

Positive Behaviour Policy

Ashgrove Nursery School believes that children and adults flourish best in an environment in which everyone knows what is expected of them and children are provided with every opportunity to develop their play and learning in a manner which best suits their needs. This School strives to establish an educational setting in which children can develop self-discipline and self-esteem, in an atmosphere of mutual respect and encouragement.

The Positive Behaviour Policy of our Nursery School is based on DENI Guidance and legislation requirements and is directly aligned to our Addressing Bullying Policy. It provides details of managing behaviour in a manner which provides scope for each child to maximise their full potential, promotes effective teaching and learning, and respects the rights of the children, Staff Governors, Parents/Carers of Ashgrove Nursery School.

Legislation and Guiding Principles

This Policy is informed and guided by:
Current Legislation:

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Child's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010

- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016 - Statutory Guidance for Schools and Boards of Governors March 2021.

DE Guidance:

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools, A Guide for Schools (Last Updated June 2022)

ETI:

- Inspection and Self-Evaluation Framework 2017 (ISEF)
(See also Appendix 1)

Purpose and Scope

The purpose of this Policy is to:

- Promote, encourage and recognise appropriate children's behaviour
- Encourage a whole school partnership with parents/carers approach to issues relating to behaviour management
- Guide children towards limiting undesirable behaviour, to develop worthy values, social skills, emotional intelligence

- Provide opportunities for our children to grow in consideration and respect for others, kindness, self-esteem, and self-confidence
- Guide and support all staff when dealing with issues relating to behaviour management
- Set out a fair and consistent framework where positive behaviour is encouraged and recognised and in which behaviour issues can be resolved within a supportive environment.

This Policy reflects the Nursery School culture and ethos. This Policy is created with a recognition that it is written for use with three- and four-year-old children where the very purpose of their learning is to find out how to function socially in terms of what is appropriate behaviour in a variety of situations and contexts.

It applies to a range of behaviour management situations, arising in respect of the behaviour of our children both when in the Nursery School premises and/or whilst engaged in Educational Visits off site.

Aims

Through this Positive Behaviour Policy, this Nursery is seeking to create a climate within the school which will:

- Promote learning for all the children
- Make it easier for Staff to teach effectively
- Enhance the children's self-esteem and foster self-respect and respect for others
- Encourage the children to develop independence by accepting the need for

self-discipline and self-control and taking responsibility for their own behaviour

- Develop the children's interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- Have the endorsement and active support of Parents/Carers.

The Outcomes of which are that:

- A calm and caring School Community will be established where Staff nurture, teach and support and where children learn effectively
- Each child will be encouraged to fulfil his intellectual, spiritual, physical, social, aesthetic and emotional potential
- The worth and value of each child is recognised alongside the cultivation of self-respect, so that each child may accept their appropriate responsibilities and demonstrate respect for others
- We have a School Community wherein children, Staff, Parents/Carers and Governors enjoy a sense of belonging and have an important part to play.

Governors' Role

Every School a Good School, The Governors' Role DENI, 2009, chapter 15 states:

'The role of the Board of Governors is to promote good behaviour and discipline among child s attending the school in order to safeguard their welfare and facilitate their educational progress at school'.

It also details that the Board of Governors has a duty to:

'make and keep under review a written statement of general principles about child behaviour; ensure that the school's policies promote positive behaviour and respect for others on the part of child s; and prevent all forms of bullying among child s'.

(see also Addressing Bullying Policy)

Governors Statement of Principles

This is a statement of Governors principles Ashgrove Nursery School Governors expect to be followed. Practical applications of these principles are the responsibility of the Principal.

The Governors Statement of Principles are as follows:

- All Children, Staff, Parents/Carers, Visitors and other members of the school community have the right to feel safe at all times at Ashgrove Nursery School.
- Governors expect all members of the school community to behave responsibly and to treat each other with respect.

- Ashgrove Nursery School is an inclusive school, and we believe in equality and valuing the individual - all members of the school community should be free from discrimination.
- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- Bullying type behaviour of any description is unacceptable within our School Community.
- Measures to counteract addressing bullying and discrimination will be consistently applied and monitored for their effectiveness (See Addressing-Bullying Policy).
- Children have the right to learn and achieve their full potential.
- We believe that positive behaviours should be acknowledged to encourage appropriate behaviour in the School and on Educational Visits
- The school's statutory duties to comply with the Addressing Bullying in Schools Act (NI) are reinforced through our Positive Behaviour and Addressing-Bullying Policies.
- The Governors recognise that some children may need additional support to meet behaviour expectations.
- The Governors want to make it clear that any form of violence, threatening behaviour, or abuse towards staff—whether from children or Parents/Carers—is not acceptable in our school community.
- All staff and children (in an age-appropriate way) should understand the school's behaviour expectations. These should be applied calmly and consistently.
- The Governors firmly believe that exclusions should only ever be considered when all other options have been exhausted.

Principal's Duties

"School leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its child s; its pastoral care arrangements; and its teaching and curricular provision support and motivate the child s and provide them with opportunities to succeed."

Every School a Good School, DE, 2017

The Principal is accountable to the Governors.

As such she will determine measures which the school will take to:

- Encourage positive behaviour and respect for others.
- Secure an acceptable standard of behaviour amongst the children.
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them.

*A Copy of the Positive Behaviour Policy is available in the Nursery Hallway and on request from the School Office.

Parents

Parents have a right to:

- a safe, well-managed and stimulating environment for their child's education.
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently.
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child.
- be well informed about their child's progress.

- be well informed about school rules and procedures.
- a broad, balanced and appropriate curriculum for their child.
- be involved in key decisions about their child's education.
- a suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives in good time and suitably equipped for the day ahead.
- show interest in their child's learning at Nursery School.
- act as positive role models for their child in their relationship with the school.
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

(Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE 2001)

Parental Involvement

Parents and Staff have discrete and complementary roles in the education of our young children.

This School will therefore plan to support each child's behaviour as required, in a consistent manner, in partnership with home, as detailed below:

- Recurring behaviour issues will be approached by the whole Staff, in partnership with Parents/Carers, using objective observation records to establish an understanding of the

antecedent, the actual behaviour and the staff response to it. Possible ways forward will be agreed and followed through with monitoring and evaluation of the approach being an integral element of the process.

- Staff will involve Parents/Carers in promoting positive behaviour, including specific well-chosen written books on this emphasis being available to borrow.
- Parents' Evenings/Sessions where different strategies and resources are discussed to support the child's wellbeing. I
- Individual support sessions for Parents/Carers as required.
- General day-to-day issues will inevitably arise as learning appropriate behaviour is a core element of children's development and understanding at Nursery School.
- Parents/Carers will be involved in Consultation and Feedback (Questionnaires and Informally) which will support Policy Development and help to shape School Development Planning in the future.

Staff

Staff have a right to:

- work in an environment where common courtesies and social conventions are respected
- express their views and to contribute to policies which they are required to reflect in their work.
- a suitable career structure and opportunities for professional development.

- support and advice from senior colleagues and external bodies.
- adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- always behave in a professional manner.
- ensure that the environment is well prepared, making use of available resources.
- listen to the children, value their contributions, and respect their views.
- be sympathetic, approachable, and alert to children who require support.
- identify and seek to meet children's special educational needs through the SEN Code of Practice.
- expect high standards and acknowledge effort and achievement.
- pursue opportunities for personal and professional development.

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE 2001

Creating an ethos to promote positive behaviour

Our Nursery Staff will:

- Create a calm, positive and purposeful atmosphere, where teaching and learning can take place effectively.
- Encourage a caring attitude, respect, and tolerance for others.
- Help children develop a sense of self-worth.
- Encourage respect for property and the school environment.
- Develop, in the children, a pride in themselves and a pride in their Nursery School.

- Encourage the children to experiment and try new things whilst still taking measured risks within a secure environment where both children and adults feel safe and protected.

Adult Role

In all situations relating to children's behaviour, Adults will:

- Engage in active listening.
- Pre-empt challenging situations before they arise and when they do arise, deal with challenging situations in calm and considered, nurturing and sensitive way.
- Provide individual children or groups of children, with guidance and support to deal with difficult situations and experiences.
- Let the children know the behaviour expectations through their interactions, i.e. detailing the behaviour that is required rather than what is not e.g. we use our gentle hands/walking feet/kind hands.
- Establish an emphasis on making 'good' choices, Children will also be provided with the opportunity to change their choice if an inappropriate choice has been made and there is genuine willingness to change.
- Refrain from shouting or raising their voices in a threatening way or resort to physical punishment.
- Consistently reiterate the high expectations, redirect inappropriate behaviours and provide individual attention as required.

(See Appendix 3 Highscope Approach to Conflict resolution and also Appendix 6 Classroom Nurturing Cycle)

Staff Training and Development

In order to establish a consistent and fair approach to behaviour Staff Training and Development needs to be in place and known to all adults working with the Nursery School children.

As such we will:

- Identify and share good practice amongst Staff.
- Refer to Staff Weekly Evaluations to discuss issues and approaches.
- Identify additional Training Needs through 1:1 Meetings/ Staff Evaluation Forms/ Parent Evaluations.
- Provide In-House or source other relevant External Providers e.g. RISE, Parenting NI.

Children

Children have a right to:

- Be valued as members of the school community.
- Get help when they seek it, whether with their work or with addressing bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted, (in an age-appropriate manner) about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.
- Be taught in a pleasant, well-managed and safe environment.

- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.
- Develop and extend their interests, talents and abilities'.

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE 2001

As such, Ashgrove Nursery School Positive Behaviour Policy is put in place to support our children to:

- Be responsible for their own behaviour.
- Recognise their own feelings and emotions.
- Adopt positive feelings and respect towards others
- Respect the Nursery environment and equipment
- Look after their own property and that of others.

Expectations

The 'Rules' of our Nursery School are put into effect to ensure the safety of the children and to develop children's independence, interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict.

Our rules will be adhered to fairly and consistently and will be expressed in positive terms.

General Rules

- Walking feet
- Bottom on seats
- Gentle hands
- Kind words
- Listening ears

Indoors

We:

- Mop or brush up our spills
- Let others join in our play
- Share and take turns
- Look after our belongings
- Wash our hands before snack
- Tidy up after play
- Keep sand in the sand tray and water in the water tray

Quiet Room

We:

- Keep our hands to ourselves
- Use our 'Quiet Voice'
- Look at the adult
- Listen

Outdoors

We:

- Use looking eyes and listening ears
- Let others join in our play
- Share and take turns
- Tell an adult when we need to go indoors
- Tidy up after play
- Come in when the bell goes or when asked to by an adult.
- Clean our hands.

On Educational Visits

We:

- Use walking feet
- Keep on the footpath
- Listen to adults
- Follow instructions
- Stay with the Group
- Tell an adult if we need to use the toilet
- Stand still and wait for a Staff Member to lead us across the road

- Get on and off any form of transport one at a time

Strategies

Strategies for the development of Positive Behaviour will include:

- The taught curriculum i.e. Personal, Social and Emotional Development Area of the Refreshed Preschool Curricular Guidance.
- The "preventative curriculum", i.e. the proactive promotion of positive emotional health and wellbeing of children within and across the broader school community. This will be achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when children are experiencing certain difficulties.

Preventative Resources

Our most vital resource will be our Staff who are modelling appropriate behaviours and relationships with others; however, some specific resources are detailed below which are also useful in supporting positive behaviour choices.

These include:

- Social Stories and other relevant reading material suitable for individual or group use
- Box of Feelings/Visual cues
- First/Then OR Visual Schedule
- Timers
- Multi-Sensory Area
- Apple TV for Movement Breaks
- Sensory Resources such as:
 - Fidgets
 - Weighted cushions
 - Vibrating cushions

Rewards

The emphasis in our Positive Behaviour Policy will be on encouraging the children to behave appropriately. In the instance of Rewards, they should provide enough incentive for the positive behaviour to be repeated. There will be a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators. These will include:

Verbal:

- Focused praise/children making good choices and acknowledging it

Non-verbal:

- Smiling
- Nodding
- Thumbs up sign
- High 5

Other:

- Tokens
- Stickers
- Roles of Responsibility
- Celebration Area of Work

Consequences (Explained for Nursery Age Children)

At our nursery, consequences are not punishments. They are gentle ways to help children learn what to do next time. We use a calm, caring, and restorative approach to support children in making better choices.

Some ways we might help a child when behaviour needs to change include:

- Not giving attention to small behaviours that are unhelpful.

- **Playing somewhere different for a short time** - a child may be asked to choose another area if they are not using an area safely.
- **Having a break from outdoor play** - for a short time, if needed, to help a child calm and reset.
- **A chance to 'put things right'** - helping the child fix, tidy, or say sorry in a simple, age-appropriate way.

Important Notes for Staff and Parents/Carers

- The SEN Code of Practice reminds us that support for children with additional needs is **not** a consequence and will never be treated as one.
- Any consequence will be given **as soon as possible**, in a calm and gentle way.
- Consequences will always be **fair and proportionate**, focusing on the behaviour, not the child.
- We will **never** give a consequence to a whole class or group when we do not know who was involved.
- Consequences will **never** embarrass, shame, or humiliate a child, and will never involve physical force.

Safeguarding

Safeguarding approaches are inextricably linked to promoting Positive Behaviour.

Elements include the:

- taught curriculum (PSE)
- use of keeping safe messages
- preventative curriculum, i.e. the proactive promotion of positive emotional health and wellbeing of child s within and across the broader school community

through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when children are experiencing certain difficulties.

Children with Special Educational Needs/Additional Needs

Close working links will be maintained between the Positive Behaviour Policy and the Special Educational Needs Policy to ensure that early intervention takes place to support each individual child.

School staff will work closely together (including Learning Support Assistants) and seek external support when needed, with appropriate outside agencies to support the care and welfare of child s. This might include Occupational and/or Speech and Language Therapists or the RISE Team.

Using the stages of the SEN Code of Practice, individual needs will be identified and addressed through interventions such as:

- IEP's /PLPs
 - Action Plans
 - Behaviour Charts
- (See Appendices 2 and 4)

Consultation Opportunities

Consultation with Parents

Consultation with Parents/Carers is facilitated through the Induction Process, planned Parents Meetings, Policy and regular Parent Evaluations/ Questionnaires.

Consultation with Children

Consultation with children will take place informally through play as real-life situations arise, using a measured and calm approach and valuing our young child's input.

Visuals of any drawn up 'rules' will be provided to support learning and development.

Consultation with Staff

Consultation with Staff will arise on an ongoing basis through planned Staff Training, informal daily evaluations, weekly staff meetings, monthly Staff Meetings, End of Year Reviews and through Staff Questionnaires/Feedback Forms.

Consultation with Governors

Governors are consulted in the formulation of all our Nursery School Policies.

Governors also invited to planned Parent Evenings in addition to EA Governor Training where Positive Behaviour Management is included.

In addition, the formulation of the Nursery School Annual General Report provides an evidence-based approach on how effectively the school is run.

Whilst it is not always feasible to take all suggestions on board, the Nursery Staff will adopt a thoughtful approach to any Consultation Responses and include them in the Policy as appropriate.

Addressing Bullying Policy

When responding to challenging behaviour, Staff will use the agreed Criteria as

detailed in the Addressing Bullying Policy to ensure that what has happened does not constitute Bullying types of behaviours, Should the criteria for Addressing Bullying Behaviour be met, then Staff will follow the procedures as set out in the Addressing Bullying Behaviour Policy.

(See Appendix 7 and 8)

Monitoring, Evaluation and Review

This Policy will also be monitored in an ongoing way within the self-evaluative culture of the school.

See also:

- Relationships with Parents Policy
- Child Protection/Safeguarding Policy
- Pastoral Care Policy
- Addressing Bullying Policy
- Attendance Policy
- e Safety Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- Parents' Evenings/Support Sessions
- Staff Training Folders including Behaviour Management, Raising Self-Esteem, Sensory Processing etc.

At Ashgrove Nursery School, we have high expectations of our children, and our genuine desire is for each child to be the best possible versions of themselves.

Behaviour is a form of Communication which is telling us something. Our job is to interpret this and teach in a better way.

As such, our Positive Behaviour Policy will always seek to find the positive, acknowledge this, and as such, become a self-fulfilling prophecy for each and every child.

This Policy was last reviewed by Governors on 16th April 2024. It will be reviewed in June 2026.

Legislation

1989	UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
1995	CHILDREN NORTHERN IRELAND ORDER (Article 3)
1998	EDUCATION (NORTHERN IRELAND) ORDER, Circular Number: 1998/25
1998	HUMAN RIGHTS ACT
1999	WELFARE AND PROTECTION OF CHILD S EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 Circular Number: 2003/13

Guidance/Support Documents

- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools, DENI 1998
- Schools (Suspension and Expulsion of Child s) (Amendment) Regulations (Northern Ireland) 1998
- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DENI, 2001
- Regional Policy Framework on the use of Reasonable Force/Safe Handling DENI, 2004
- Every School A Good School: A Policy For School Improvement DENI, 2009
- Every School a Good School, The Governors' Role, DENI, 2009
- Together Towards Improvement A Process for Self-Evaluation Pre-School DENI, 2010
- Every School A Good School – The Way Forward for Special Educational Needs and Inclusion, DENI, 2012
- Promoting and sustaining good behaviour - discipline strategy for schools, DENI, 2015
- Notification of Child s' Suspension to the Education Authority DENI, 2015
- Addressing Bullying in Schools Act, Northern Ireland, 2016
- Special Educational Needs and Disability Act, Northern Ireland, 2016
- ETI, ISEF, 2017
- Safeguarding and Child Protection in Schools, A Guide for Schools, DENI, Last Updated June 2022

Behaviour Plan

Name:	Teacher:	Class:	Age:
-------	----------	--------	------

Strengths:

General Information about.....

General Behavioural Expectations:

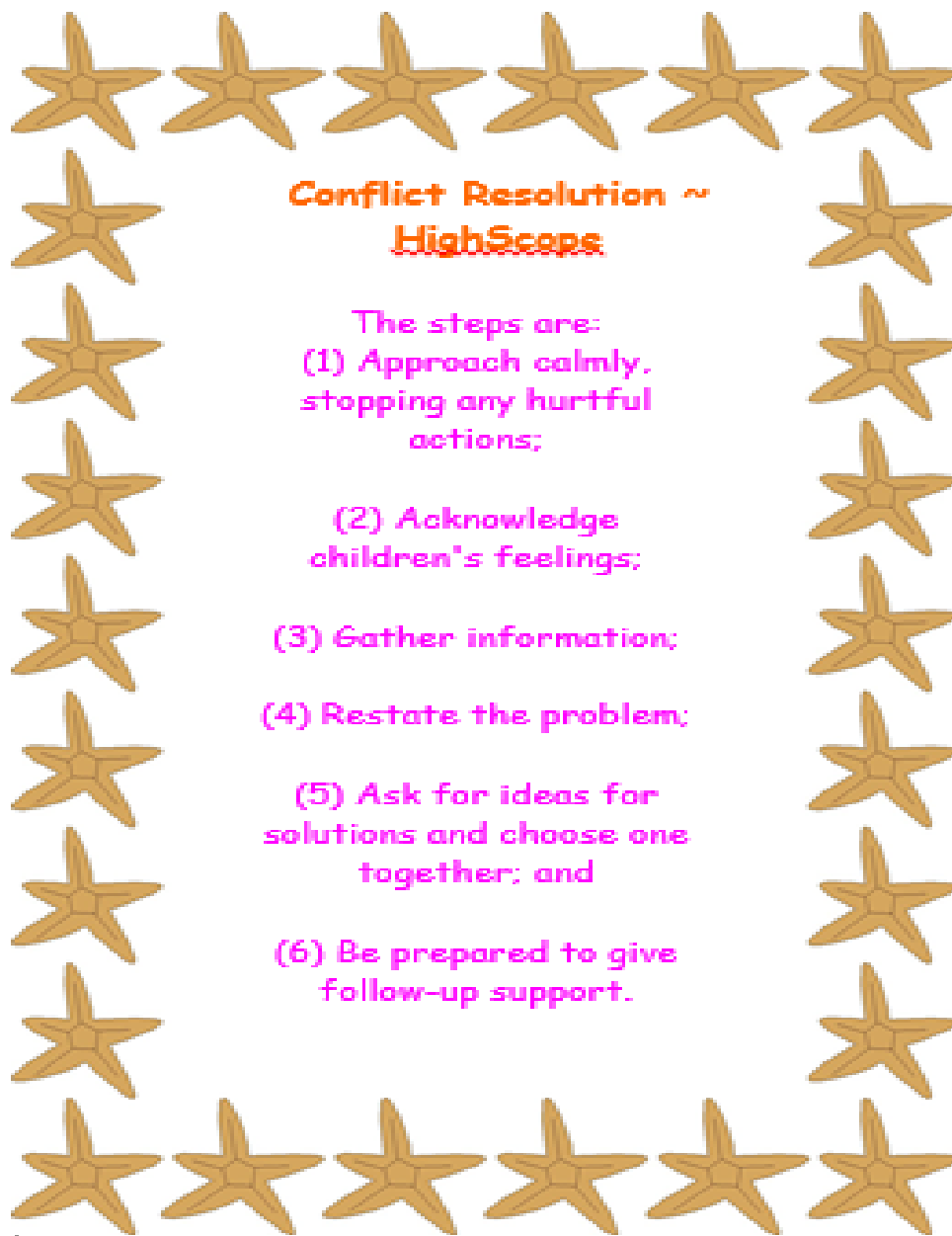
Implemented Interventions:

Problematic Behaviour:
Baseline:
Function of the Behaviour:
Target Behaviour:
Interventions:
Amount of Improvement Expected:

Provision for Home Coordination:

Crisis Management Plan:

Monitoring and Evaluating:













**Conflict Resolution ~
HighScops**

The steps are:

- (1) Approach calmly, stopping any hurtful actions;
- (2) Acknowledge children's feelings;
- (3) Gather information;
- (4) Restate the problem;
- (5) Ask for ideas for solutions and choose one together; and
- (6) Be prepared to give follow-up support.

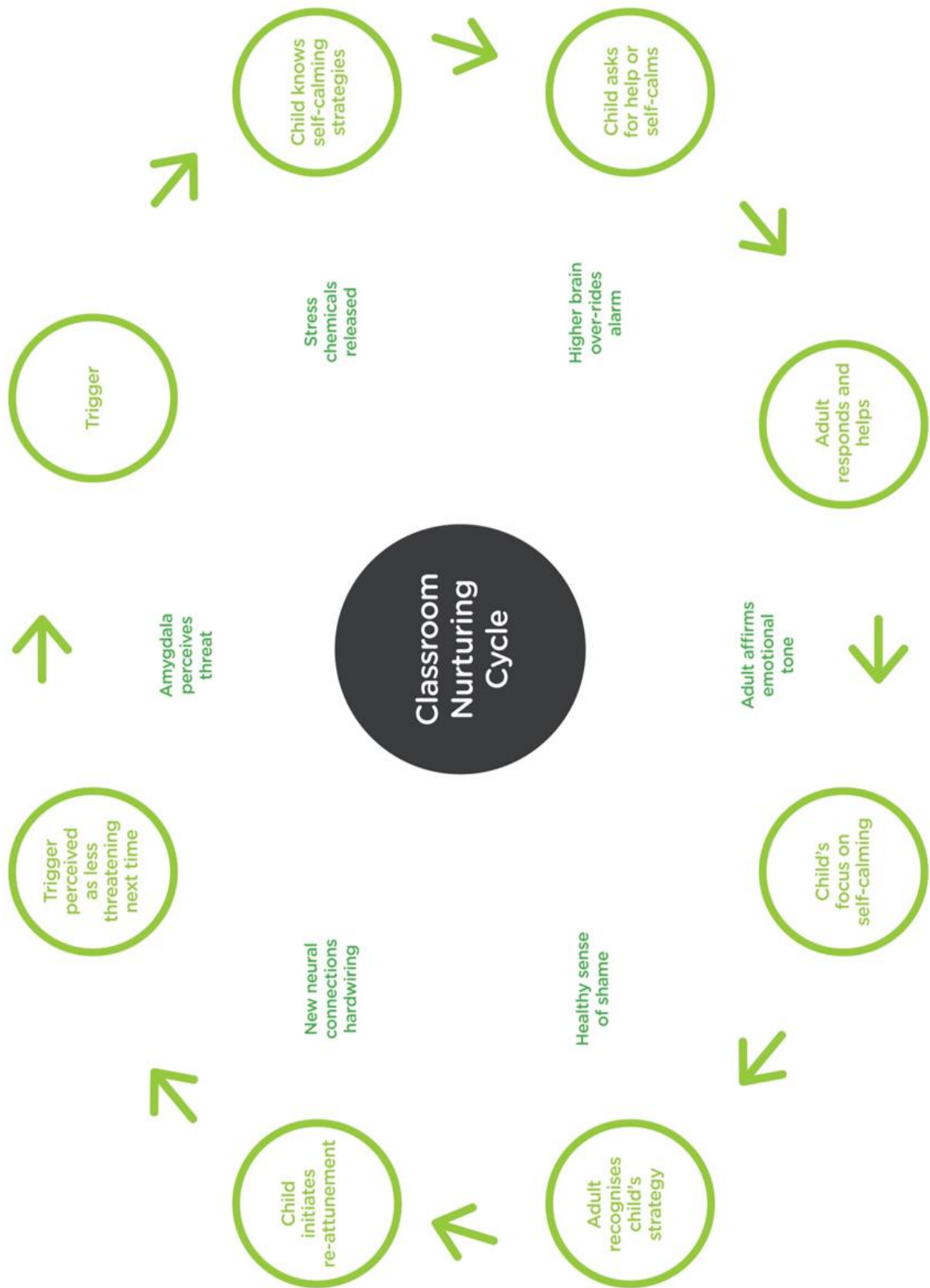


Name:			
Goal:			
Day	Options	End of Day	Comment
Monday	 		
Tuesday	 		
Wednesday	 		
Thursday	 		
Friday	 		



Behaviour Expectations

Key Rules				
Walking feet	Listening ears	Gentle hands	Kind words	Bottom on seats
Indoors				
Sand stays in the sand tray	Water stays in the water tray	We mop or brush up our spills	We let others join in our play	
We share and take turns	We look after our belongings	We wash our hands before snack	We tidy up after play	
Outdoors				
We use looking eyes	We use listening ears	We let others join in our play	We share and take turns	
We tell an adult when we need to go indoors	We tidy up after play	We come in when the bell rings	We wash our hands	
Quiet Room				
We keep our hands to ourselves	We are quiet	We look at the adult	We listen	
Educational Visits				
We use walking feet	We keep on the footpath	We listen to adults	We follow instructions	
We stay with the group	We tell an adult if we need to go to the toilet	We stand still and wait for a teacher to lead us across the road	We get on and off any form of transport one at a time	



Criteria for Assessing Addressing Bullying

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying type behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific child or group of child s?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

Criteria for Assessing a One-Off Incident

When assessing a one-off incident, to make a decision on whether to classify it as bullying type behaviour, the school will consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying type behaviour will be addressed under the Positive Behaviour Policy.

Addressing Bullying Concern Assessment Form

Incident Date:		Reporting Member of Staff:	
Child s involved		Class (FT/AM/PM)	
Outline of Incident		Comment	

Part I

Assessment of Concern	Date:
<p>The Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: <i>“bullying” includes (but is not limited to) the repeated use of:</i> (a) any verbal, written or electronic communication (b) any other act (including omission), or (c) any combination of those, by a child or a group of child s against another child or group of child s, with the intention of causing physical or emotional harm to that child or group of child s.</p>	
*Check Records for previously recorded incidents	
<p>Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted child , witnesses (i.e. other child s, staff). Include dates of event(s), the type of information gathered and where the information is stored</p>	
<p>Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.</p>	
Is the behaviour intentional?	Yes/No
Is the behaviour targeted at a specific child or group of child s?	Yes/No
Is the behaviour repeated?	Yes/No
Is the behaviour causing physical or emotional harm?	Yes/No
Does the behaviour involve omission? (*may not always be present)	Yes/No

<p>YES the above criteria have been met and bullying type behaviour has occurred.</p>	<p>NO the above criterial have not been met and bullying type behaviour has not occurred.</p>
<p>The criteria having been met, proceed to complete Part 2 of this Addressing Bullying Concern Assessment Form</p>	<p>The criteria having not been met, proceed to record the details and continue to track and monitor to ensure the behaviour does not escalate.</p>
Agreed by:	
Status:	
On:	