



Positive Behaviour Policy

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Rationale

At Carnlough Community Nursery we aim to provide a safe, secure, healthy and stimulating environment where the child is free to make choices and decisions, and to provide opportunities for all children to investigate, satisfy curiosity and explore. Positive Behaviour is a necessary part of the provisions we make in Carnlough Community Nursery to create and maintain an orderly environment in which all members of the nursery community feel safe and secure.

Aims

We believe that children flourish best when their personal, social and emotional needs are met in a happy, calm environment where there are clear and developmentally age appropriate expectations and when they know how they are expected to behave through interaction with caring adults who show them respect and value their individual personalities. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We recognize the importance of a consistent approach to behaviour in Nursery with parental cooperation and involvement. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. We aim to provide clear boundaries for acceptable behaviour to ensure physical and emotional safety and provide a sense of direction and a feeling of common purpose for the whole school community.

Teacher's Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive incentives and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the Nursery's behaviour policy
- To ensure all members of staff are aware of discipline procedures

Promoting Positive Behaviour- Strategies

We operate a series of Golden Rules throughout Carnlough Community Nursery adapted from the work created by Jenny Mosley:

- We are gentle
- We are kind
- We listen
- We share
- We try our best

At the beginning of the school year, the Golden Rules are explained and articulated to the children at an age-appropriate level. The Golden Rules are clearly displayed inside the Nursery. A set of rules are also displayed in the Nursery's Cloakroom/Hallway to further reinforce positive behaviour. Parents are aware of these and are encouraged to adapt these to the home environment too. All staff in the Nursery praise and endorse desirable behaviour relating to the Golden Rules. They continuously model appropriate behaviors for children to mirror. Staff explicitly refer to the Golden Rules when praising a child to further reinforce this behaviour. Staff are well aware of the typical behavior portrayed by a Nursery aged child and a penultimate Nursery aged child and take this into consideration when deeming a child's behaviour as suitable or unsuitable.

Staff support the positive development of children's behaviour and are encouraged to use positive language when interacting with the children. Examples include:

- Say what you DO want, rather than what you DON'T want
- "I'd like you to walk in the nursery", rather than, "Don't run in nursery"
- Say Yes rather than No
- "Yes we can have story time, once we have tidied up" rather than "No, not yet, we have to tidy up first"
- Use when and then to encourage respectful bargaining and sharing goodwill, "When we've picked up the toys, then we can go outside"

A 'Jar of Good Choices' is used daily in order to promote and instill an environment where children want to behave appropriately. Staff identify the behaviour by stating 'Good Choice' followed by explaining the action made by the child. A marble is then added to the jar, the jar is treated as a possession of the whole class. Marbles cannot be taken out of the jar once an appropriate behaviour has been praised or witnessed. Children are rewarded with a fun whole group activity together when they have reached a specific number of marbles such as the parachute, instruments, games etc (Golden Time).

A range of visual cues are displayed in Nursery at the various areas of play and locations which are used as guides and reminders as to how to behave appropriately. 'Good Listening' visuals are used daily to help teach and foster the development of listening and interacting appropriately. A 'noise-o-meter' is also readily available for staff to use to manage and sustain a suitable, engaging environment for all Nursery children.

We believe in order for children to distinguish between appropriate and inappropriate behaviours, feelings and emotions have to be taught and explored at an early age. Personal, Social and Emotional Development is planned for and facilitated daily in the Nursery setting. Strategies used to promote this include:

- ☐ Feelings Tree (completed and referred to as part of children's daily routine)
- ☐ Mr Face (Facial Expressions/Emotions)
- ☐ Circle Time
- ☐ Puppets
- ☐ Social Stories

Children are also taught to begin to self-regulate feelings and emotions through the 'Temper Turtle'. A calming area is readily available for children to access containing a range of sensory and relaxation toys when they become distressed, angry or upset. Children are encouraged to use this area to help prevent emotional outbursts or inappropriate behaviors and to develop calming techniques.

Rewarding Positive Behaviour

We believe that children should be encouraged to behave appropriately and strive to do their best. We use a number of positive incentives to do so. Whilst our aim is that children should behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate to motivate and celebrate in success. We use positive rewards, including the following:

- ☐ Non- verbal rewards such as thumbs up/smiles
- ☐ Verbal Praise
- ☐ Exchanging praise with other staff members and parents
- ☐ Puppet praise (Emotion Puppets)
- ☐ Stickers
- ☐ Praise Pads (Positive Notes to Home)
- ☐ Star of the Week
- ☐ Displaying work and photographs
- ☐ Honor Board
- ☐ Roles and Responsibilities
- ☐ Golden Time as a result of marbles gained from Jar of Good Choices

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their achievements and behaviour should be measured against their previous performance or individual needs and rather than against that of other children in Nursery.

Dealing with Inappropriate Behaviour

Where children's behaviour is undesirable a member of staff will speak to the child. Staff will aim to help the child understand why this behaviour is not acceptable in an age-appropriate manner. Staff will not raise their voice in a threatening way and instead, take positive steps to avoid a situation in which children receive adult attention only return for undesirable behaviour. Where another child is involved an apology will be encouraged. If undesirable behavior continues the child will be removed from the particular activity and redirected to a different area.

'Time Out'

A period of 'Time Out' during Nursery is sometimes used when necessary by staff if a child is continually behaving inappropriately. This time is used for children to reflect on their behaviour. This is carried out in a quieter area of the Nursery where staff can speak with the child or provide a quieter activity. A labelled happy/sad face sand timer is used during this period for no longer than 2 minutes. At no stage will the child be isolated from all members of their Nursery group. Time out is never used to humiliate a child in front of others or used as a threat.

Staff will observe, monitor and record children's behaviors and inform parents when necessary.

Reasonable Force

In the event of a child's behaviour being deemed dangerous to themselves, another child or a Nursery adult, staff will use 'reasonable force' to restrain the child. Any necessary contact used will be recorded and parents will be informed.

Special Educational Needs

Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the Special Needs coordinator who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary referral will be made to an outside agency.

Parents

We recognise parents are the first educators of children and aim to foster the development of positive relationships between children, staff and parents. Parents are provided with a copy of 'The Golden Rules' at the beginning of the school year to ensure a shared vision for positive behaviour. They are advised to use the same terminology to promote and instill positive behaviour. Time is allocated before and after each session to allow parents to make informal contact with the Nursery Teacher and meetings regarding a child's behaviour can be scheduled with the Teacher. Parents are encouraged to inform and share concerns regarding children's behaviour with the Nursery Teacher.

Inservice Training

The Nursery has access to support and guidance from the Early Years Inclusion Team and can request targeted support when needed. Staff also utilize training and development courses delivered by the Team. Details of courses and resources are disseminated to the Nursery staff and embedded within the Nursery's teaching and learning.

Evaluation

This policy will be evaluated and reviewed on a yearly basis by the Nursery Teacher in consultation with the Principal.