

*St. Clare's Nursery Unit*

**Policy on**  
**Positive**  
**Behaviour**  
**Management**

## ***Policy for Behaviour Management***

In St. Clare's Nursery unit, we aim to work in partnership with parents, to promote the development of happy, confident and independent children, in a secure learning environment where they show respect for themselves and others.

When planning our curriculum, we provide opportunities which will encourage the development of self-control and self-discipline through turn-taking and sharing. This is an integral part of 'Personal, Social and Emotional Development'.

Children will be encouraged to develop an understanding of other children's feelings and to behave in an appropriate manner for the safety and well-being of all. We will not tolerate any form of bullying.

It is our policy in St. Clare's to practise a positive, patient, sensitive and consistent approach towards behaviour and conduct. Our Nursery Rules are primarily concerned with maintaining a safe environment. However, a degree of flexibility in application/approach is present in order to meet individual needs. There are many reasons why children present with non-acceptable behaviour. These include: bereavement, separation, arrival of a new baby... We are aware that children need time to adjust and that this takes longer for some children than for others.

*We believe that the development of positive attitudes towards all children is paramount. We encourage our parents to display positive attitudes so that our children may learn to imitate this behaviour in their interactions with others.*

*A child's first teacher is his/her parents and children do learn through example.*

Nursery School is a place to have fun and enjoyment while learning. It is a place where fairness and justness is practised. This is necessary in order that children develop a sense of trust in all Nursery staff. Therefore, a set of rules has been devised by our staff to enable this to happen. These rules are few and simple and parents are encouraged to support us in their implementation.

## *Our Nursery Rules*

- We always walk inside.
- We use a quiet (little) voice.
- We pick up toys from the floor.
- We wear our aprons for 'messy' activities.
- We brush up spilt sand.
- We mop up spilt water.
- We wipe spilt paint.
- We take care in the toilet/bathroom.
- We wash our hands after going to the toilet.
- We hold scissors/knives properly.
- We remain sitting when using knives/scissors.
- We always say "please" and "thank-you".
- We use 'helping hands' to tidy up.
- We share with our friends and take turns.
- We have 'kind hands' and 'gentle touch'.

### *This is how we behave during physical play:*

- We keep building blocks at a safe height when building them up.
- We do not climb on our building blocks.
- We walk up the steps of our slide slowly, holding on with both hands.
- We go down the slide carefully.
- We hold on carefully when using the climbing frame.
- We always look where we are going when pushing our prams.
- We always look where we are going when riding our bicycles.
- We keep our prams and bicycles on the track.
- We don't climb on the gates.
- We don't stand on the wooden sit-on trucks.

Our Nursery motto is.....'WE SHARE, WE CARE AND WE ARE FAIR'.

**PLEASE TALK TO YOUR CHILD AT HOME ABOUT THESE RULES.**

## ***Behaviour Management Procedure***

Many children of three and four years will 'challenge' the rules and boundaries of the Nursery. When this occurs, we follow a specific procedure based on promoting positive behaviour. In so doing, we always reject the behaviour and NEVER the child. This is how the child learns to differentiate between acceptable and non-acceptable behaviour.

**Under no circumstances is there any form of physical punishment.**

Instead, we adopt an approach to which young children can relate.

- **Say "STOP!" and raise arm to demonstrate the word 'stop'.**
- **Gain the child's attention using a passive voice.**
- **Establish eye-to-eye contact.**
- **Withdraw the child from the play situation.**
- **Ask the child if they know why you have asked them to stop.**
- **Explain to the child through the language of emotions why a particular action is not allowed in the Nursery. (Happy/sad are concepts which young children understand more easily than wrong/right.)**

***Some misbehaviours are more serious than others;***

- **A child may be redirected to another area of play.**
- **A child may be required to sit at a table top activity until the task is completed (to achieve calming effect).**
- **A child may be asked to sit out from play for a very short period of time (a few minutes). It is difficult to reason with children when they are in a heightened state of frustration or anger.**

- When the child has had time to calm down/reflect, we engage them in an age appropriate discussion about the necessary expected behaviour. We allow the child the chance to make up for their negative actions with positive ones..e.g.
  - How could we tidy up all that sand on the floor?
  - What could we do to make our friend feel better?
  - What would be a good idea when using the scissors?
  
- We use demonstrations/stories/puppets if the child appears not to grasp the verbal explanation. Similarly, we use the puppets etc.. to help the child understand his/her feelings of frustration/anger.

*All staff realise that it is important not to keep referring to past misdemeanours; our ultimate aim is for our children to learn positive behaviours from each situation. We do not want children to label other children, or indeed for children to label themselves.*

*We also realise that through careful and continuous observation, we may be able to foresee possible disruptive situations before they occur and therefore, diffuse them.*

*If 'incidents' do occur, they may be recorded as a means of helping us in changing/dealing with the behaviour.*

### **Persistence of Non-Acceptable Behaviour**

*We are aware that it takes a child six weeks on average to change a behaviour. During this time, parents will be regularly kept informed of progress and strategies employed. One such strategy is the use of a Reward Chart so that the child can see evidence of the progress that they are making and therefore benefit from sense of achievement and raised self-esteem.*

*If however, at the end of this time, we have not been successful in stopping the non-acceptable behaviour, an Education Plan will be introduced with specific targets to address the non-acceptable behaviour. At this stage Mrs Corrigan will contact the behaviour Support Team from the E.A. for advice.*

**F.A.O STAFF:**

**Please sign this policy to indicate that you have read it and intend to comply with the principles included within it.**

**This includes**

- **Staff conduct with**
  - **Children**
  - **Parents**
  - **Other staff members**

**Please also note that if a child is 'handled' for any reason it must be recorded on a safe handling incidents form and a parent informed. If a risk assessment has already been carried out on this child, then all handling incidents must be recorded in line with recommendations in the risk assessment.**

**Staff must adhere to protocol - if at any time a member of staff is concerned about how their interactions / actions with a child/children could be construed then please record the incident on an 'incident recording sheet'.**

**I have read and understand the principles of supporting positive behaviour within our nursery**

**Staff member's name: \_\_\_\_\_**

**Position: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**The teacher in charge will take a copy of this page for school records.**

