

## **DROMORE NURSERY SCHOOL SUSTAINING GOOD BEHAVIOUR POLICY**

It is our policy to provide an environment and organisation designed to enable children to develop the ability to exercise a considerable degree of self-discipline. However, there will be occasions when the adults in the nursery will have to exercise discipline.

On those occasions the following will apply:

- The adult who discovers the behaviour or to whom the behaviour is reported by another child will speak to children whose behaviour requires regulating.
- Children should be referred to their teacher for persistent or extreme misdemeanours. Extreme misdemeanours including biting, kicking, constant aggression, deliberate abuse of equipment, abuse of staff.
- We encourage children to understand why their behaviour is wrong by explaining to them and discussing with them what has happened. E.g. "Do you know that you hurt John?" "How would you feel if Amy hit you like that?" "Would you like it if Henry took your car?"
- It is reinforced that school will not be fun for anyone if people behave inappropriately.
- We discuss with children why they should not hit, kick, push, and bite, take things from another child, or be rough with furniture or equipment.

- We discuss the importance of everyone being friends and the importance of looking after the school and all the toys. (Circle Time is used)
- We endeavour to find the reason for the behaviour. It may be that the child has certain needs that we are not meeting, e.g. space to play on his own, a friend to play with, some 1-to-1 attention.
- We refer to parents if their child's behaviour is continually difficult. They may also be having problems with the child or they may be able to highlight reasons for the behaviour.
- We realise that liaison with parents and the application of a common approach at home and at school is often necessary if behaviour is to improve.

### **Strategies for dealing with discipline problems in school**

#### **Time Out**

This is used as a 'short sharp shock' method of disciplining a child. The offending child will be asked to sit out and just watch the others playing. It will be explained to him/her that he/she cannot play with any other children or toys for a few minutes and that he/she is going to sit on the chair and think about what they have done. We will use 2/3/4 minute timers, according to a child's age. The adult who is dealing with the child will discuss the matter with the child and the child will then sit on the chair and watch for a

few minutes (3 or 4 minutes is adequate). The adult should be the teacher whenever possible.

### Consistency

The staff are aware that consistency in the application of rules and discipline procedures are crucial.

However, while applying consistency in the area of discipline, it is also important for staff to be aware that:

- Different children will respond in different ways
- Different children may require different approaches from an adult if the discipline procedure is to be effective.

E.g. a normally well-disciplined child may become upset at having to be disciplined and may have to be treated with considerable sensitivity. On the other hand a child who is frequently disciplined may almost be immune to normal approaches and may have to be spoken to in a firmer more focused way.

It is important that this discipline policy is implemented for the following reasons:

- To create a harmonious working environment for the children and staff
- To create a safe environment for the children
- To enable the children to develop an understanding of social rules and why they are important
- To allow the children to develop self-regulation.

If the above conditions are satisfied the children will benefit in terms of:

- Achieving quality involved play.
- More focused and productive learning.
- Better concentration.
- More effective engagement with the learning environment.



## **SANCTIONS TO BE FOLLOWED BY STAFF**

1. The adult supervising the child will correct the child and employ 'distraction' techniques to calm the situation.
2. Continuous misbehaviour will be reported to the class teacher. The class teacher may decide to use the 'time-out' technique to calm and control the situation.

**Repeated misbehaviour, which is not improving after the above sanction have been employed consistently:**

- The situation will be reported to the Principal
- At the discretion of the Principal parents will be invited to a parent/teacher consultation. Parents may be able to highlight causes for the behaviour.
- The class teacher supported by the parent will put behaviour management procedures in place.
- If the behaviour continues the parents will be asked to consider seeking further professional help.

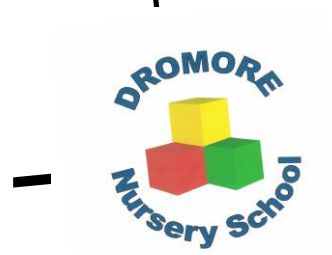
**At the discretion of the Principal any child whose behaviour becomes a danger to himself or other children or staff may be asked to go home to settle. In a case such as this, the Principal will contact the parent or some person listed on the emergency contact list to take the child home. This**

will be after consultation and agreement with  
between the Principal and parents.

The Principal's overall concern is for the greater  
good and safety of all children and staff at  
Dromore Nursery School. Therefore, the behaviour  
of one child cannot be allowed to upset or distress  
the remainder of the group.

However, we are pleased to say that this level of  
intervention is rarely needed due to the consistent  
routines and staff support throughout the nursery  
as commented on in the last 2 Inspection Report.





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SCHOOL**

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