



Pastoral Care & Positive Behaviour Policy (Including Nursery Policy)

The Pastoral Care & Positive Behaviour Policy outlines our Vision for St. Bride's Primary School. The Pastoral Care and Positive Behaviour documents is a suite of Pastoral Policies i.e. Pastoral Care & Positive Behaviour, Safe Guarding and Child protection, Code of Conduct, Anti- Bullying Policy etc. However, to ease reference for parents on the school website the policies have been posted individually.

Vision Statement

Attainment for all within a happy, safe, caring Catholic environment.

St. Bride's Primary School promotes the highest possible achievement and learning for life so that each child may

- acquire fundamental Catholic values and beliefs
- appreciate their own culture and gain a respect and understanding of other cultures, religions and traditions
- gain a reasoned set of moral values
- achieve academic knowledge and skills appropriate to their age and ability
- have high self-esteem, respecting themselves, others, property and the environment
- obtain appropriate technological skills
- be able to work independently and collaboratively
- gain aesthetic skills and an appreciation of the work of others in the expressive arts
- be flexible and adaptable for the demands of the modern world
- acquire social skills and attitudes such as tolerance, co-operation and independence
- reach an understanding of how their choices affect their health and life-style

We believe that each child will succeed as we aim to:

- provide a caring environment in which the children have an opportunity to develop spiritually, intellectually, physically, morally, socially and emotionally through the promotion of individual self-worth
- promote fundamental Catholic values and beliefs
- create a happy, secure and stimulating learning environment where, through achieving personal success and establishing positive relationships, children can develop self-confidence and growing independence
- equip children with the necessary skills and knowledge to develop to their full potential
- establish positive home-school relationships which promote the involvement of parents in their child's education
- promote positive attitudes of self-respect and respect for others, their property and the environment
- create a pastoral care system which caters for the well being of all the children

- establish a positive educational partnership between the school and the wider community, providing an enriching programme of educational experiences

PASTORAL CARE

The staff of St Bride's Primary School are concerned with the interests and well-being of each pupil and consider their personal development to be of great importance. We recognise their individuality and strive to help our pupils meet their needs through a pastoral care system which is child-centred, shows fairness, compassion, tolerance and forgiveness while at the same time developing high standards of self-discipline, respect, commitment and generosity.

Our objectives are -

- to develop pupils' self-confidence and positive self-image
- to develop within our pupils a sense of self-respect and a willingness to understand, respect and tolerate the views of others
- to create within our school a caring Catholic community where good behaviour, self-discipline and respect are cultivated
- to help our pupils develop pride in their work and the will to overcome difficulties

PASTORAL ACTIVITIES

The Pastoral Care of our pupils shall be enhanced through a wide range of pastoral activities including

- the development of an ethos which encourages positive self-discipline, good self-esteem and good interpersonal relationships
- the provision of a safe and attractive environment
- extra-curricular activities
- teaching and learning matched to the ability of all children to allow them to reach their potential
- positive behaviour procedures
- assemblies
- parent interviews and year group curriculum meetings
- educational visits
- residential experiences
- displays of work, including the school website and school magazine
- recognising achievements outside school
- circle time/ PDMU

- celebrating other cultures
- charity work
- School Council & Eco Council
- Assembly/ prize giving celebrating success

Liaison with Parents

The staff of St Bride's value and appreciate the support we receive from the parents of our pupils in all aspects of school life. We are aware that our children require a positive and sympathetic relationship between home and school to develop fully and help them address challenges as they arise.

Staff recognise the rights and expectations of parents and acknowledges that we cannot achieve our aims if we do not work together with parents taking responsibility in supporting the school.

Should problems or misunderstandings arise we seek to listen to the concerns of parents and work positively with them to reach an amicable solution in an atmosphere of mutual respect.

Liaison with external support agencies

We recognise that problems can arise which require expertise which we may not have in order to solve them. The school will seek the help and support of various external agencies when such situations arise, for example

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- welfare agencies
- educational psychologists
- health agencies
- behaviour support teams
- Oakwood
- Inclusion & Diversity Service
- PSNI
- RISE NI

Behaviour Policy Statement

The aim of the behaviour policy in St Bride's PS and Nursery School is to foster within the children those values, attitudes and skills necessary to develop the self-discipline which enhances their self-esteem and is needed for them to become valuable members of society.

St. Bride's Nursery School has a separate Positive Discipline Policy (Appendix 3) and Anti- Bully Policy. (Appendix 4)

In order to fulfil this aim it is intended that the children should:

- develop a respect for teachers, ancillary staff, visitors to the school and those in authority
- develop a respect for their peers
- develop a respect for their physical appearance and a pride in their work and school surroundings
- be able to work within agreed classroom and school rules
- develop a respect for the opinions, cultures and beliefs of others
- develop a respect for others' property including communal property both within the school and within their environment
- be able to share space and resources
- be aware of the needs of others
- develop appropriate social manners
- develop the skills necessary to deal with conflict
- develop empathetic skills
- develop a sense of the individual as part of a community

Rationale for St Bride's Behaviour Policy

St Bride's PS bases its behaviour policy on the assumption that all members in its community have rights and responsibilities and that these are maintained through a system of rules and routines. These rules and routines are designed to emphasise the positive aspects of discipline while recognising the need to indicate disapproval of certain behaviours.

The policy recognises that pupils and teachers within the school have rights.

Teachers have rights which include the right:

- to teach
- to be safe
- to have appropriate resources
- to expect co-operation from peers, colleagues, pupils and parents
- to appropriate staff development training
- to be consulted, kept informed and be treated courteously
- to have support from the system
- to be shown respect

- to have agreed rules and regulations obeyed
- to give constructive feedback
- to exercise their professional judgement

Pupils have rights which include the right:

- to be happy
- to be shown respect
- to have access to stimulating resources
- to be taught at a level appropriate to their needs
- to learn
- to feel safe and secure
- to be listened to
- to be treated fairly and equally
- to have the opportunity to avail of the experiences within the school
- to have support from the system
- to experience co-operation
- to have their achievements recognised

The school recognises that behaviour can be learned and that rules and routines are designed to encourage desired positive behaviours such as:

- working independently, listening attentively, concentrating, staying in seat, tidying up, respecting property, treating others fairly, completing tasks, showing a positive attitude, taking responsibility for their own actions and attempting to resolve conflict

In the same way, it would be the aim of the behaviour policy to discourage certain behaviours such as:

- inappropriate manners, excessive noise, bullying including cyber bullying, inappropriate language, rough play, fidgeting, shouting out, threat and use of violence, misuse of books, materials and equipment, disturbing others, unkind words and actions

The promotion of appropriate and the reduction of inappropriate behaviours should be achieved through positive reinforcement, establishing rules, routines and agreed sanctions (see Appendix 1) which are made explicit to the children, supported by clear guidelines for staff.

The Role of Parents

Parents have an important role in promoting and encouraging positive behaviour. They have access to and are encouraged to familiarise themselves with the behaviour policy and procedures. Parents will be kept informed if their child does not respond to measures that the school takes and their assistance sought.

Admission to the school implies acceptance of the school's behaviour policy and procedures. Parents are expected to support the school in their implementation of the policy and procedures and inform the teacher if there are any problems which may result in an adverse change in the pupil's behaviour. It is when the school and home are working closely together that any concerns about behaviour are best resolved in an atmosphere of mutual respect.

Positive Reward Systems

Positive reward systems allow teachers to use their professional judgement to foster and develop good behaviours.

The desired effects are:

- increasing the child's self esteem
- creating an atmosphere conducive to learning
- raising the level of achievement
- helping to form and develop a positive pupil/teacher relationship
- changing undesirable behaviour
- encouraging the repetition of desired behaviour
- encouraging work and effort
- showing that the children's efforts are appreciated
- helping to minimise aggression
- encouraging the children to be positive
- the development of age-appropriate social skills

Positive behaviours we encourage and promote include:

- | | |
|-----------------------|--------------------------------|
| settling down to work | neat work |
| tidying up | finishing work |
| good handwriting | concentrating |
| improved behaviour | behaving well |
| co-operating | showing kindness |
| sharing | following instructions/ advice |
| staying in seat | putting hand up |
| politeness | being punctual |
| attendance | being fair |
| keeping rules | being enthusiastic |
| using initiative | using "kind hands and feet" |

While the above list is not exhaustive, it indicates that there are many opportunities which present themselves to teachers for rewarding children. At the beginning of each academic year teachers will remind children of the School Rules and establish clearly and as early as possible the shared classroom rules & routines. This is

achieved through a process of discussion with the children. During the year school rules and routines will be revisited as a reminder to the children.

Rewards will include:

smiling	individual praise
praise from another teacher	public praise
praise from the class	note to parent
written praise	stars/stickers
points score	team awards
tangible rewards	display of pupils work
allocation of classroom duties	homework passes
non-verbal acknowledgement	certificates
Principal's award	Visits to the Adventure Playground
Additional Golden Time	whole school praise
A choice of seating arrangements	
Visit to Principal/other classes to show achievement	
Special achievements outside of school celebrated at Assemblies	

This list is not exhaustive. Within the classroom it is expected that the teacher will draw upon these and other rewards to effectively manage pupils' behaviour. Each teacher, as part of their class reward system, will select children as 'Pupil of the Week' and acknowledge these with a certificate and notice board display. Rewards earned through appropriate behaviour should not be lost as a sanction for poor behaviour.

MANAGING UNACCEPTABLE BEHAVIOUR

Peer support system

All teachers have responsibility for the maintenance of good order and discipline in their own class and throughout the school.

This will be most effective when the staff act consistently and to the same ends. Teachers should be confident that, when they work within the discipline procedures in the policy, they will have the support of senior management and other staff.

The peer support system allows teachers to draw on colleagues to encourage children to adjust their behaviour in a supportive manner. Your support teacher should be someone in close proximity to your class e.g same corridor or foyer, and the same year group, or year group above or below.

Dealing with Disruptive Behaviour

Working within the guidance of the classroom rules or code of conduct, the use of rewards or a reward system should reduce the incidents of disruptive behaviour by acknowledging and praising acceptable behaviour.

While this positive system of rewards and reinforcement will develop children's self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour. All teachers devise their own effective ways of managing such behaviour and it is desirable that they should continue to do so.

When acting on inappropriate behaviour, it is desirable to intervene at the lowest level e.g. a short comment or direction, rule reminder etc. (see Appendix 2 "A Stepwise Approach to Managing Pupil Behaviour" Rogers).

This strategy allows for a progressive intervention and encourages the pupil to take responsibility for his / her behaviour.

From time to time it may be necessary to use an appropriate sanction. The purpose of the sanction is to stop the behaviour and to influence the pupil to choose more appropriate behaviour in the future. Sanctions constitute part of a teacher's repertoire of responses [see Appendix 1]. They must always be just and fair and applied consistently, positively and calmly, aimed at defusing rather than escalating the situation. When possible, the sanction should be related to the misbehaviour. The consequences should equal the degree of the misbehaviour and be stated in polite matter-of-fact terms. The sanction should not be designed to belittle the child in any way and should, in most cases, be preceded by a warning of the consequences of continuing the behaviour e.g. "If you continue to I will have to ask you to....."

If, after counselling the pupil, the misbehaviour persists, further action may be necessary. Serious or persistent poor behaviour should be recorded on the "**Class Behaviour Record**" sheet.

If a child's behaviour is continuing to cause concern, the teacher may place the pupil on "**Daily Behaviour Report**" and use their **Peer Support Teacher** to help modify the child's behaviour. The "Daily Behaviour Report" form should be kept in the teacher's file. This action should be recorded on the "Class Behaviour Record" sheet and should only be initiated after consulting a member of senior management.

The Daily Behaviour Report Form

If this report form is to be used, the parents should be informed at this stage and an interview arranged with the class teacher to enlist their support in dealing with the behaviour. The class teacher will note the child's behaviour on the Daily Report form for each session. The child will bring the form to the support teacher at the end of the session who will comment, hopefully positively, on the child's behaviour and initial the form. At the end of the week the Report is brought to the Key Stage co-ordinator, vice-principal or Principal who will add a general comment. In consultation with the class teacher a decision will be made about continuing the Daily Report for another week. The Principal should be informed if this is to occur. When the "Daily Report" form is continued for a second week, it should be taken home each day for the parent to sign.

Exiting procedures

If there is a serious breach in discipline or the teacher has progressed through the behaviour management steps, the child may be exited to another teacher. The purpose of this is to give "time out" to think about their behaviour. The child should be put in a quiet part of the room away from other pupils to complete work or contemplate their actions. The support teacher does not question or interact with child at this stage. It should last between 5 and 15 minutes.

When he/she returns to their class the teacher should outline the behaviour expected and the pupil should be allowed to return to the class activities. On the day of the exiting, the two teachers should meet with the child to discuss the incident and decide on further action, if necessary. A written record must be kept on the Behaviour Report form of any time a child is sent to another teacher.

In the event of a child failing to respond positively to the procedure outlined above and either continues to commit serious breaches in discipline or is continually disruptive, it may be necessary to implement a 'rolling exit' procedure whereby he/she will spend a longer period of time (half or whole day) in a number of other classes.

The child will be given work to complete and each support teacher will comment on his/her behaviour on the Rolling Exit form that will be retained by the class teacher. Parents will always be informed if this procedure becomes necessary.

With the exception of a very serious incident, e.g. fighting in class, no child should be exited without a warning that this may happen if their behaviour does not improve.

The school recognises that this strategy may not work with all children. Alternative strategies will be put in place for those children and parents will be informed.

Involvement of Outside Agencies

When a child does not respond to the school's positive behaviour procedures, or alternatively if a child needs support immediately, a referral may be made to outside agencies for advice/support but only after consultation with the Principal. In some cases, it may be necessary to seek a referral to the Educational Psychologist for an assessment of his/ her needs.

Suspension and expulsion

Where there is a serious act of misbehaviour a pupil may be suspended only on the authority of the Principal (or Vice-principal in her absence). The procedures followed will be those outlined in the arrangements made by CCMS, which have been adopted by the Board of Governors.

Behaviour outside of school

The school Behaviour Policy may also cover matters which occur outside the school, such as school trips and going to and from school when the children are in uniform. Bullying, including cyber bullying, of other pupils or behaviour which may bring the school's good name into disrepute will be investigated and addressed by senior staff. Parents will always be informed if such incidents are dealt with by the school.

DAILY BEHAVIOUR REPORT

NAME _____ CLASS _____ TEACHER _____ SUPPORT TEACHER _____ DATE _____

Behaviour Targets _____
 _____ Signed _____ (Pupil)

	Morning 1	Morning 2	Lunch	Afternoon
MONDAY				
Support Teacher's Comments/Initials				
TUESDAY				
Support Teacher's Comments/Initials				
WEDNESDAY				
Support Teacher's Comments/Initials				
THURSDAY				
Support Teacher's Comments/Initials				
FRIDAY				
Support Teacher's Comments/Initials				

General Comment _____

Signed _____ (Teacher) _____ (Support Teacher) _____ (Parent) _____ (Child)

Rolling Exit

Please allow this pupil to work quietly in your room and comment on his behaviour before he returns to his class.

Pupil Name _____

9.15 to 10am _____

10.00 to 10.45am _____

11.00 to 11.45am _____

11.45 to 12.30 _____

1.15 to 2.00pm _____

2.00pm to 2.45pm _____

This report should be kept by the class teacher.

Appendix 1

SUGGESTED SANCTIONS

- Use the Stepwise strategies outlined in Appendix 2.
- Time out in an appropriate setting
- Rule Reminder activities *e.g. Write about the rule/record the incident/talk about the rule with visual aid/‘Reflection sheet’, which may or may not be sent home for parents to sign depending on severity of behaviour or age of child*
- Time out during play activities (Foundation Stage)
- Time out at break-time/lunchtime (*length of time age related*)
- ‘Internal exclusion’ decided by class teacher (*having to take lunch or break with another class, not in the corridor/foyer areas*)
- Challenging behaviours recorded in an incident book (*held by class teacher*)
- Change seating arrangements including being moved to a single desk
- Incomplete work due to poor behaviour sent home (*with agreement from parents*) or completed during Break/Lunchtime
- Taken out of a group activity to work individually
- Confiscation of property (to be returned at the end of the day)
- ‘Sorry note’
- Withdrawal from school teams/school trips if persistent disruptive/dangerous behaviour is not modified (when agreed by Principal)

Some teachers may also include

- Use of ‘Traffic Lights System’ for ‘Golden Time’

Pupils suggested the following sanctions

- Extra Homework
- Individuals to miss out on 5 to 10 minutes of Golden Time
- No football at Lunchtime
- A visit to the Principal
- Special ‘cool off’ room to consider behaviours not play

Appendix 2

A STEPWISE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

Enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions.

1. TACTICAL IGNORING OF BEHAVIOUR (TIB)

A step for low level disruptions.

TIB means tactically ignoring (a decisive choice not to notice) such behaviour.

With TIB you are deciding:

- which behaviours you can appropriately ignore
- how long you are prepared to ignore
- what will you do next if TIB is not achieving its aim

While you are using TIB you also attend to, notice and reinforce on-task behaviour. ‘TIBBING’ is exceptionally effective for low-level attention seeking such as the few who persistently call out.

2. SIMPLE DIRECTIONS (SD)

A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions eg “David (tapping) put that pen down now, thanks”.

Always use the student’s personal name.

When using simple directions:

- speak to the behaviour you want to see (“Wendy, Melissa, face the front and listen, thanks” rather than, “Oi!! You two, I’m trying to teach, what’s wrong with you? Do you want to share it with the whole class?!”)
- establish eye contact
- speak clearly, firmly, briefly
- repeat is necessary
- expect compliance

3. RULE RESTATEMENTS – RULE REMINDERS (RR)

The teacher simply restates the rule to the student or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict, etc) eg “Melissa, you know the rule for calling out – use it thanks”.

4. QUESTION AND FEEDBACK (see Glasser, 1969)

Move alongside the student and ask ‘What’s happening here?’ or ‘What’s going on?’ or ‘What are you doing?’ The voice tone is not sarcastic or threatening, just appropriately firm.

A ‘what’ question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid ‘why’ questions – these are better used when taking the student aside on a 1-1. If the reply to a ‘what’ question is ‘nothing’, simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) “What should you be doing?” – or “What are you supposed to be doing?” Again if the student avoids responsibility re-direct to the required task or behaviour.

5. DEFUSION

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

6. BLOCKING STATEMENT

If a student procrastinates, argues etc 'blocking' is a verbal strategy that reasserts a teacher's fair direction, using the same words repetitively. There are two basic forms of 'blocking' one is a simple re-direction (sometimes called a 'broken-record' approach) the other is re-assertion.

With a re-direction the teacher is basically re-directing the initial direction, rule, or question, re:

- (T) "David back in your seat – thanks"
- (S) "But I was just getting a rubber!!"
- (T) "Back in your seat now"
- (S) "But I told you, I was just getting a rubber – what you picking on me for!!"
- (T) "OK back in your seat."

Remember 'blocking' is an approach to use with argumentative students. We avoid taking up verbal arms, as it were, about 'being picked on' or, 'other do it too!' With re-assertion the teacher briefly 'tunes in' to what the student is saying but re-asserts the rule, direction or appropriate question, ie:

- (T) "Melissa and Wendy (two loud 'yakkers') What are you doing?" (QAF)
- (S's) "Nothing!" (aggrieved)
- (T) "Actually you're talking loudly (tune-in) and I'm trying to work over there; what should you be doing?"
- (S's) "Other people talk – you don't pick on them!"
- (T) "Other people do, what should you be doing?" (tune-in but re-assert)
- (S) "Our work!"
- (T) "OK back into it thanks."

7. GIVING SIMPLE CHOICES

Empty threats are pointless.

Let the student choose the responsible alternative.

Choice enables the student some measure of self-control.

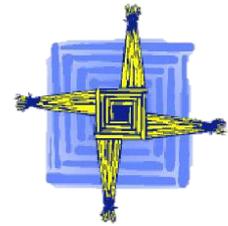
"If-when" "If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option)

8. EXIT PROCEDURES

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed.

ANY exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour.

St. Bride's Nursery Unit Positive Behaviour Management and Discipline Policy



Draft policy Oct 2017

Rationale

In St. Bride's Nursery Unit, we believe in young children's developing ability to control their own lives, to make independent choices and to accept responsibility for their own actions. We believe that all children have the right to expect positive approaches to discipline and that a fair and consistent approach to promoting positive discipline will achieve that goal. **We also recognise that as young children, our pupils may display undesirable but age appropriate behaviours, which will benefit from the intervention of the adult.**

The Nursery Environment

St. Bride's nursery is a warm and welcoming environment where children are cherished and respected. It is organised to promote and develop independence, confidence where learning is celebrated.

Materials and resources are thoughtfully structured and arranged to aid accessibility, reduce uncertainty, are appropriate for the ages and stages of the children and provide a wide range of choice and open-ended play opportunities.

Children's work is valued, celebrated and attractively displayed throughout the nursery.

Nursery staff actively encourage and praise effort, participation and good behaviour.

We believe by doing the above, our children will;

- Learn how to control their behaviour
- Learn how to talk about their feelings and emotions
- Have a positive attitude towards themselves and others and peer's needs
- Learn that their actions have consequences
- Become more independent and responsible for themselves
- Learn how to repair relationships
- Trust that the adult is there to support them

Promoting Positive Behaviour

The effects of praise and encouragement cannot be underestimated. It helps a child feel good about themselves, promotes a caring relationship with the adult and peers as well as boosting self-esteem and confidence. Praise is used both formally and informally, on a 1-1 and with a group.

Descriptive praise; Staff will tell the child exactly what they liked about their behaviour e.g. 'I really like the way you shared your toy with your friend when they asked – well done!' or 'You made me really proud when you asked Sarah if she wanted to play with you – well done for being so caring' or 'I just want to tell everyone about John's great tidying up today, he checked under the tables for toys that might have been hiding and I didn't even have to ask him – let's give him a silent cheer!'

Praise is given for all kinds of involvement in Nursery Life, ranging from acts of kindness, enthusiastic participation, helping others and thoughtfulness. We also use our puppets Sage and Onion during circle time to discuss issues arising and to resolve conflicts.

Encouragement; Highlighting and praising effort both before, during and after an activity is a great way of promoting perseverance and focus for children and helps them to feel more positively about themselves and the rewards of effort. E.g. 'You are working so hard on that puzzle and haven't given up, keep at it, you are nearly there. I will have to post a picture on Seesaw to show mum and dad how hard working you are'

Rewards: It is our belief that the praise of the adult or peers should be enough reward but recognise that some children, as their maturity develops, may need a more concrete reward e.g an extra privilege/responsibility, star chart etc.

Nursery staff will endeavour to pay attention to good behaviour and praise each child. Children are much more likely to repeat behaviour that earns praise or amend behaviour in order to earn praise, thus nurturing their self-esteem, confidence and independence.

In order to create an environment which forms self-esteem and respect, tolerance and self-control, the staff will endeavour to;

- Approach children in a welcoming, gentle, non-threatening manner
- Make eye-contact with the child at their level
- Put the child at ease with a smile or friendly expression
- Use positive forms of behaviour management as mentioned above
- Create simple rules with the children so that they feel ownership of their classroom and behaviour
- Display these rules prominently and refer to frequently
- Children will be respected, their behaviour dealt with using consistent strategies, talking to the child so that they understand the consequences of their behaviour.

(See Nurse appendix 1 for a more detailed list of the approaches/strategies used to promote positive behaviour)

Possible ways to resolve a situation

Staff seeking to resolve difficult situations appreciate that child-centred action is always best.

- Acknowledgment of the child's negative feelings
- Seek resolution from the individuals involved
- Offer an alternative activity or create more space to accommodate children

Dealing with a child who is not settling into an activity

- Staff will be aware of each child's behaviour and the possibility of disruption.
- They will establish the exact nature of the disruption by calmly talking to the child/children.
- Staff will support the child until they understand the child's particular needs.
- Staff will encourage the child to succeed and feel good about themselves and the activities they take part in.

Dealing with an argument between two children (conflict resolution)

- Staff should observe a situation and *be aware of when to intervene*, e.g if a child is going to be hurt or an item destroyed, otherwise, observe and allow the children to try to resolve the matter themselves.
- Intervene by comforting the ignored or distressed child.
- Establish a reason for the disagreement through gentle questioning allowing each child to have their say.
- Help the children to suggest an agreeable solution to the problem.
- If the children are not able to resolve the matter, suggest a compromise or alternative.
- Stay with the children and observe until they are both happy and settled at their play.

Dealing with hitting or biting

We recognise that as young children, our pupils may display undesirable, but age appropriate behaviours, which will benefit from the intervention of the adult.

- Staff will comfort the injured child and deal with any injuries they might have.
- Staff will make eye contact with the angry child and gently but firmly explain how their actions have upset or maybe physically hurt another child.
- Staff should then establish what exactly caused the outburst giving both children the opportunity to express themselves.
- Staff should then suggest other ways of expressing feelings that will not cause injury.
- Staff will then help to settle the injured child into an activity and have a quiet chat with the other child to try to establish the nature of the problem, so a resolution can be explored. Help the child to understand how they would feel if they had been treated like that. When ready, help the child to apologise for their actions.

Whatever the issue, a consistent approach should be taken; Observation, Awareness, Understanding and Resolving conflicts in a positive and caring manner so as not to undermine child's self-esteem or confidence.

Managing inappropriate behaviour in the Nursery – our stepwise approach

1. Ignore and divert/redirect
2. Rule reminder using visuals (praise when behaviour is amended)
3. Soft reprimand and warning about withdrawal from area/toy if behaviour is not amended
4. Thinking Chair. The child will sit on the thinking chair until the timer runs out (3/4 mins). The adult will talk to the child about the behaviour expected.
5. Report to parent and together work out strategies for behaviour modification
6. Seek advice form SENCO
7. Draw up I.E.P
8. Consult with Educational Psychologist and other outside agencies.

Strategies to promote positive behaviour in young children

Sense of Self

- Teach social skills which are lacking
- Provide a range of opportunities for children to learn and practise skills
- Celebrate small successes
- Use photographs of children doing things
- Use mistakes as opportunities to learn
- Give limited choices to children who cannot cope with too much choice
- Ask children for their help
- Demonstrate/model how to do things
- Get children to show their own strengths

Self-other awareness

- Provide plenty of routine and structure
- Use a visual timetable
- Mix social groups
- Make routines fun e.g. tidy-up to music, timer
- Model calmness, respect for others, patience
- Have group time and daily rituals
- Rules – explain, teach, rehearse, model, display
- Give jobs and responsibilities
- Give children a special place, cushion or box etc.
- Give non-verbal reminders or signals
- Let children hold a special toy or object if they are restless

Feelings

- Use photos, stories, puppets etc to express feelings
- Tell children it's ok to feel sad, angry, frightened
- Tell children how you feel
- Say, 'You look upset,' etc. and describe feelings as much as possible
- Have children discuss feelings and listen to others feelings
- Have quiet, calm times of the day
- Remove a child who is angry if they are at risk to others
- Only restrain if there is a risk of harm
- Look for triggers/consequences
- Stick to a script e.g. 'You'll feel better soon, I am here.'
- Have a quiet corner- soft cushions, toys, calming
- Support staff who have had a difficult scene with a child

Relationships with adults

- Work on partnerships with parents
- Have photos of adults in setting and explain roles
- Give jobs to children who don't comply with requests
- Ignore annoying behaviour – give attention when the child is behaviour well

- Say what you want, not what you don't want
- Give a limited choice when the child won't comply
- Say, 'Thank-you,' in advance
- Use, 'First/Then.'
- Use positive expectation

Relationships with peers

- Use names often so children know them
- Personally acknowledge each child
- Celebrate birthdays/ news etc.
- Have two leaders for the day
- Teach social skills – eye contact, turn-taking, conversation
- Model good behaviour
- Teach assertiveness – 'I don't like that'
- For the child who has difficulty playing – parallel play, describe what they are doing, let the child take the lead

WATCH ME

DO IT WITH ME

DO IT WHILE I WATCH YOU

DO IT ALONE