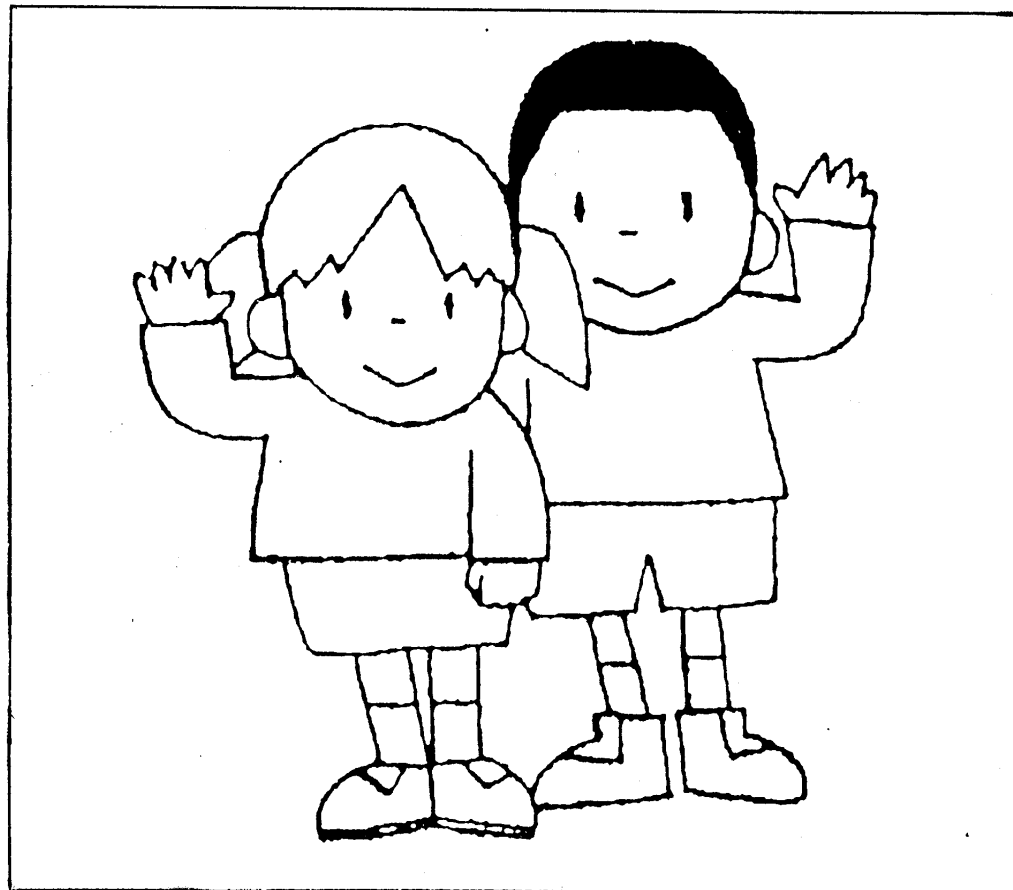


Holy Cross Nursery School



Positive Behaviour Policy

It is the Policy of our school to sustain an atmosphere of good discipline and positive behaviour and action where children can play and learn and grow in security and safety and where self esteem and self worth is promoted.

Children need to have set boundaries of behaviour for their own and others safety. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them.

This policy will identify to staff a whole nursery approach to the management of children's behaviour, including development strategies to be used in response to negative behaviour, and to involving parents and carers where needed. We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently. New staff, students and volunteers are familiarised with our behaviour management policy and its guidelines. We also work in partnership with children's parents and carers who are regularly informed about their child's behaviour.

Positive behaviour in our school is promoted through:

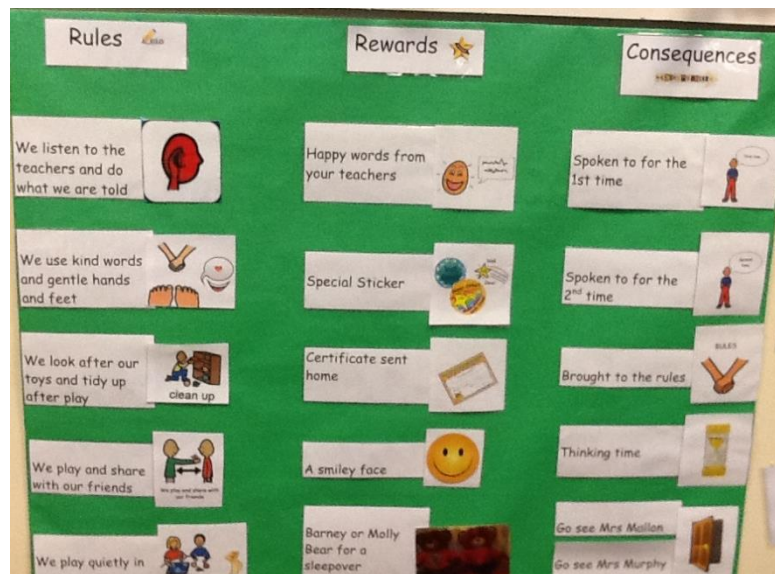
- Praising children and acknowledging positive actions and attitudes
- Ensuring that the children know that they are valued and respected by the nursery staff
- Ensuring that all children know and understand the rules of the nursery and why these rules exist
- Showing children how to co-operate with their peers and resolve conflicts without aggression
- Working in partnership with parents to lay foundations from which children will grow into happy, self confident, well adjusted individuals
- The example set by the nursery staff; work together as a team showing respect for each others feeling and opinions and in a shared vision for the children in their care.

Classroom Management Plan

At Holy Cross Nursery School we follow an assertive discipline model of promoting positive behaviour. An important element of this approach has been the implementation of the class wide behaviour management plan.

Preschool children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do. Developmentally they are at a stage where they are extending their understanding of the concept of rules and consequences.

The classroom management plan lays out the behaviour expectations for the children. This includes rules, rewards and consequences.



Our Nursery Rules

The rules are the behaviours the staff desire to see in nursery. They promote the safety of the children and the staff and help children develop a sense of responsibility for their actions and an understanding of the effect their actions may have.

The golden rules in nursery are:

1. We use our looking eyes when someone is talking
2. We listen to the teachers in school
3. We use our talking voices inside.
4. We use only kind words to our friends and teachers
5. We use our gentle hands and walking feet
6. We share and take turns.



Rewards

The rewards promote good behaviour and help children to see that good behaviour is valued. Rewards encourage the children to take responsibility for their actions and promote self-esteem.

All children have a need for positive affirmation and most respond well to verbal praise and social approval. Praise and positive feedback will be the basis of the reward system.

Consequences

Staff will provide positive feedback for acceptable behaviour to all children. There may be occasions when consequences may need to be applied for inappropriate behaviour.

Staff will deal with behaviour in a calm and positive manner. Corrective strategies will be selected from a graded hierarchy. In applying a consequence staff will acknowledge the child's feelings and focus on the behaviour rather than the child. The consequence selected will take account of the age and stage of development of the child and any other relevant factors. Staff will use their discretion, always aiming to make the response appropriate to the behaviour.

Positive Behaviour - Guidance for staff

The staff in Holy Cross Nursery School is expected to model the desired behaviour expected from the children. In order to achieve this staff are encouraged to:

- Treat each other and the children with respect

- Carry out their promises - children will only begin to feel secure and trust adults around them if the statements/agreement are followed by actions
- Impose clear limits and ensure the children understand the reason
- Speak to the children in an appropriate manner - children should always be made to feel valued even if their behaviour is not always acceptable
- Provide children with opportunities to understand their emotion by listening and providing support to enable the child to express their feeling, hurts and disappointments
- Consider and use appropriate strategies for individual children
- Work to establish good working relationships with parents in which both can express concerns in a supportive environment
- Praise children's achievements

Staff has an understanding that children need a structured secure environment in which they can be free to choose and experiment. Unlimited freedom puts too much responsibility on children and imposing good standards of behaviour should enable children to develop to their full potential.

Use of reasonable force

Whilst it is important to respect the needs of the child it is also necessary to take into account the effect the behaviour is having on other children in the area and the safety of the children in the room. The nursery staff has a duty of care to all children, and therefore it may be necessary for a staff member to use a physical intervention for the purpose of preventing a pupil from causing injury to themselves or others.

Where there is an unforeseen need physical intervention a full risk assessment of the child's needs will be conducted and a positive handling plan will be developed and implemented in conjunction with the parents.

Links to Special Educational Needs Code Of Practice

Where a pupil is placed on the Code of Practice for Social Emotional and Behaviour Difficulties after the exhaustion of normal classroom management strategies which have been ineffective in addressing the difficulty, procedures to meet the needs of the pupil must be followed in line with the actions identified in the SEN policy.

Rights and Responsibilities

For learning to occur in a caring, positive, supportive and co-operative environment all parents, children and staff have a set of rights and responsibilities which must be recognised and understood.

Rights	Responsibilities
<p>Pupils:</p> <ul style="list-style-type: none"> • To be educated in a safe and well managed area. • To be treated fairly, consistently and with respect • To experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified • To have the help of an adult when they require it • To have their views listened to 	<p>Pupils:</p> <p>To respect the views, rights and property of others and behave safely in the preschool setting</p> <ul style="list-style-type: none"> • To take responsibility for their behaviour and to develop the skill of working independently • To identify a better choice when they make a mistake and to learn from it • To ask for help if they do not understand or require assistance • To listen to the person who is meant to be speaking

Rights	Responsibilities
<p>Staff</p> <ul style="list-style-type: none"> • To be respected by children, staff and parents • To deliver the curriculum in a safe and adequately resourced environment • To be supported by parents in the effective delivery of their child's education and care 	<p>Staff</p> <ul style="list-style-type: none"> • To create a stimulating, happy learning environment • To listen to the children, value their contributions and respect their views • To develop a positive relationship with parents and carers • To ensure the curriculum is broad, balanced and suitably differentiated to meet the needs of the pupils • To share with parents any concerns they have about their child's progress and development

Rights	Responsibilities
<p>Parents:</p> <ul style="list-style-type: none"> • To have a safe, well managed and stimulating environment for their child's learning/care • To experience a broad, balanced and appropriate curriculum for their child • To be informed about rules, rewards and consequences • To be informed promptly if their child is ill or has an accident • To be informed of progress in learning and achievements or any concerns staff may hold in relation to their child 	<p>Parents:</p> <ul style="list-style-type: none"> • To act as a positive role model for their child in their relationship with nursery • To ensure that their child attends regularly and is suitable prepared for the day ahead • To be aware of the nursery rules, rewards and consequences and encourage their child to abide by the rules • To provide the preschool with relevant background information about their child, including any concerns they may have about them or any changes in the child's circumstances • To show an interest in their child's education/care and attend planned meetings • To support staff team in implementing the school's behaviour policy.