

St. Luke's Nursery School



BEHAVIOUR MANAGEMENT POLICY

(updated January 2019)

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BEHAVIOUR MANAGEMENT POLICY

The Staff of St. Luke's Nursery are entrusted with the education and care of the children in the school and it is our aim that we provide these with a secure, well ordered environment which will allow for their spiritual, social, emotional and intellectual growth. The school also relies on the development of good relationships between teachers, children, parents and the wider community. It is vital that all parties realise and agree that the creation of conditions which allow and promote effective learning are dependent on good discipline practices.

In St. Luke's Nursery we perceive behaviour management as an awareness of and respect for the needs and rights of all. It is an integral part of our curriculum which ensures the safety, well-being and enjoyment of all pupils. We aim, to be consistent and fair in our response to the children, to help them become aware of the thoughts and feelings of those around them and to recognise the need for and value of acceptable standards of behaviour. By so doing we help children develop responsible attitudes and values for life.

While we make it very clear to children that negative, unsociable behaviour cannot be allowed, it is hoped that praise and reinforcement of **positive behaviour** will help us achieve our aim and foster in children a feeling of self worth.

The rules in St. Luke's Nursery School are focused on specific behaviour. Where children's behaviour warrants adult intervention, attempts will be made to talk him/her through the situation while remaining with the same group and activity. Ideally, this will give the child an opportunity to display improved behaviour. Where negative behaviour continues, the child will be denied the opportunity of remaining in the chosen area and asked to move to an alternative activity. In the event of severe behaviour problems, the child's parents will be invited into the school to discuss the issues.

In St. Luke's Nursery problems are always dealt with **promptly, fairly and consistently**. We never view an incident in isolation and are committed to the belief that a consistent policy of firmness **and** fairness is good because it leads to development of a child's sense of security.

Where behaviour/discipline is a serious problem, we will look at the problem with the child's parents in the following areas:

- Unacceptable/anti-social behaviour
- Bullying
- Impact of loss or bereavement
- Aggressive behaviour
- Limit testing
- Attention seeking
- Insecurity
- Special needs difficulties.

We will strive to build up the child's self esteem by providing opportunities for every child to experience satisfaction and personal fulfilment and by showing we have confidence in his/her ability to improve.

It is essential that all parties realise and agree that good behaviour management creates the conditions for effective learning and helps to develop in children responsible attitudes and values for life.

Rules, regulations and behaviour management in the school are necessary for the safety, well-being and enjoyment of others. Equally, a genuine *Forgive and Forget Policy* is always made obvious to children through the attitude of the staff.

PARENTS / GUARDIANS

Parents and Guardians have the legal duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have the obligation to promote, as far as is reasonably possible, the adherence on their child's part to the general policy and rules of discipline as laid down from time to time by the school (Towards a School Discipline Policy, CCMS, page 5).

When a child is being admitted to school it should be firmly understood by parents that acceptance of admission to the school includes acceptance of the school's policy and rules of discipline. A brief outline of our Behaviour Management Policy is included in the Prospectus and it is explained to all parents at the Information Meeting in early June.

Ways we can help resolve specific problems, particularly when unacceptable behaviour is observed:

- ❖ Regularly praise and encouragement
- ❖ Only use appropriate sanctions
- ❖ Think – then act
- ❖ Avoid conflict and leave the child an opportunity to redeem him/herself
- ❖ Avoid over reaction to minor incidents
- ❖ Don't forget humour

N.B.

- ❑ There is no place whatsoever for criticism or sarcasm.
- ❑ We check to see if the layout and organisation of classroom is appropriate (i.e., not too confined or busy)
- ❑ We involve children in teacher-led activities more often which avoid opportunities for poor behaviour.
- ❑ We set tasks which almost guarantee success (look for opportunity to praise).
- ❑ We look at good management of children's activities particularly tidy-up time – and reward those doing their best.

- ❑ We give clear guidance that is **firm** but **fair** in language the children can follow.
- ❑ We try to give positive rather than negative feedback.
- ❑ We encourage pupils to talk about why we have particular rules.

BEHAVIOUR WHICH WILL NOT BE PERMITTED IN THE NURSERY

- Biting
- Hitting
- Jumping off tables and chairs
- Rough handling of other children and their property
- Rough handling of school toys, books and equipment
- Rude behaviour
- Scrabbing
- Use of bad language.

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

WHAT DO WE REWARD?

- Perseverance/effort
- Waiting/taking turns
- Good table manners at dinner and snack time
- Participation in all activities
- General improvement in behaviour
- Being kind, comforting, showing consideration/courtesy/kindness to others
- Good manners – please, thank you, etc.
- Good play
- Being creative
- Sharing, caring, being sensitive to the needs of others
- Achievement
- Carrying out an instruction
- Showing respect for toys, books, etc.
- Efforts to communicate
- Trying new things
- Being involved
- Remembering to flush toilet and wash hands
- Using tissues and putting in bin when finished
- Tidying up
- Putting indoors and wellies on the right feet
- Participating in the singing/rhymes/drama

- Playing without spilling sand/water/dough
- Finishing dinner or trying new food
- Contributing to displays (colour table, etc.)
- Bringing back nursery toys, etc., that have been borrowed.
- Concentrating.
- Independent work on task - perseverance
- More interaction with peers.
- Obedience
- Achievement
- Report on problems
- Showing initiative
- Overcoming a “fear”
- Resolving conflicts amicably
- Owing up to misdemeanour
- Efforts and Progress
- Showing self-control, e.g., if bicycle being taken away / or dressing up clothes removed.
- Care of classroom environment, e.g., mopping up, putting toys away.

HOW DO WE REWARD?

- ❖ Verbal praise – tell/show both child and parent
- ❖ Body language – smile, nod
- ❖ Follow up a promise
- ❖ Bringing child’s positive behaviour to attention of others
- ❖ Being special helper
- ❖ Selecting “good” child to be first to choose story, favourite toy
- ❖ Behavioural reward – looking after another child
- ❖ Reward by teacher interaction, e.g., one to one.
- ❖ Display a good piece of work.
- ❖ Given special responsibilities and jobs to do
- ❖ Tell parents about good behaviour
- ❖ First out to play/choose apparatus

WHY DO WE REWARD?

- For something well done
- Effort and perseverance
- Participation
- Accomplishment in face of previously not attempting
- To encourage/reinforce good/positive behaviour
- To encourage good relationships with teachers and peers
- Help children understand what is good practice/behaviour
- As a positive incentive to carry on and progress further
- As a sign of achievement – child knows he has reached a landmark
- To give reassurance and motivation
- To give well-behaved children some attention and discourage misbehaviour
- To build and improve child’s self esteem/self worth.

- Clear message – this is good/right
- To encourage continuous good behaviour.

SANCTIONS

Staff will apply sanctions after we explain what the child has done wrong and make sure the child **understands** why we are not allowed to behave in this way.

We should remember that our facial expressions – a look, frown, stare, glare, body language and tone of voice, can often express our disapproval and may avert unacceptable behaviour and the consequent imposition of sanctions.

It is important to restate and explain “The Rules” at frequent intervals in order to remind children about what is and is not acceptable in the Nursery and why this is so.

Sanctions imposed:

1. Withdraw a child from the activity of areas where this behaviour occurred.
2. Give a child a specific activity to complete until allowed to return to particular play area.
3. Exit from story after misbehaviour.
4. Sitting down (time out at another activity)
5. Report to parent
6. Exclusion from a particular activity where poor behaviour occurs.
7. Serious talk
8. Making amends (e.g., tidy up the mess made)
9. Certain situations, removing toys (e.g., specific cars and garage play), changing to more passive activity.
10. Give a specific task (e.g., wiping the easel / brushing up sand)

POINTS OF CONSIDERATION FOR STAFF RE BEHAVIOUR MANAGEMENT POLICY

It is essential that everyone agrees that good behaviour management creates the best conditions for effective learning and “Incredible Years” strategies and rules are necessary for the safety, well-being and enjoyment of others.

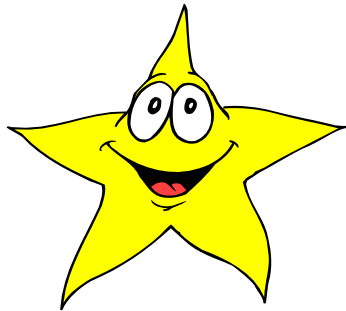
In order to help resolve specific problems, particularly when unacceptable behaviour is observed, staff will:

- Regularly praise and encourage children
- Only use appropriate sanctions
- Think – then act
- Avoid conflict and leave the child an opportunity to redeem him/herself
- Avoid over reaction to minor incidents
- Teach children about emotions and how to express these (Incredible Years)
- **Don’t forget humour!**
- Remember, there is no place whatsoever for criticism or sarcasm.
- Check if reorganisation of playroom is appropriate
- Involve children in teacher-led activities more often, which avoid opportunities for bad behaviour.
- Try setting a specific task, which almost guarantees success.
- Look at good management of children’s activities particularly tidy-up time.
- Give clear guidance that is firm but fair in language the children can follow.
- Give positive rather than negative feedback.
- Encourage pupils to talk about why we have particular rules.

STAFF

Equally, we must look to ourselves as staff and the provision we made to ensure that the following are not contributing factors:

- ❖ Staff stress
- ❖ Inconsistent application of standards/rules [both rooms being consistent i approach and adopting “Incredible Years” rules, strategies, rules and emotional regulation tactics and approaches.
- ❖ Inappropriateness of curriculum or teaching methods regarding child’s age, ability, etc. (every child is individual – get to know their likes, dislikes, background, age, position in family and needs individual to them.
- ❖ Ineffective teaching.
- ❖ Erratic, irrational or unnecessary rigid restrictions. (Need to be flexible!)
- ❖ Inappropriate changes.



Our Special Rules

- ❖ Do be gentle - don't hurt each other
- ❖ Do be kind - don't hurt feelings
- ❖ Do be honest
- ❖ Do listen carefully to the teachers and each other
- ❖ Do look after our Nursery - don't damage things
- ❖ Do work hard

Show me five Rules (Incredible Years)

Listening ears

Walking feet

Eyes on teacher

Inside voice

Hands to yourself

"Parents have the legal duty to ensure that their children do not cause injury or damage to others or to any property. They, therefore, have the obligation to promote to as great extent as is reasonably possible and secure the adherence on their children's part to the general policy and rules of discipline as laid down from time to time by the school".

(Towards a School Discipline Policy, CCMS, page 5)