

Positive Behaviour Management Policy

SAINT JOSEPH'S



NURSERY SCHOOL

Saint Joseph's Nursery
52 Greystone Road,
Antrim

It is the policy of St. Joseph's Nursery School to ensure that pupils are given a secure, well ordered school environment which allows for the development of their spiritual, social, emotional, physical and intellectual growth. The school relies on good relationships between teachers, pupils and the whole school community. The nursery recognises the individuality of children and that they will achieve at different rates based upon experiences, interests and abilities. We expect different levels of behaviour.

"Being fair is not giving children all the same but giving them what they need."

Bill Rodgers

Rules, routines and positive behaviour management procedures in the school are necessary for the safety, well-being and enjoyment of others.

Staff aim to provide a rich variety of play activities and other experiences, which motivate and challenge children, in an environment which is both supportive and child led. If children are to develop in such an environment, they need to have daily routines and be aware of their boundaries. Children will be expected to behave in an acceptable way and our regularly reminded of the 'rainbow rules and routines' in the nursery. This a simple but effective code of behaviour. Parents are encouraged to reinforce this code at home.

The policy aims:

- To create a friendly, inviting atmosphere.
- To ensure fair play.
- To encourage children to share.
- To encourage children to co-operate.
- To encourage self-discipline.
- To promote good manners.
- To develop a feeling of trust.

Each child will be encouraged to:

- Promote positive feelings towards each other.
- Exercise care in the use of equipment.
- Take turns and play co-operatively.
- Play appropriately.

Strategies:

Use of a range of strategies, when managing different behaviours and to do so in a positive way.

1. Children's experiences:

Be sensitive to the experiences children bring with them to school - experiences of interaction, their play, self image, feelings of fear or insecurity, ways of seeking attention and their varying skills when communicating; deve

2. Helping children to settle into school by developing a range of social skills:

Taking turns, sharing, being kind to others, showing respect for adults and children - for their work, games, caring for nursery equipment. Having good manners and following rules, routines and instructions.

3. Procedures for developing positive behaviour:

Being a good role model, use of positive language, using please and thank you with the children. Listening attentively to children so that they can see the attention is genuine. Maintaining eye-contact. Noticing how the child is feeling, reacting appropriately.

4. Use of appropriate language:

Talking respectfully with the children, Using I messages - correcting the behaviour, not the person. Being careful to match the language to the child's level of comprehension - keep language to a minimum. Using language in a positive way - "do not run" becomes "good walking". Remind the children of the rule, " In the nursery we keep the water in the water tray, "well done, you're keeping the water in the water tray. Giving praise for effort no matter how small. Always scanning and praising positive behaviour - taking turns, sharing, co-operative play, listening...; "I like the way you...

5. Creating an environment that is challenging and satisfying for each child.

6. Tactically ignore unwanted behaviours, praise/reward positive behaviour.

7. Children complying with instructions

Maintain eye contact - gain the child's attention, remind the child of the rule/routine in nursery and thank him/her for complying. Give the child lots of practice in complying with instructions always giving immediate feedback on performance.

8. The nursery environment:

- Create an environment in which the risk of conflict is minimised - empower children to resolve their own problems - use of conflict resolution.
- Anticipate trouble - use of diversionary tactics.
- Encourage children to develop friendships.
- Encourage children to help and care for each other.
- Encourage children to become increasingly self-reliant.

- Adults in the nursery are aware of the need to be firm, gentle and consistent in their dealings with children - remembering to use positive language and realising that it is the behaviour we do not like, not the child.
9. Use of procedures when dealing with unwanted behaviours.
- Use of conflict resolution (see attached information)
 - Speaking calmly, use simple clear statements about what is acceptable behaviour, with choices if possible, adding a statement about what is not acceptable as this will clarify the situation. Positive language should be used as much as possible.
 - When necessary give a warning of the consequences (giving children choices) - possible removal from the situation, or removal of a piece of equipment...
 - Use of individual positive behaviour management programmes (see samples)
 - Reference will be made to Special Needs Policy when dealing with children who have specific emotional or behavioural difficulties

Guide to action applicable in a situation involving discipline

To further support children in relating to our expectations, all qualified adults have a responsibility to implement the following guidelines:

1. Praise positive behaviour and encourage children to be honest and get on well with others and to always try and be thoughtful and kind towards everyone.
2. Act with confidence and sympathetic firmness in disciplining.
3. Good timing of action is essential.
4. Consequences for misbehaviour should be immediate, of short duration and without humiliation for the child. They should bear some relation to the act (if possible) and should be consistently applied and maintained.
5. Preventing misbehaviour will reduce the necessity for discipline.
6. Through example, discussion and praise foster the development of tolerance, sympathy and consideration of others, including those of differing ability, gender or culture.
7. Provide a range of activities that promote the need to share fairly and take turns, e.g. negotiate to have a turn on a tricycle and then letting someone else have a turn in a short time.
8. Act as a facilitator so that children can articulate their views / opinions knowing that others will be encouraged to listen. (Conflict resolution)
9. Promote an environment where children can learn to say "No" to someone who is not respecting them or their wishes and then seek adult help if further resolution is required.
10. Demonstrate fairness by always listening to all/both parties when called upon to help resolve difficulties.
11. At all times help the child to become aware of other people's problems, concerns, feelings (well being) and respect property and possessions belonging to the school and other people.
12. Foster an early responsibility for the community, taking pride in the area, and a respect for the environment including all living things.

'Rainbow rules' and routines

In Nursery School we must try to do...

- "Good listening"
- "Good playing"
- "Good sharing"
- "Good sitting"
- "Good walking"
- "Quiet voices"

Praise / Rewards

Praise - should be accurate, honest, private, frequent, genuine - positive feedback aimed at improvement.

Rewards - should be intrinsic, credible, earned, comment on effort made, immediate, group based, non-competitive, never taken away, not a distraction from the task.

- Verbal praise
- Smile
- Use of badges, certificates, positive picture records, photographs
- Use of favourite toy, extra time at a specific activity
- Telling parents/guardians about improved/positive behaviour
- Displaying work for peers and parents to see
- Tangible rewards - sweets, stars...

Consequences

Use as a last resort

Give choice prior to consequence

Make consequence logical

It is the certainty not the severity that matters.

- A facial expression
- Explanation of the behaviour and why it is unacceptable
- Reminder of the rules/routines
- Give warning of the consequence
- Removal of child from activity
- Redirect
- Use of "thinking time/mat" / timer
- Offering choice - "choice system"
- Individual reward charts, stickers....
- Depriving/Rewarding use of activity, equipment...

Discipline Procedures

- (1) For a minor breach of discipline a child will be spoken to firmly by a staff member and a reason given why the behaviour is not acceptable.
- (2) For a serious breach of discipline the child will be withdrawn from the situation, spoken to firmly, reasoned with and made to sit for a short period of time ('thinking mat' may be used at the discretion of the adult) so they can think about what has happened. The child's Parents will also be informed.
- (3) For a very serious breach, number 2 above will apply and parents will be informed of the serious nature of the incident. At this stage the Principal will also be informed. It is hoped that parents would support and reinforce the teacher's actions at home.
- (4) Where a child is continually disruptive or destructive in the nursery and numbers 1, 2 3 above and the Code of Practice have proved ineffective the Principal may decide to seek advice from the EA Behaviour Support and other agencies with permission from the child's parents. The Principal will act on any advice given by the EA advisers. Parents will be kept fully informed and involved.

Behaviour which is not permitted in the Nursery

- Running
- Pushing and/or pulling
- Jumping off equipment in a dangerous manner
- Rough handling of equipment
- Use of bad language
- Biting and or scrabbing
- Hitting and loud noisy play
- Rude behaviour

At all times children will be encouraged to show consideration and respect towards others, their needs and school property. Allowances will be made for a child with special needs who may not understand basic discipline requirements. Good manners will also be encouraged. Staff will praise or reward children who comply with good discipline practices.

Physical Intervention Policy - Use of Reasonable Force

In line with all grant-aided schools in Northern Ireland, Saint Joseph's Nursery School is obliged to draw up a policy on the use of reasonable force to restrain or control pupils. The Catholic ethos of the school and its promotion of a positive behaviour management policy, combined with the development of good interpersonal relationships and effective behaviour management strategies should ensure that the need to use reasonable force should be very rare.

In the context of Northern Ireland Legislation and for the protection of pupils and staff in the school community physical and verbal intervention will be used. This will ensure the prevention of injury to pupils, staff or damage by accident or otherwise to the school environment.

Reference: Education (NI) Order 1998 (part II Article 4 (1) states:

'A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:

- a. committing any legal offence (e.g common assault, verbal assault, criminal damage)
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself);
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.'

The right of a member of staff to use such force as is reasonable to restrain or control a pupil applies:

- where the member of staff is on the premises of the school;
- or elsewhere at a time when he/she has lawful control or charge of the pupil concerned;
- to teachers at the school, and to any other member of staff who with the authority of the principal has lawful control or charge of pupils.

The application of reasonable force to restrain or control a pupil is to be used as a last resort, only when other behaviour strategies have failed, and when the pupil, other pupils, members of staff, or property are at risk, or the pupil is seriously compromising good order and behaviour management. (DENI Circular 1999/9

What is meant by reasonable force?

There is no precise legal definition of "reasonable force" so it is not possible to state, in fully comprehensive terms, when it is appropriate to use physical force to restrain or control pupils or the degree of force that may reasonable be used. It will always depend on the circumstances of each case. However, there are three relevant considerations to be borne in mind:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force;
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result;
- whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, level of understanding and sex of the pupil, and any physical disability he/she may have.

When might it be appropriate to use reasonable force

The incidents described in Circular 99/9 and Department of Education 2002 fall into three broad categories:

- (a) Action due to imminent risk of injury;
- (b) Action due to developing risk of injury or significant damage to property;
- (c) Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations which fall into one of the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by mis-use of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might cause an accident or injury to himself, herself or to others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an instruction to leave a classroom/area;
- A pupil is behaving in a way that is seriously disrupting the class activities.

Practical considerations, which need to be taken into account:

Before intervening physically a member of staff should seek to deploy other behaviour strategies. Where these have failed, the member of staff should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The member of staff should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact to restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Recording and Reporting

A written record of any incident involving the use of physical restraint is made as soon as possible afterwards using the Physical Restraint Incident Report form (see samples in **Appendix 1**) and this is shared with the Principal. Witnesses or any staff involved in providing additional support may also add signed and dated notes giving details of the incident. In the case of a child who already has an agreed Physical Intervention Plan in place, any completed Physical Restraint Incident Form should be attached to this. These records are kept in the Confidential File in the Principal's office. A debriefing session is held as soon as possible after any incident, including members of staff involved, any witnesses and the child if appropriate. Parents and carers are always informed of incidents involving physical restraint.

Parental Involvement

Parents and carers are made aware of the school's Physical Intervention Policy through its inclusion in our Pastoral Care and Behaviour Policy, which is discussed with parents at the induction meeting and when starting school. They will be kept fully informed of any incidents that have necessitated the use of physical restraint to their own child/children. Parents and carers of children known to behave in ways which may necessitate physical intervention will be invited to attend meetings to discuss, agree and review individual plans.

Complaints

Staff are aware that the use of physical restraint may lead of complaints. They appreciate that in following our agreed policy and practice and ensuring that their actions are appropriate to the situation they are in a good position to demonstrate the reasonableness of their actions in any subsequent investigation.

Appendix 1



Physical Intervention Plan

Child's Name:
Date of birth:
Class:
Reason(s) for physical intervention plan:
Agreed strategies and approaches:
Named staff involved:
Parent/carer involvement:
Signed:
Date:

Written records of the use of this programme will be completed and attached to this plan

Saint Joseph's Nursery School



Physical Restraint/Bullying Incident Report

Name/class of child:
Date/time of incident:
Details of incident:
Incident managed by:
Witnesses/other staff involved:
Method(s) of restraint if used:
Debriefing session/evaluation:
Parent/carer informed/response:
Date/time this report completed:
Signed:
Signatures of witnesses/other staff involved:

Children live what they learn

If children live with criticism

They learn to condemn

If children live with hostility

They learn to fight

If children live with ridicule

They learn to be shy

If children live with shame

They learn to feel guilty

If children live with encouragement

They learn confidence

If children live with praise

They learn to appreciate

If children live with fairness

They learn justice

If children live with security

They learn to have faith

If children live with approval

They learn to like themselves

If children live with acceptance and friendship

They learn to find love in the world.