

Phoenix Integrated Nursery Unit



Positive Behaviour Policy

Ratified by Board of Governors:

Meeting 1 2021-22

Signed: Chairperson Board of Governors

A handwritten signature in brown ink that reads "L. Simpson".

Reviewed: 11.10.23

At Phoenix Integrated Nursery Unit, we set high expectations of behaviour through encouraging and praising positive behaviour. The children quickly become familiar with the rules and are able to talk about each one. We believe that children need to have a clear understanding of behaviours that are appropriate and acceptable. We promote positive behaviour in an attempt to ensure that all children will develop a caring attitude and become responsible members of society. We consider it important to have consistent staff and parental expectations of behaviour so that children receive the same message from parents at home and from all staff they come in contact with during their time in school.

We aim to have a happy, caring and safe environment in conjunction with the provision of the Northern Ireland Pre School Curriculum.

As an integrated school we are committed to the principles of integrated education.

1. Faith and Values
2. Child centered provision
3. Parental involvement
4. Social responsibility

Our school motto is “Achieving and Celebrating Together”

At Phoenix Nursery Unit we encourage children to respect themselves, each other, adults and our property. We apply simple rules fairly and consistently. We aim to provide a happy, caring environment with challenging activities. We do not under any circumstance use any form of corporal punishment. In the case of a particular incident or persistent unacceptable behaviour we always discuss and agree a way forward with parents.

Our agreed class rules are clearly explained to the children and are displayed on the parents’ noticeboard. They are based on the following principles:

- Unwanted behaviour is behaviour likely to hurt, injure or upset another child, themselves or an adult.
- Unwanted behaviour shows a lack of respect for others disrupts their play and learning or damages their property.

Below are our procedures for managing the children’s behaviour.

Procedures for encouraging positive behaviour

- Prevention – anticipation and removal of potential problems.
- Interaction – plenty of adult attention.
- Praise or reward – all adults should offer explicit praise for good behaviour, for example, for waiting, turn taking, sharing, listening.....drawing attention to the positive rather than the negative.
- Provision – provide physically challenging and emotionally satisfying activities for children.
- Clear expectations applied in a positive way.
- Leading by positive examples from adults
- In certain circumstances, such as racist language, physical abuse, or dangerous behaviour an instant adult response is required.

Procedures for dealing with unwanted behaviour

- Redirection – distract to another activity or join in with activity.
- A firm ‘No’ (using a visual to support understanding) and a clear explanation of why the behaviour is unacceptable.
- Speak calmly, clearly and firmly to gain control.
- Give a warning of the consequence if the behaviour doesn’t stop.
- Use the consequence, for example, removal from the situation, or removal from the activity.
- A fresh start afterwards.
- Reducing the child’s hours at school may be considered to help them manage their behaviour. A shortened session can help a child to cope with boundaries for a shorter period of time with a view to building up to a full session.
- The Nursery Teacher will liaise with the SENCO and additional agencies (with parental support) to seek advice on how best to support the child.
- Parents and Nursery Teacher to liaise with the Principal to discuss the best way to support the child. The Nursery Teacher will liaise with the SENCO and additional agencies (with parental support) to seek advice on how best to support the child.
- It may be necessary to introduce sanctions for repeated behaviours, for example throwing items, hitting staff or other pupils, spitting etc (this list is not exhaustive).

Unacceptable procedures in managing behaviour

Unacceptable responses to behaviour would include:

- Shouting, criticism and comparison. Shouting conveys a loss of control.
- Labeling the child, rather than the behaviour, as ‘naughty’ or undesirable.
- Use any form of corporal punishment, including smacking, pinching, poking or rough handling .
- Use of any other humiliating and frightening punishment, including shouting, offensive language, name calling or isolation.

These should never be used and, if seen, would and should be reported immediately to the Nursery Teacher or Principal.

Rewards

Rewarding children encourages positive behaviour and fosters good relationships.

We aim to:

- Recognise effort
- Encourage participation
- Encourage perseverance
- Provide reassurance
- Develop desirable attitudes, eg. Honesty, politeness, kindness
- Discourage undesirable behaviour

We reward by:

- Praising children verbally
- Using positive body language
- Using Teacher interaction
- Displaying children's work
- Sharing photos and examples of work, with parents, on Seesaw or social media platforms.
- Providing new responsibility/delegating task (class helper or line leader)
- Providing tangible rewards eg, stickers (Friday), good choice pegs (daily) and certificates (daily and weekly)

At Phoenix Nursery Unit, our class system for rules, rewards and consequences are outlined below and these are consistently employed by all staff members:

- We are kind to one another.
- We play help each other and play together.
- We share, take turns and respect each other.
- We use our listening ears when others are speaking to us.
- We take turns to speak, using kind words.
- We listen to and respect our teachers
- We use our hands, feet and words, in a nice way.
- We keep our classroom safe by picking up toys from the floor and mopping up our spills.
- We have fun!!

Consequences

- Talk for the first time (supporting children with visual if necessary)
- Talk for the second time (supporting children with visual if necessary)
- Remind children of the class rules (supporting children with visual if necessary)
- Allow some quiet thinking time to allow a period of reflection

- In instances of repeated or deliberate undesirable behaviour such as hurting others or damaging property, the Nursery Teacher will liaise with parents, the SENCO and Principal. It may be necessary to seek support from outside agencies to come up with a plan to support the child. We recognize that young children communicate how they are feeling through their behaviour and it is our aim to work with parents and the child to address any issues to ensure their time in Nursery is as positive as possible.

Rewards

- Smile and thumbs up
- Happy words
- Good choice pegs (daily)
- Stickers (every Friday / when the 'good choice' jar is full)
- Star of the day award (daily)
- Teacher's Award certificate (weekly)
- Principal's Award certificate (weekly)
- General classroom certificates
- Giving the child greater responsibility in class (eg, class helper or line leader)

Sanctions

Sanctions are sometimes necessary to maintain a safe and effective learning environment. When such action is necessary it is essential that the focus is on the child's behaviour, rather than on the child.

We use sanctions to:

- Ensure children's safety
- To emphasise the seriousness of specific activities to discourage persistent unwanted behaviour
- To demonstrate consistency

When using sanctions:

- Explain what the child has done wrong, keeping the explanation short and concise (not to verbally overload the child).
- Remind them of the rule and reason for it
- Use body language or visuals to help support understanding
- Redirect the child's play
- Remove privilege
- Encourage the child to have some quiet time, or time with an adult, to help them reflect on the situation. Provide some sensory resources to help the child regulate their feelings and emotions.
- Speak to Principal: chain of command. Nursery Teacher to speak to Principal. Principal and Nursery Teacher to meet with parents. SENCO to be informed and involved where necessary.
- Keep a record of incidents
- Inform parents of serious or persistent behavioural problems

Dealing with inappropriate behavior towards other class members or staff

Where a child is unable to refrain from spreading bodily fluids to another child for behavior reasons or SEN (spitting, biting, licking), Nursery staff will speak with their parents and the school principal to decide how best to support the child in the setting.

The child may need to have their hours reduced in order to help them cope better.

This will be done in line with the Behaviour Policy and with advice from the Principal and appropriate agencies. For example, the Autism Advisory Service, Community Pediatrician or the Educational Psychologist.

Policy review

This policy will be reviewed and monitored in line with the school's review schedule.