



Learning to be a wonderful me

## Policy for Promoting Positive Behaviour



September 2017



**In Dunclug Nursery School we are committed to providing a happy, safe and stimulating environment to support young children’s learning and development.**

We recognise that the children in our care have individual interests, characteristics and needs and aim to enable each child to develop positive attitudes about themselves and towards their learning by –

- providing experiences that extend learning and challenge thinking
- maintaining positive relationships as a staff team, with our children, their parents, the community, the Board of Governors and other relevant agencies
- promoting the health and wellbeing of our staff, children and their families
- inspiring and developing all members of our school community



### **Promoting Positive Behaviour in Dunclug Nursery School**

Dunclug Nursery School’s Mission Statement (see above) states that we are committed to providing a ***‘happy, safe and stimulating environment’*** to enable each child to ***‘develop positive attitudes about themselves and their learning.’***

It is our aim, through modelling positive behaviour and responding to negative behaviours consistently and competently, to support young children’s learning and development in an environment in which children feel safe and cared for.

In recognising that learning self-regulation and appropriate social behaviour is a developmental process, this policy provides guidelines on how staff, parents and children in Dunclug Nursery School can promote positive behaviour to allow the vision for our Nursery School to be realised.



## Promoting Positive Behaviour – Our ‘Golden Rules’

*“Children are the living messages we will send to a time we will not see.”*

Neil Postman

We have chosen to follow the ‘Golden Rules’ programme, devised by Jenny Mosley, in Dunclug Nursery School, as we believe that the positively worded Golden Rules promote our Nursery School’s values, enabling children in our care to develop:

- 🦋 respect for themselves, others and their environment
- 🦋 a positive self-image and self-esteem
- 🦋 emotional resilience
- 🦋 self-regulation
- 🦋 positive relationships

Our Golden Rules –

- We try hard
- We are kind and helpful
- We are gentle
- We are honest
- We listen well
- We look after things

The Golden Rules are introduced to children in an age and stage appropriate manner and are embedded in classroom routines:

- through short stories and puppets
- using circle time
- through daily discussions with staff working with them
- posters are displayed throughout our Nursery School
- parents receive a copy of the Golden Rules and are encouraged to use the same language when promoting positive behaviour at home too
- children are praised for adhering to golden rules
- stickers are given to reinforce and personalise positive behaviour, e.g. ‘I am honest’



## Responsibilities of all adults working with children in Dunclug Nursery School

To promote positive behaviour in our setting all adults will –

- ✿ be a good role model of positive behaviour  
*“Children need ‘golden hearted’ adults working with them.”*  
Jenny Mosley
- ✿ acknowledge and praise positive behaviours
- ✿ share expectations of children’s behaviour consistently
- ✿ explain the consequences of some behaviours and offer alternative choices
- ✿ involve children in problem-solving by using conflict resolution steps  
(refer to ‘Conflict Resolution’ section for steps)
- ✿ share information with parents/carers about their child’s behaviour
- ✿ provide strategies to promote pro-social behaviours, e.g. sharing, turn-taking
- ✿ recognise and acknowledge feelings to encourage empathy for others
- ✿ plan a range of interesting and challenging activities
- ✿ teach children about emotions and moral values through stories, puppets, discussions and circle time
- ✿ use a consistent approach to implementing our Nursery School’s Rewards and Consequences

Rewards -

1. A smile
2. Happy words (praise)
3. A sticker
4. Something to take home (this could be a note for you or a little prize)
5. Extra time at a preferred activity

Consequences –

We respond to negative behaviour in the following ways (1 being a response to low level, minor instances, to 5 being serious or prolonged negative behaviour that we feel we need to discuss with parents or carers if our behaviour management strategies are not having a desired effect within school.)

1. Ignore
2. Rule Reminder(s)
3. Calming Time / Re-direction to another activity
4. Loss of Privilege
5. Speak with Parents / Carers



## Dealing with challenging behaviour

Adults working with children in our Nursery School will intervene when behaviour is persistently disruptive/non-compliant, when they are presenting a danger to themselves or others, or when they risk damaging property. We do this by –

- ✂ identifying the behaviour that is not acceptable – *naming the behaviour and not the child*
- ✂ supporting the child to think about other choices he or she could make
- ✂ provide calming time away before talking things through
- ✂ use of appropriate social stories, personalised when appropriate
- ✂ talking to the parent/carer about challenging behaviour
- ✂ liaising with SENCO and/or outside agencies, e.g. Health Visitor, Behaviour Support Team to access advice and support.

When behaviour is extremely concerning, such as aggressive or harmful behaviour-

- ✂ children may have to be removed from the situation using physical intervention
- ✂ other adults may be sought to support immediate staff
- ✂ parents may be contacted
- ✂ child's session time may be reviewed
- ✂ referrals may be made to other agencies.

## Conflict Resolution

**Adults will use the following steps to resolve conflict between children –**

- ✂ Approach calmly and get down to the child's eye level.
- ✂ Acknowledge the child's feelings calmly –  
"I can see you are feeling upset/cross/hurt/angry..."
- ✂ Gather information about what has caused the conflict.
- ✂ Ask for suggestions of solutions and choose one together,  
"I wonder what we could do to make you feel better?..."
- ✂ Reinforce relevant golden rule.
- ✂ Provide calming time if required.
- ✂ Be prepared to give follow-up support if necessary.



## Working in partnership with parents and carers

Working in partnership with parents is integral to the success of implementing this policy and the procedures detailed within it.

We will achieve close partnership working with parents by:

- ✿ Sharing the Nursery School's behaviour expectations at the Parents' Information Meetings as part of our Induction programme, and through informal and formal discussions.
- ✿ Talking to individual parents and carers about their child's positive or negative behaviour as appropriate, and during scheduled Parent/Teacher meetings in October and March.
- ✿ Being respectful, fair, consistent and non-judgemental when discussing children's behaviour with parents and carers.
- ✿ Providing advice and support to parents / carers to help manage challenging behaviour at home.

We hope that parents and carers will feel able to:

- ✿ Keep Nursery staff informed of any relevant changes to their circumstances that may affect their child's behaviour, e.g. a new baby sibling, moving home, bereavement, divorce, separation or a family member's illness.
- ✿ Reinforce Golden Rules and expectations of positive behaviour by talking to their child at home.
- ✿ Actively support staff in Nursery School in implementing positive behaviour strategies.
- ✿ Be a positive role model for their child.



## Communication of Dunclug Nursery School's Policy for promoting Positive Behaviour

Dunclug Nursery School's Policy and procedures for promoting Positive Behaviour will be communicated to –

- ✿ **Children** – in an age and stage appropriate manner, through stories, discussions and the use of Circle Time and through daily interaction with staff and parents.
- ✿ **Staff** – as part of the Induction process for all adults working with children in our Nursery School and as part of ongoing professional development.
- ✿ **Parents / Carers** – included in Parents' Induction Information and during parent/teacher meetings or parents' workshops. Copies of the policy are available on request.



### Procedures for dealing with alleged bullying

'Bullying' is defined as *'a persistent, deliberate attempt to hurt or humiliate someone'*

The Governors and staff of Dunclug Nursery School recognise that, although uncommon in a Nursery School setting, negative behaviours that could amount to bullying, may occur. Bullying can take a variety of forms and is;

- deliberately hurtful
- repeated over time
- hard for those being bullied to defend themselves against, due to an imbalance of power.

In implementing our Policy and procedures for promoting Positive Behaviour, Dunclug Nursery School aims to provide an environment where all children feel safe and cared for. We will receive concerns regarding alleged bullying in the following way:

- ✓ The concern or complaint regarding bullying will be acknowledged and recorded.
- ✓ Staff working with the child(ren) will be made aware of the concerns.
- ✓ Strategies to deal with the alleged bullying will be decided upon and implemented. Parents will be informed of proposed strategies.
- ✓ The situation will be carefully and sensitively monitored and a date for review will be decided upon.
- ✓ At the review meeting with parents strategies used will be discussed and further intervention decided upon, if necessary.
- ✓ Open lines of communication between home and Nursery School will be maintained at all times.



## Procedures for Physical Handling of children

There are times when staff will be required to intervene physically to safeguard a child or children's safety and/or wellbeing in the Nursery School setting. The three main types of physical intervention are detailed below, along with guidelines to be followed by staff in their implementation –

**Positive Handling** – The positive use of touch is a normal part of human interaction and may be appropriate when giving guidance, such as how to hold a paintbrush or when climbing; providing emotional support, such as placing an arm around a distressed child; or physical care such as toileting or First Aid.

**Physical Intervention** – This can include providing environmental means such as stair gates, locked doors etc. to ensure a child's / children's safety.

**Restrictive physical intervention** – Used to physically restrict a child's movements to reduce risk to the child, other children or adults or property in the immediate area. This may be used in the context of promoting positive behaviour, in extreme circumstances only, when the child is at risk of harm or harming others or property. When used, physical intervention is used within the principle of reasonable minimal force and for as short a period as possible. Only staff employed by Dunclug Nursery may use restrictive physical intervention and it should usually involve an adult who knows the child very well so that they can attempt to use other strategies to support the child, without having to resort to physically intervening.

Where restrictive physical intervention is judged necessary, staff should do their best within their duty of care and using reasonable minimal force;

- aim for side to side contact with the child, aiming for no gap between the child's body and the adult's body to minimise the risk of injury
- aim to keep the adult's back as straight as possible
- beware of head positioning, to avoid injury from head butts from the child
- hold children by 'long' bones, avoid contact with joints where pain and injury are most likely
- ensure that there is no restriction to the child's ability to breathe – avoid holding a child around the chest or abdomen
- avoid lifting mobile children where possible
- keep a written record of the physical intervention and inform parent.



## Monitoring and evaluation of the Policy and procedures for promoting Positive Behaviour

Dunclug Nursery School will keep its policy and procedures under review annually, amending or changing it in light of reflection or feedback from ongoing monitoring and evaluation through –

- ✿ ongoing observations of the behaviour of individual and groups of children
- ✿ responses from children, parents / carers and staff.

Signed - \_\_\_\_\_ Principal

\_\_\_\_\_ Chairperson, Board of Governors

Date - \_\_\_\_\_

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I have read and understood Dunclug Nursery School's Policy and Procedures for promoting Positive Behaviour.

Signed - \_\_\_\_\_

Date - \_\_\_\_\_