



'Together we learn'

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

Behaviours are our actions and responses to feelings, emotions and needs. All behaviour has meaning and is closely connected to how we feel and what we think. Feelings themselves are neither “right” nor “wrong”; it is how we express these feelings that is important.

It is our aim in Banbridge Nursery School to encourage self-regulation, resilience, politeness, consideration, thoughtfulness and generosity and respect for ourselves and others as well as property.

It is the policy of the school to praise and promote positive behaviour. Unwanted behaviour or attention seeking behaviour will be ignored, as far as it is safe to do so. Our policy for promoting positive behaviour and good aptitudes for learning aims to meet the development and individual needs of each child in the following ways:

- i. Demonstrating respect for children;
- ii. Having a sound knowledge and understanding of the child's development and learning;
- iii. Having knowledge and understanding of each child, including background, culture, community and family;
- iv. Being proactive and positive;
- v. Recognising the child's strengths;
- vi. Making NO judgements about the children and their families and
- vii. Using NO form of corporal punishment or any discipline that is unreasonable in the circumstances.

When practices are based on respect, knowledge and understanding of the children, their backgrounds and their communities, their self-esteem and confidence will improve and they will become more skilled in managing their own behaviours. Some behaviours that are regarded as challenging are, in fact, age appropriate. Learning to communicate needs and wants in appropriate ways is challenging for young children and something which we strive to support our girls and boys to do using appropriate methods.

It is normal for a child to behave in a naughty and/or disobedient manner at times. However, behaviour which cannot be allowed include activities that are potentially dangerous, rudeness or cheekiness and behaviour which may cause damage, inconvenience or expense.

Behaviour CAN be described as **challenging** when it:

- a) Interferes with the rights of others;
- b) Causes harm or risk to the child, other children, adults or living things;
- c) Damages the physical environment, equipment or materials;
- d) Interferes with a child's learning and relationships with others;
- e) Includes a child presenting as shy, withdrawn or excessively passive;
- f) Is inappropriate to the child's age or developmental stage or background.

Aggressive behaviour or bullying will be immediately addressed as such behaviour is not permitted in the school.

Behaviour which cannot be ignored will be treated sensitively. The following sanctions/strategies will be used:

- distracting the child before a situation arises;
- tactical ignoring;
- providing the offer of choice so the child becomes part of the decision making process and to experience the consequences of his/her decision;
- warning of the possible consequences of his/her action;
- the child will, where possible, be taken aside from the situation and either redirected or talked to quietly about his/her behaviour in a positive way;
- a 'thinking chair' may be used when a child may be withdrawn from the situation for a maximum of 3-4 minutes. It is important to divorce the action from the child when talking about what happened, e.g. "That was a naughty thing you did" rather than "You are naughty"; and/or
- a withdrawal of privileges.

We will work closely with parents/carers to resolve the issue or problem.

If the behaviour of a child in the setting is causing us concern, the following steps will be taken.

- The parents/guardians will be informed of our concerns and, with their support, a plan agreed to resolve the problem.
- Should this behaviour persist, again with the parent's support, advice will be sought from the RISE team; Behaviour Management Team or Educational Psychologist.
- If a child's behaviour adversely affects the safety and well-being of the other children in our care, the parents may be asked to remove their child from the school. This is at the discretion of the Principal and the Board of Governors of the school who will follow the advice and procedures as laid down by the Education Authority regarding such matters.

WHAT IS EXPECTED OF THE STAFF?

The attitude of all staff is of great importance. They are expected to set a good example as it is they who determine the environment in which good child/adult relations develop. Staff will make it a priority to develop a clear knowledge and understanding of the interests, strengths, needs and background of each individual child to enable them to most effectively support each girl and boy. All staff members model cheerful, friendly and productive behaviours each and every day in school and strive to create an environment that is optimal for successful and enjoyable learning and development.

In Banbridge Nursery School the children are treated with love and respect. Staff praise and encourage good work, positive behaviour and consideration for others. The children are encouraged to co-operate with each other and with the adults in the setting and are given support when necessary. Good manners are promoted at all times and a high standard of behaviour, appropriate to the age of the child, is expected throughout the year.

The staff strive to ***always*** have a **consistent** approach to behaviour management.

At all times staff should encourage positive behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

The staff will ***consistently*** reward positive behaviour in one or more of the following ways:

- with a smile
- eye contact
- a whispered comment
- sharing good news with the class
- praise
- a clap
- passing the good news to parents/carers, verbally or perhaps in the form of a photograph
- stickers (in exceptional circumstances only)
- a choice of activity

The chosen reward/s will be appropriate to the needs of the individual child.

WHAT IS EXPECTED OF OUR PARENTS?

Parents are made aware of the school's policy on behaviour at an initial meeting in May and are given a copy of our Behaviour Policy. We ask that parents sign an agreement to uphold the principles of this policy. We expect parents to promote the general policy and rules of behaviour of the school and to fulfill their responsibility with regard to our Health and Safety policy.

Families vary considerably in parenting practices and so, in the way in which each family manages challenging behaviours. During the information gathering stage of Induction (i.e. by completing of the data collection sheets and during the May interview) families are asked to provide us with valuable information and insights about children's individual strengths, interests, needs and the strategies that will best support them in engaging proactively in all aspects of our learning programmes.

- Parents are expected to take a proactive interest in their child's learning and achievements.
- Parents are asked to attend parent and teacher consultations when requested to do so.
- Parents are strongly encouraged to attend information evenings/sessions about various aspects of learning and development when these opportunities are provided by the school.
- Parents are asked to model polite and friendly behaviour in front of their children and to resist talking about their children in a negative manner to other people when the child is present.
- Parents are asked to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. *(Such information is always treated in the strictest confidence)*
- **Children must be brought to and collected from school punctually.**
- Children should not be brought to school if they are unwell.
- **At all times**, children should be accompanied to and from school by an adult who must leave and collect their child from the classroom.
- Children should be taken by the hand when leaving the premises and at all times when in the school grounds. At *no time* should they be allowed to play or run in the car park or on the banks surrounding the school.
- At no time should a child be left *unattended* in either the hallway or the classroom. A child should not be left in the classroom *before* class begins and a member of staff is present.

We expect our parents/carers to uphold the behaviour policy of the school at all time.

WHAT IS EXPECTED OF THE CHILDREN?

We all like to know where we are in most given situations, what is expected of us, how to behave and what the boundaries are. These things give us a feeling of security and so it is with children.

In Banbridge Nursery School we provide the disciplines/routines of every day; a starting time, a time to go home and, in between, a flexible programme with routines which are regular and familiar. Such patterns provide a sense of security which the child needs at this stage in their development. Children are also provided with prompts to prepare for a transition or a change. This helps children to be ready to change their actions/behaviours as required to effectively engage with the next activity. We have some simple rules to ensure the safety and well-being of the children in our school and these are:

- We listen to the grown ups
- We walk indoors
- We use kind words, hands and feet
- We take turns and share
- We look after each other, our toys and our school building

The children will be encouraged to follow these simple rules at all times. Young children often learn best when supported consistently by the use of modelling of positive actions and behaviours by adults and other children. They also benefit greatly from the implementation of visual cues and a great variety of these are used to very powerful effect throughout the course of each and every school day.

Setting clear limits and boundaries lets a child know what is expected of him/her. Our rules in school focus on keeping all children and adults safe and the creation of positive aptitudes for learning. Both at school and at home, it is useful to remind the child of particular rules for particular activities in order to reinforce the conditions required to achieve optimal benefit from that activity/learning experience.

Finally, here are some tips to remember to help in the effective management of a child's behaviour:

- ✓ **Intervene early.** When a child is having difficulty with some emotion or situation it is important to respond early to prevent the behaviour and emotions from getting worse.
- ✓ **Use your words.** Teach children to say how they are feeling rather than acting it out.
- ✓ **State your hopes and positive expectations.** "I am really looking forward to us all enjoying the story

together.”

- ✓ **Let the child know why you are concerned** about certain behaviours and what aspects you would like them to change.
- ✓ **Use “I” statements.** “That looks like fun but I am worried about you running inside because someone might get hurt.”
- ✓ **Give choices.** Wherever possible, give a child realistic choices and ensure that these are followed through. “We can play football or chasing; which would you like to do?”. This gives your child some control over what is happening and will make them less likely to try to assert their independence by testing limits.
- ✓ **Use “when/then” statements.** These can be used when something a child wants is dependent on something else happening first. The statement usually begins with the word “when” as this implies that the child will cooperate., e.g. **When** your puzzle is put away, **then** you may have another toy to play with. Using these statements lets a child know what you expect her/him to do to get what they want.
- ✓ **Natural consequences.** Children will learn from their experiences. Remind the child of the natural consequences to his/her behaviour in a way that will appeal to him/her and allows him/her to choose to continue with the behaviour or not, e.g. “if you pour all the bubble mixture on the ground, there will not be any left to make more bubbles.”
- ✓ **Create a positive environment where emotions can be spoken freely.** Be caring, child focused, calm and able to resolve conflict.
- ✓ **Spend time with the child** doing activities that they have chosen themselves, even if it is only for a few minutes every day. This can have a very positive effect on her/his behaviour.
- ✓ **Every child needs and deserves attention** as they are rapidly developing social skills and relationships with the world around him/her.

A lot of parenting and managing and promoting positive behaviours is trial and error and the most important thing is to ensure that you have a close and loving relationship with your child. By having fun together and giving your child lots of positive attention she/he will feel secure and happy. Supporting your child to manage his/her emotions and behave well will take work on the part of parents; adults in school and the children themselves but will ultimately benefit everyone, particularly the child himself/herself.