

Steelstown Nursery Unit

Behaviour Management Policy



February 2018

It is the policy of Steelstown Nursery Unit to work in close partnership with its parents to promote a safe, secure, environment in the nursery where children can play and learn free from harm.

Though a relaxed atmosphere exists in our nursery we aim to maintain a simple code of behaviour for the safety and security of all children and to ensure the foundation of good social development. The secure well ordered environment that will exist will ensure the spiritual social emotional and intellectual growth of our children.

We believe that young children have a growing ability to control their lives and accept responsibility for their actions.

The objectives of our Behaviour Management Policy are based on:

- Children not hurling others
- Children not saying unkind things
- Children not taking or damaging other children's property
- Children not harming the environment especially living things.
- Children not offending others through bad manners

Our policy depends on the development of good relationships between teacher, nursery assistants, pupils and parents. Mutual respect between these parties is essential for the smooth running of the school. Our positive discipline policy is based on the assumption that all members of the nursery commonly have rights and responsibility and that these are maintained and reinforced through rules and routines. We do however, recognise the inherent individuality of each person and do not seek to eliminate differences in behaviour. We will always consider the particular circumstances of children with special needs and those of children undergoing difficult change (i.e. new baby: moving house). It is through positive reinforcement that we aim to promote good behaviour to maximise the value of the child's time in nursery education.

How will we implement our positive discipline policy?

It will be implemented by.

- 1 Always trying to be kind to others
- 2 Always trying to speak nicely to one another
- 3 Looking after our own and other people's things
- 4 Taking care of our home/nursery
- 5 Putting back things where they belong
- 6 Looking after living things
- 7 Recognising and implementing the Code of Practice for children with Special Educational Needs when appropriate
- 8 Review it regularly to ensure that any new information will be considered and new circumstances will be catered for.

The four basic principles/rules involved:

a) We look after ourselves (safety & welfare)

Therefore We do not run indoors
 We wash our hands before handling food
 We wash our hands after going to the toilet

b) We care for others (avoiding actions which might hurt either physically or emotionally)

Therefore We don't hurt other people
 We don't say or do unkind things
 We don't throw things (except in ball games)
 We don't push and shove
 We share things and take turns
 We are all friends

c) We recognise our responsibility in relation to the natural and man made world around us.

Therefore We look after our animals and plants
 We put things back when we have finished with them
 We try not to break things
 We tidy up after ourselves and deposit litter in the bin

d) We respect other people's property and their constructive activities.

Therefore We do not take things which do not belong to us
 We do not spoil other people's games or work
 We do not spoil other people's things

Positive behaviour, which Steelstown Nursery Unit encourages: -

- appropriate constructive play in class
- sharing and co-operating with adults and peers
- consideration of others
- helping at tidy times etc.
- co-operating with instructions.

During the settling in period in particular and throughout the nursery year staff will deal with unacceptable behaviours as they arise in a caring gentle manner.

For example:

When children run, they are reminded that we only walk inside the nursery building, in case we injure ourselves or others. If children throw sand at others the dangers of getting sand in our eyes will be explained. If a child pours water on the floor rather than into the water tray it will be reminded that others may slip and hurt themselves if the floor gets wet. If children shout they will be encouraged to use the "quiet voice". At all times the children will be encouraged to have respect for others as well as themselves. It will be made clear that it is the behaviour and not the child that is unacceptable.

Some areas of the curriculum provide opportunities to help children to cope with their feelings of anger or hurt and to develop self-control. These include playing with clay, water and creative materials where they can work out their frustrations and find a sense of calm and relief. Stories can be included to help understand their situations.

Throughout the year other good social practices are encouraged. Children are trained to share, to take turns, to tidy up after play, to help each other where possible and to practice good hygiene habits.

We find that these simple rules result in a safe, secure environment in which children feel free to play and explore.

BEHAVIOUR TO BE PRAISED

Sharing
Caring
Taking Turns
Co-operating
Allowing Others to Join In
Finishing Activities
Picking Up Things from Floor
Pushing in Chairs
Sitting in Chairs Properly
Showing Respect for other's play
Showing Respect for others belongings
Showing Respect for others work
Listening in story
Finishing break
Remembering to put on Apron
Participating in singing and rhymes
Overcoming a fear
Helping tidy up
Flushing Toilet
Washing Hands
Respecting living creatures

BEHAVIOUR WHICH WILL BE DISCOURAGED

Hitting
Biting
Spitting
Scraping others
Kicking
Running in Classroom
Shouting
Hair Pulling
Not sharing
Use of bad language
Not playing co-operatively
Jumping off chairs and tables
Noisy Silly Play
Rude behaviour
Not looking after resources
Crashing vehicles on purpose

SANCTIONS

At all times staff aim to be consistent, fair and firm in their response to the children. While it is made very clear to the children that negative and unsociable behaviours are unacceptable, much more time and emphasis is placed on praise and reinforcement of positive behaviour. Such an approach aims to raise the child's self-esteem and promote self-discipline.

Rules are kept to an absolute minimum in the nursery and are made to ensure the safety and well being of the children. Every attempt is made to make the children aware of the need for the rules and the rewards of keeping them - again with the aim of promoting self-discipline.

Occasionally, a form of imposed discipline may be necessary in the Nursery.

- 1 For a small misdemeanour, for example, throwing sand, the child will be spoken to by a staff member and told why that behaviour is unacceptable. The staff will speak firmly but gently to the child. If the behaviour persists then the child will be removed from the situation, reasoned with and made to sit at a quiet activity until the task is completed. Before they are allowed to return to their original activity they will be spoken to by staff.
- 2 If the child puts themselves and/or others in danger, he/she will be withdrawn from the situation, spoken to firmly but quietly. He/she will be asked to sit on "Mr Think"-(time out area) to reflect on what has happened. Before they are allowed to return to their original activity they will be spoken to by staff.
- 3 If 1 or 2 happens in the playground the time out principle will be applied and the child will sit at a quiet activity outdoors. The child will always be given an explanation as to why their behaviour is unacceptable.
- 4 In very serious incidents, for example hitting another child with a toy and causing an injury, he/she will be withdrawn from the situation and spoken to firmly but quietly. Before they are allowed to return to their original activity they will be spoken to by staff. Parents will be informed. We depend on parents to support and reinforce the teacher's actions at home.
- 5 Should these incidents continue to occur, the teacher, in consultation with the parent, will implement a behaviour plan. This will have agreed targets and be monitored over a 4 week period.
- 6 In the unlikely event of a child being always deliberately destructive or disruptive and the procedures outlined above have not worked, the School Principal may decide to shorten the child's school day and seek advice from EA. The Unit will act on advice given by the EA advisors. If this happens you will be kept informed at all stages of this procedure.

All staff will aim to ensure that decisions regarding children presenting with inappropriate behaviour will be subject to the above discipline procedures with consistency.

Parents will be made aware of their obligation to ensure that they co-operate with staff in the matter of the discipline policy at induction. Each parent will be furnished with a copy of the school prospectus, inclusive of the policy at that stage.

REWARD SYSTEM

In an attempt to encourage good behaviour and instil consistent good manners this Nursery Unit operates a reward system. At all times the children will be praised for good behaviour and work.

Daily recognition of good behaviour includes:

Verbal praise

Smile

Bringing the child's positive behaviour to the attention of others

Telling parents about improved good behaviour

Displaying work

Friday treat

In term two in the form of stickers. Children will be given stickers which say “Star girl/Star boy” when they produce work which has taken a great deal of concentration and effort. Stickers may also state the nature of the good behaviour or work. For example, “I listened well at story time” or “I helped build a big tower”. Some stickers will refer to a particular member of staff, for example “Mrs Mc Laughlin say’s I’m a star”.

Managing Behaviour

Staff are aware that anger management at this stage is important in modifying later behaviour. The following behaviours contribute to anti-social behaviour in 3 year olds and as such require appropriate intervention from staff.

1. Overactive, restless behaviour
2. Poor concentration
3. Attention seeking
4. Tempers
5. Difficult to control.

It is important to observe the children to see what comes before the behaviour. Behaviour rarely comes without a prior trigger in the child’s life – bereavement or change at home.

If a child has a bad start to the morning e.g. overly tired and fighting with a sibling it can take 45 minutes to come out of the situation so expect the child to be angry for a while. This is why taking a few minutes to talk with mum is important in the morning. Daily reflection and writing of observations is important to build up a picture of what may be a difficulty or what works well with a particular child.

Risk Factor Indicators:-

Early onset of behaviour
Breadth of deviance or anti-social behaviour
Frequency & Intensity of behaviour
Diversity of anti-social behaviour
Family characteristics

We will encourage Positive Behaviour by: -

1. Modelling appropriate behaviour, ensuring the children see and hear us displaying good manners to each other as adults. Ensure they hear us saying please and thank you (good behaviour can be learned).
2. Commenting on appropriate behaviour. Catching the children being good and commenting on it. Ensuring we use a verb – this sends a clearer message. Keeping it short and precise as overloading with long sentences means the child will only hear and retain the last part. Saying ‘I like the way...’ finally using emotion games to explore feelings.
3. Ignoring inappropriate minor behaviour.
4. Actively talking and listening to the child.
5. Playing with and alongside the child.
6. Teaching the children to be both assertive and co-operative.

The staff will endeavour to promote a consistency of approach that is both firm and fair. We will include the parents in our policy by keeping them informed and involving them fully in the life of the school.

Dealing with inappropriate behaviour

The staff will look out for early triggers or warning signs that inappropriate behaviour is imminent. We will alert other staff members and attempt the following delusion strategies.

1. Interruption
2. Distraction
3. Redirection
4. Ignore
5. Humour

6. Remove

De-escalating the situation

Staff will adopt the following strategies in order to de-escalate a situation where inappropriate behaviour is being displayed.

1. Calming techniques – talking gently giving ‘I’ messages – ‘I’m sad that _____ won’t tidy up’ etc. Short messages avoiding ‘you’. Explain the consequences, affirm and repeat clearly.
2. Actively listen to the child and repeat clearly.
3. Show concern
4. Give the pupil a chance to back down.

Dealing with a crisis or confrontation

It is paramount that if we are in this situation that our emphasis will be on protecting the child, other pupils and the staff. The staff will endeavour to remain clam and controlled, to be active listeners, to keep talking and to get assistance. We will not use confrontational language or body language. Staff will avoid standing too close to the child or displaying prolonged eye contact. If the child feels you are blocking him / her in this could escalate the situation and induce a fight or flight response.

1. Staff members may employ the de-escalation strategies and this may be sufficient.
2. Another member of staff will be alerted for assistance. The design of the school and the deployment of staff will ensure another staff member is close by at all times.

Policy on Safe Handling

Staff may in certain circumstances find that they have to use safe handling to prevent a pupil from injuring him / herself, or another pupil. We are acutely aware of the young age, size and vulnerability of the children being cared for and staff would employ the very minimum of physical form necessary for effect.

Also taken into consideration would be the understanding, medical condition and any special needs of the pupils. Staff would ensure that the dignity and respect of all concerned would be preserved at all times. A calm and measured approach would be taken regardless of the situation.

The forms of reasonable force which may be used according to the individual circumstances are as listed:

- (a) Staff will direct / redirect a child by holding their hand – holding their arm with two hands.
- (b) Staff may prevent a child from injuring themselves or others by physically blocking their path or holding the child in a careful manner. Where other children are distressed the said child, staff will gently lift the child and carry him/her to the quiet room.

Situations in which staff may need to use reasonable force: -

1. Settling in period – member of staff may hold a child when a parent leaves the school. (As part of settling in policy) after asking parents permission.
2. Two children fighting – staff will intervene; diffuse the situation only after strategies outlined in Behaviour Management Policy had been ineffective. Staff member may have to physically restrain a child /children.
3. To prevent a child from injuring themselves, e.g. coming down a slide too fast – staff may physically intervene to safeguard the child.
4. React instinctively to a situation by holding or restraining a child who for example is about to run onto a busy road.
5. Staff may physically redirect a child to another part of the room or another activity as part of a behaviour programme.

During the incident, staff would repeatedly reassure the pupils and tell him / her that physical contact will stop as soon as he / she is ready to behave appropriately.

All incidents will be recorded.

CONTACTING PARENTS

Parents / carers should be contacted as soon as possible and the incident explained to them. Any complaint from a parent will be dealt with within the school's complaints policy / procedures as detailed below.

COMPLAINTS

If an incident occurs in Steelstown Nursery Unit involving the use of reasonable force / restraint by a teacher, the procedures governing such incidents should be followed. This will include informing the parent (s) / guardian (s) of the child as outlined above.

In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the Schools Complaints Policy / Procedure.

REMOVAL OF PUPILS FROM SITUATIONS

Where it is necessary for a staff member to remove a pupil from a situation e.g. where a pupil is disruptive or likely to cause injury to another pupil the staff member will: -

1. Request the child to leave the situation and redirect to another activity.
2. Take pupil by the hand and lead gently to another activity.
3. If the child is very distressed and is causing anxiety in other children then the child should be lifted gently and brought to the quiet room. The member of staff involved will explain to him /her, the reason for their removal.

RECORD REPORT OF THE USE OF REASONABLE FORCE

DATE	CHILD INVOLVED	MEMBER OF STAFF DEALING WITH INCIDENT

INCIDENT AND RESTRAINT USED: -

Parent informed on _____

Principal's Signature _____

THE ROLE OF PARENTS

The role of parents is as follows:

- (1) Parents will be made aware of the Rules and Policies in the school and will be asked to reinforce these in the home.
- (2) Parents will be informed of inappropriate behaviour and of any sanctions taken if behaviour is not improving.
- (3) Following on from this, parents and staff will together develop a plan of action to improve behaviour at home and at nursery.
- (4) Parents may be asked for permission to refer child to Educational Psychologist for assessment and advice.
- (5) Parents will respond positively praising the child when reward stickers and comments from the teacher regarding their children's good behaviour or improvement in behaviour are given.
- (6) Parents have the legal duty to ensure that their children do not cause injury or damage to others or to any property. They therefore have the obligation to promote to as great an extent as is reasonably possible and secure the adherence on their children's part to the general policy and rules of discipline as laid down from time to time by the school.

REMEMBER

If a child lives with criticism he learns to condemn

If a child lives with ridicule he learns to be shy

If a child lives with tolerance he learns to be patient

If a child lives with encouragement he learns to have confidence

If a child lives with fairness he learns justice

If a child lives with approval he learns to know himself

If a child lives with love around him he learns to bring love to the world

REMEMBER IT IS THE BEHAVIOUR WE DO NOT LIKE, NOT THE CHILD.