

BLIGH'S LANE NURSERY SCHOOL

POSITIVE BEHAVIOUR POLICY



Signed:

Charles O'Donnell (BOG Chair)

Linda Wynn (Principal)

Date:

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Review Due:

March '28

Rationale

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-regulation and self-esteem in an atmosphere of mutual respect and encouragement.

We consider the Personal, Social and Emotional Development of the child to be fundamental to his/her overall development, and as such, forms the basis of our Pre-School Curriculum, since it is concerned with the skills and attitudes that enable a child to develop a strong sense of self-worth and learn how to function in a social group. Personal and Social attitudes are learned in daily interaction with other people. They are acquired from the ethos of the school and the attitudes and values of the staff.

Early messages about behaviour from the staff and other adults in the child's life become internalised by children and form the basis of their attitudes. These attitudes are communicated in daily interactions with others. Research has shown that children who develop positive self-esteem are successful during their whole educational career and beyond.

Therefore it is essential that:

- The staff know how to develop self-esteem in others
- The staff consider how their own attitudes, skills and responses may affect the children in their care.

Staff Responsibilities

To ensure the successful implementation of the Policy it will be necessary for certain procedures to be undertaken as follows:

- Define the key principles which underpin the Positive Behaviour policy
- Clarify rights and responsibilities
- Determine consensus on desirable and undesirable behaviour
- Consider the importance of a positive approach to behaviour management to the very young child while understanding his/her Personal, Social and Emotional development
- Ensure that the child understands what type of behaviour is accepted in the setting
- Agree on simple 'rules' that the child can remember
- Inform parents of these rules as soon as possible and ensure access to the Positive Behaviour Policy on request

Aims

In developing a Positive Behaviour Policy we hope to create a climate within the school that will:

- Promote learning for all children
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- Enhance the children's self-esteem, foster self-respect and respect for others
- Encourage independence through self-regulation and self-control and for each child to take responsibility for his/her own behaviour
- Develop the child's interpersonal skills and their ability to work cooperatively with others to resolve problems
- Ensure a happy environment for both work and play
- Have the approval and active support of parents

Dealing with Unacceptable Behaviour – Some Strategies

It is important that when dealing with unacceptable behaviour it is necessary to address the perceived 'cause' of the behaviour. Since young children cannot verbalise their emotions they often 'act out' fear, frustration or anger etc. which manifests itself in the form of unacceptable behaviour. A nurturing environment accepts all children and seeks to support them at an individual level, focusing on specific needs when necessary. A combination of some of the strategies below may be useful in addressing unacceptable behaviour:

Positive Interaction:

- Demonstrate love and affection to all children
- Demonstrate respect for children
- Provide children with stimulating, developmentally appropriate activities
- Give children manageable tasks but be aware when a child is ready for new challenges
- Encourage children to be independent and responsible
- Encourage children to persevere and complete tasks and activities
- Use of visuals and modelling of behaviour

Managing Behaviour:

- Use 'do's rather than 'don'ts' in managing children's behaviour – this emphasises what we want the child to do rather than what is not acceptable
- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed at the nursery and explained to all newcomers, both children and adults.
- Give appropriate praise for effort, as much as for achievement
- Be on the child's side – assume that the child means to do right not wrong

Incentives may include:

Individual Rewards

- Praise
- First in line
- Stickers/stamps

- Positive oral comment to parents
- Extra time at a special activity/toy – eg: favoured bike,

Class Rewards

- Special activity – eg. Group games, extra outdoor play, visit to play park
- Special treats

Creating a Positive Ethos:

- Encourage a child to use language to express their feelings as well as their needs
- Be interested in what children say – actively listen and offer your own experiences and opinions
- Be a good role model – demonstrate that you value and respect other people
- Always be consistent – this is important for all staff in the setting

Nurturing Independence

As children grow they begin to gain experiences and form relationships beyond their immediate family, becoming more emotionally and socially independent. Gaining this independence is an important aspect of a child's development and this sense of control impinges on a child's self-esteem. In turn it affects his/her self-confidence, autonomy, motivation, desire to 'have a go', to solve problems and make choices. In the beginning we encourage lots of physical independence – toileting, eating, self-help etc. Once this has been achieved we can begin to encourage the next stage of independence, which involves the following:

- Selecting an activity
- Selecting resources
- Asking for help when needed
- Initiating new ideas
- Solving simple problems

In order to encourage these skills staff must;

- Allow children time to practice and refine skills – this should be recognised in the classroom planning and while observing children at play
- Giving appropriate praise along with appropriate intervention in order to assist a child to succeed at a task
- Establishing a clear daily routine in order to foster security and encourage confidence
- Good classroom organisation – so that children can access resources easily and make choices during an activity. It will also encourage concentration and involvement

Developing Interpersonal Skills

Interpersonal skills are the skills that enable us get along with other people. These skills are learned through interaction with others. Young children are often egocentric, so learning

interpersonal skills enables a child to have social empathy – to be able to tune in to people's feelings and points of view. When children come to Nursery they are learning to:

- Form friendships
- Maintain friendships
- Share
- Take turns
- Respond appropriately to others
- Become sensitive to other people's feelings
- Express a range of feelings appropriately
- Begin to develop appropriate patterns of behaviour
- Learn the meaning of 'rules' and learn how to adhere to them

Children model their behaviour on what they experience, is necessary for the staff to be good role models for all the children in their care. This must be evident in both adult/adult and adult/child interactions.

Encouragement and Praise:

Praise is also important in developing self-esteem and demonstrates to a child what adults deem to be acceptable and appropriate. Praise can also be directed away from a child who is exhibiting inappropriate behaviour, to another child/group who are behaving well. Even when a child does something that is not acceptable, it is important that we draw attention to the behaviour and not to criticise the child personally.

Self-Esteem

Self-Esteem is an individual's assessment of his/her own worth. It develops from birth during interaction with other people. It is important because it affects our outlook on life and can determine what we try and, therefore, what we achieve. If positive self-esteem is established at a young age it remains stable throughout life. The only way that children can perceive themselves is through the way that others respond to them; e.g. being told that they are good, bad, clever, beautiful etc.

Persistent Breaches of the Rules

If children persist in challenging staff and breaking the rules several times in one day, or continually day after day, the following procedures will be implemented:

- The member of staff who witnessed the behaviour will take the child aside and explain how and why the incident(s) will be dealt with
- Time Out: The child will be seated for 3-4 minutes, depending on age, and will not be allowed to play or participate with peers for that period
- The staff member will return to the child after the 3-4 minutes has expired and will discuss the behaviour with the children. She will remind the child of the rules and obtain a reassurance that the child will endeavour not to continue the behaviour
- The child's parents will be informed that there has been an incident(s)

More Serious Behaviour Problems

If a child engages in challenging, aggressive and or dangerous behaviour consistently and the normal strategies are not successful, the Principal will seek advice from the Education Authority's Behaviour Support Team or other professionals after discussion and consent from the child's parent. The staff will then proceed according to the advice given.

Conclusion

In understanding these principles, in using incentives liberally and sanctions rarely, the staff hope to create an ethos which encourages an attitude of warmth, respect, care and responsibility amongst the adults and the children in the school. We wish to develop in the children a sense of their value and importance, a sense of the difference between right and wrong and a sense of how their action have the potential to affect others either in a positive or negative way. In such an environment – where children accept the necessity for rules and boundaries, and experience fairness and consistency – encouraging Positive behaviour will be an affirmative experience for all.

Monitoring and Evaluation

The Policy will be evaluated according to the school's policy review schedule.