviour.

Examples of behaviours, which we consider extremely serious –

- ✓ Persistently hurting others (peers and staff)
- ✓ Biting other people
- ✓ Threatening behaviours, including persistent swearing, spitting, inappropriate language
- ✓ Inappropriate touching
- ✓ Racist or sexist remarks

Our actions will reflect the severity of the incident but the staff team will manage the behaviour without being blameful or punishing the child.

Our intervention MAY include some of the following –

- ✓ Removing the child from the situation
- ✓ When the safety and/ or well-being of a child or adult is compromised, again this may result in temporary reduced access to a favoured play area/ activity or toy.

- ✓ When the child is regulated talking to them about the behaviour e.g. social stories
- ✓ In certain circumstances we may phone the parents/carers and request they collect their child. Staff and parents in this extreme instance will work in partnership and agree a plan to re-integrate the child into the whole school day as soon as appropriate.
- ✓ Serious incidents and persistent incidents may result in a meeting with the Principal / parents to discuss the way forward.
- ✓ Seeking support from the Education Authority / Educational Psychology Service
- ✓ A shortened day may be more appropriate in order that the child's experience of school remains positive and successful.
- ✓ In exceptional cases a child may be suspended, in consultation with the child's parents, EA and the Board of Governors until it can be determined what additional support is required in the school.
- ✓ **Dangerous / violent behaviours** - If a child's behaviour is putting them or others in immediate danger, in order to prevent harm to themselves or others it may be necessary to move the child to a safer place. The aim would be to direct them to move to a particular area - if they are not moving of their own free will and still posing a risk then they will be assisted by the hand, or lifted and safely carried there. An adult will remain with the child, or will monitor them closely if personal safety is a concern, until they can rejoin the class or until their parent is contacted and comes to collect them – whichever is deemed most appropriate at that time.

Parents and carers are an integral part of our school community. We will work closely with them in implementing our school's behaviour policy.

We aim to -

- ✓ Share our expectations of behaviour at school during the phased induction period (term 1)
- ✓ Talk to parents about any aspect of their child's behaviour, which is causing concern
- ✓ Be fair, non-judgemental and consistent in our dealing with behavioural issues at school
- ✓ Offer support to parents and carers in managing their child's difficult behaviour by offering parent courses, providing advice and resources, getting advice and support from outside agencies etc.
- ✓ We view parents as partners in all behaviour intervention and staff will include them in this work. The parent will be informed of behaviours / actions which are persistent or extreme. A written record will be kept of any incidents in which a child or adult has been hurt and parents will be asked to read and sign this.

We expect parents/carers to –

- ✓ Communicate any significant changes in circumstances that may affect their child's behaviour in school, e.g. new baby, moving house, bereavement, divorce, separation and hospitalisation.
- ✓ Reinforce expected behaviour to their child by talking to him/her when at home
- ✓ Support staff team in implementing the school's behaviour policy
- ✓ Follow guidance communicated by the school.

Consistent implementation of this policy in co-operation with parents will help children achieve their full potential across all areas of development to lay firm and positive foundations from which they will grow into happy, self-confident children with healthy attitudes.

MONITORING AND EVALUATION

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

Reviewed March 2025

