

## **Mossley Nursery School**



### **Positive Behaviour Management Policy Review- March 2021**

‘Our aim in Mossley Nursery School... is to create a safe, secure, stimulating and happy environment in which all children can develop to their full potential.’

This statement is taken from our School Aim and our Positive Behaviour Management Policy seeks to achieve this through modelling, teaching and sharing with the children how we all behave appropriately and how we respect others around us.

#### **Aims & Values in Mossley Nursery School**

In order for children to feel safe and secure, we believe that children need to have a clear understanding of the behaviours that are acceptable and unacceptable. The nursery seeks to promote positive behaviour in an attempt to ensure that all children will develop a caring attitude and become responsible members of society. We consider it is important to have consistent staff approaches within our setting so that children receive the same message from all adults that they engage with. We aim to work in partnership with parents to achieve a shared approach.

#### **The Policy aims:**

- To create a safe, friendly, healthy atmosphere
- To provide a positive and inviting environment
- To set clearly defined limits that will ensure fair play
- To enable the children to increase their awareness of how their actions affect others
- To encourage self discipline
- To promote good manners
- To develop a feeling of trust and respect for the their elders, other children and equipment in the nursery

The contents of this policy is in accordance with the school’s policies and procedures re. Child Protection, Pastoral Care, Anti-Bullying and Safe Handling.

#### **Strategies to support Aims and Values**

*We help children look after themselves by:*

- praising them: focusing on the positive things they do and sharing with others
- helping them to recognise their feeling and express themselves in an acceptable way
- encouraging them to ask for help from and learn from their peers
- building their independence through self-help skills

*We help children to care for others by:*

- using conflict resolution, making the children's feelings clear and helping them to understand consequences of their actions.
- modelling appropriate behaviour
- boosting self-esteem
- giving time to listen to their point of view sensitively

*We help children to be polite by:*

- saying 'Good Morning, please, thank-you and modelling good manners
- encouraging them to wait their turn and helping them to understand why
- talking one at a time, listening to each other and not interrupting when someone is talking (adults, parents and children)

*We ask children to look after equipment and the environment by:*

- teaching them health and safety
- modelling strategies to look after equipment (tidying up, cleaning tables, picking up rubbish, washing toys etc)
- explaining the proper care and use of all the play areas
- tending to indoor & outdoor plants, caring for trees, shrubs and wildlife in our nursery garden

## **Positive Behaviour**

Positive behaviour attitudes are encouraged by implementing strategies to reward children with positive attention for appropriate behaviour and agreed sanctions for inappropriate behaviour. These are relevant to the age and stage of the development of the majority of nursery aged children. Through the awards system, it is hoped that the children seek to gain this positive attention from both the staff and their peers. Within Mossley, the staff have developed a concise list of basic school rules to share with the children and parents. These rules or positive boundaries, have been designed to use with the children and cover the range of inappropriate behaviours in order to keep the children safe, happy and healthy.

## **Nursery Rules- 'Show Me 5'**

1. We always keep our hands, feet and unkind words to ourselves.
2. We speak nicely, listen to each other and can always ask for help.
3. We move safely both inside and outside the nursery.
4. We all help to look after our nursery and keep it tidy.
5. We keep ourselves safe, healthy and clean.

### **To promote positive behaviour;**

On observing children behaving in a range of appropriate ways, the staff will reward with proximity praise and tell the child how well they have behaved. This will be done immediately and may be one-to-one with the adult and the child, shared with their friends, shared with another adult or on occasions with the whole class. Staff will always praise the act rather than the child, for example, 'I really like the way you shared the toys', 'I noticed that you always say please and thank-you' rather than merely 'good boy' or 'good girl'.

### **Rewards for appropriate behaviour include;**

- modelling positive comments for all children and to each other
- 'smiley Face' Stickers for immediate reward
- wristbands for individual achievement or special praise
- star awards on Friday given within group time
- parent feedback sheets- 'I did something special today' (note to parents)

### **Sanctions for inappropriate behaviour include;**

1. Once the details have been established, the adult will talk to the child and outline what they have done and why it is not acceptable. They will talk about the relevant class rule and allow the child to return to their play. They will ask for the child to repeat it back.
2. In the second instance, the adult will recap the first incident and then withdraw the child from the area of play to a more focussed area of meaningful play in order to refocus their attention. Forced choices may be given to the child e.g. 'you may play in block area or sand or 'calm down' time in a quieter space.
3. On the third event, the child will be given 3 minutes 'calm down time' using a sand timer before returning to meaningful play.
4. On the fourth event, the child will be given 5 minutes 'calm down time' using a sand timer before returning to meaningful play. In these circumstances the class-teacher will speak to parents in order to share the incidents and discuss any issues in relation to this.

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures such as class rules or routines, being unable to control their behaviours or deliberate behaviours that put themselves or others at risk, such as repeated physical or dangerous behaviours, the following sanctions and disciplinary procedures could be used:

1. Employing all behaviour management strategies in line with our current behaviour policy.
2. Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.
3. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to safety rules or becoming a risk to self or others then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with EA Exclusion guidance.

**Examples of behaviours which we consider extremely serious:**

- persistently hurting others
- threatening behaviours
- biting others
- inappropriate touching
- destructive behaviour
- lashing out at others either purposely or incidentally causing harm or injury

In the event of a more serious incident of inappropriate or dangerous behaviour, staff will speak to parents as soon as they are able and steps 1-3 will be bypassed. The sand timer is to be used as a calming tool to allow the child to have a visual method of knowing how long they need to wait. It gives them time to think about their behaviour and in many incidents, calm themselves. Where necessary or appropriate, notes will be kept by staff in order to reflect on the pattern of events and share with parents.

In individual circumstances where the sanctions are needed more regularly, class-teachers will speak to parents and develop individual action plans to implement more effective strategies. This will be in line with the Special Education Needs Policy (copies are also available from the Principal). Violent, aggressive or dangerous behaviours may also be linked to Special Educational Needs but still need to be addressed to keep the child/ren themselves and staff safe from harm at all times. Risk Assessment documentation may be required in these circumstances. The safety of all involved prioritises the situation.

## **Conflict resolution**

This is a strategy used by staff to encourage children to be able to learn the skill of resolving minor conflicts themselves during play.

- Approach calmly- not jumping to conclusions
- Acknowledge the feelings of both parties
- Gather the information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow-up support

## **Safe Handling**

On very rare occasions, children can become angry, upset or unsettled and behaviour can be physically challenging. Children can also be unaware of their own safety or the safety of others around them. The interests and safety of all in the nursery is of paramount importance.

In the event of an occurrence of this kind, it may be necessary for a member of staff to deal with this using 'safe-handling'. This method of lifting, reasonable restraint or relocating the child to a safe position or area may only be used for the following reasons;

- To prevent the child from harming themselves
- To prevent the child harm to another child, other children or a member of staff.

Reviewed and ratified by Board of Governors

Date