



Behaviour for Learning Policy

A Discipline strategy for Killowen Nursery Unit

We at Killowen Nursery Unit seek to encourage our children to EXPLORE EXCITE EXCEL. Every individual is entitled to recognition and respect within a loving environment, with the opportunity to learn through guidance and self-discovery. At Killowen Nursery Unit children will develop existing and new relationships, experience acceptance and independence allowing confidence to flourish. Each child will have the opportunity to experience satisfaction from giving and receiving; achievement and success; high self-esteem; self-worth and enjoyment of life.

Aim

The aim of this policy at Killowen Nursery is the promotion of good behaviour through an agreed approach to assertive discipline, so that each child has the opportunity to achieve their learning potential and work cooperatively. We aim to work in partnership with parents/carers and to value parents as the main educator of their child. We aim to establish an environment where children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

This policy is formed under the umbrella of Pastoral Care and in conjunction with a range of other policies, the focal point being the interests and needs of each child.

Rationale

It is believed that a well ordered environment is essential for fulfilling the personal, social, emotional and safety needs of children, and to facilitate effective learning.

“Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work. A school’s behaviour policy, therefore, needs to be set within the context of its overall pastoral care policy, linked to its culture and ethos, as well as practical procedural matters.” (Pastoral Care in school: Promoting Positive Behaviour page 1).

This policy is the first step of the overall approach by Killowen Primary School & Nursery Unit which aims to ensure that there is opportunity for continuity and progression, in an age appropriate manner.

Rights and Responsibilities

We believe that children, parents and staff should work in partnership in the pursuit of learning. In order to do this we all have rights and responsibilities. The list below provides examples of some of the basic rights and responsibilities.

Rights	Responsibilities
<p><u>Pupils</u></p> <ul style="list-style-type: none"> • To be educated in a safe, well managed environment • To be treated fairly, consistently and with respect • To have their views listened to • 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 seek it <p><u>Staff</u></p> <ul style="list-style-type: none"> • To enjoy their work/job satisfaction • To be respected by children, staff, parents • To deliver the curriculum in a safe and adequately resourced environment • To have the support of parents in the effective delivery of their child’s education and care • To support from management/ Education Authority <p><u>Parents</u></p> <ul style="list-style-type: none"> • To safe, well managed and stimulating environment for their child’s learning/care • To a broad, balanced and appropriate curriculum for their child • To be informed about preschool rules and procedures • To be informed promptly if their child is ill or has an accident or if the preschool has concerns about their child • To be kept informed about their child’s progress 	<p><u>Pupils</u></p> <ul style="list-style-type: none"> • To know and follow preschool rules • To respect the views, rights and property of others and behave safely in the preschool setting • To take responsibility for their behaviour and to develop the skill of working independently • To listen to the person who is speaking • To ask for help if they do not understand or require assistance <p><u>Staff</u></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 positive relationships with parents and carers • To ensure the curriculum is suitably tailored to meet the needs of all pupils • To support pastoral needs • To share with parents any concerns they have about their child’s progress or development <p><u>Parents</u></p> <ul style="list-style-type: none"> • To act as positive role models for their child in their relationship with preschool • To ensure their child attends preschool regularly and suitably equipped for the day ahead • To be aware of the preschool rules and procedures and encourage their child to abide by them • To provide the preschool with relevant background information about their child including any concerns they have about the nursery or any change in the child’s circumstances • To show interest in their child’s education/care and attend planned meetings.

At Killowen Nursery we believe that from establishing roles, rights and responsibilities, clear objectives can be set out which can then pave the way for potential learning.

At Killowen Nursery Unit we seek to develop a **whole Nursery setting approach** to behaviour management, in order to achieve those stated aims, and our principles include:-

- All staff are involved in shaping and implementing the Behaviour Management Plan and they demonstrate a consistent, calm approach when dealing with behaviour. Children will have the security of knowing what to expect and can confidently build up appropriate behaviour.
- The Rules, Rewards, Consequences are displayed for all to see, are taught in practicable, informal ways and regularly positively reinforced.
- Nursery staff will seek to keep up to date with appropriate training on the promotion of positive behaviour.
- Adults in the room will act as positive role models
- Adults will praise good, desirable behaviour such as attentive listening, kindness and the values of sharing.
- When it is necessary, **early intervention**, in addressing potential behaviour difficulties, will first be communicated to the child using a range of strategies to help them understand the nature of their behaviour and then, when appropriate, this will be communicated to parents by staff.
- Behaviour causing staff concern would be dealt with according to protocol within the Safeguarding and Child Protection Policy 2017.

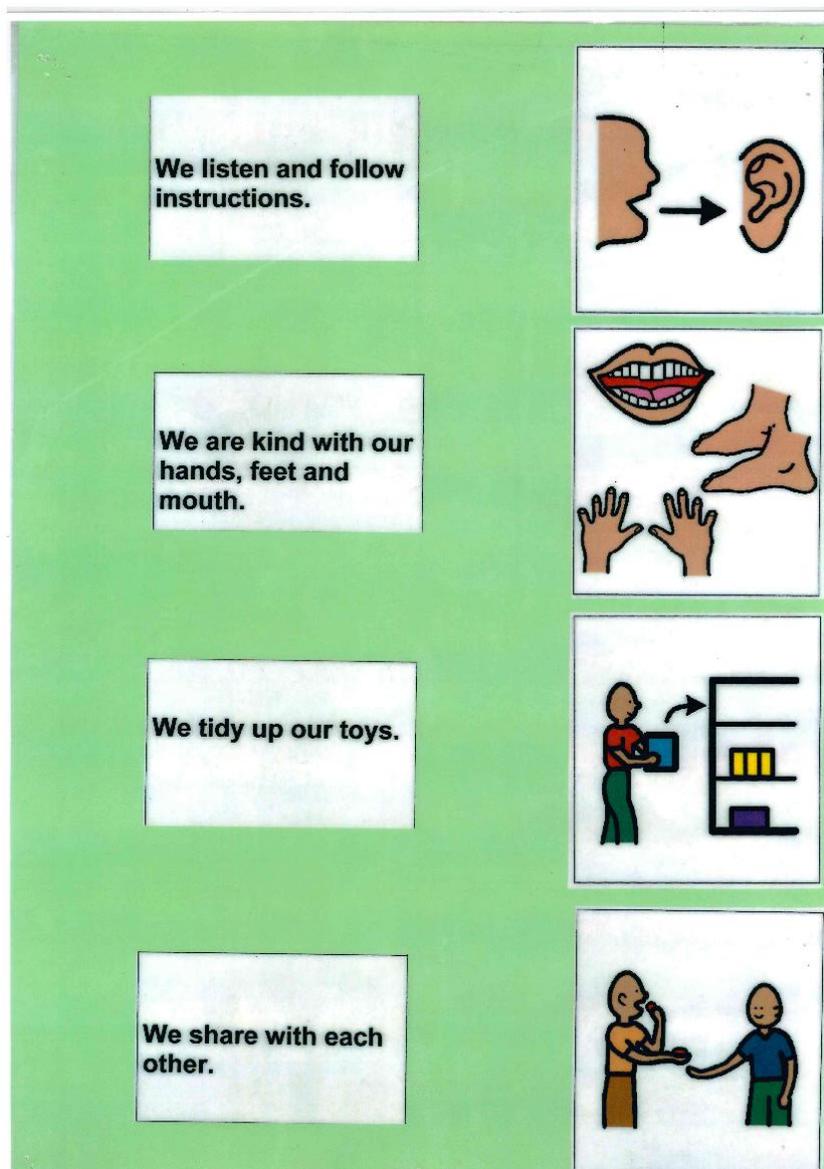


Promotion of Positive Behaviour

In Killowen Nursery Unit we have a class wide approach to Behaviour Management.

It comprises of Rules, Rewards and Consequences.

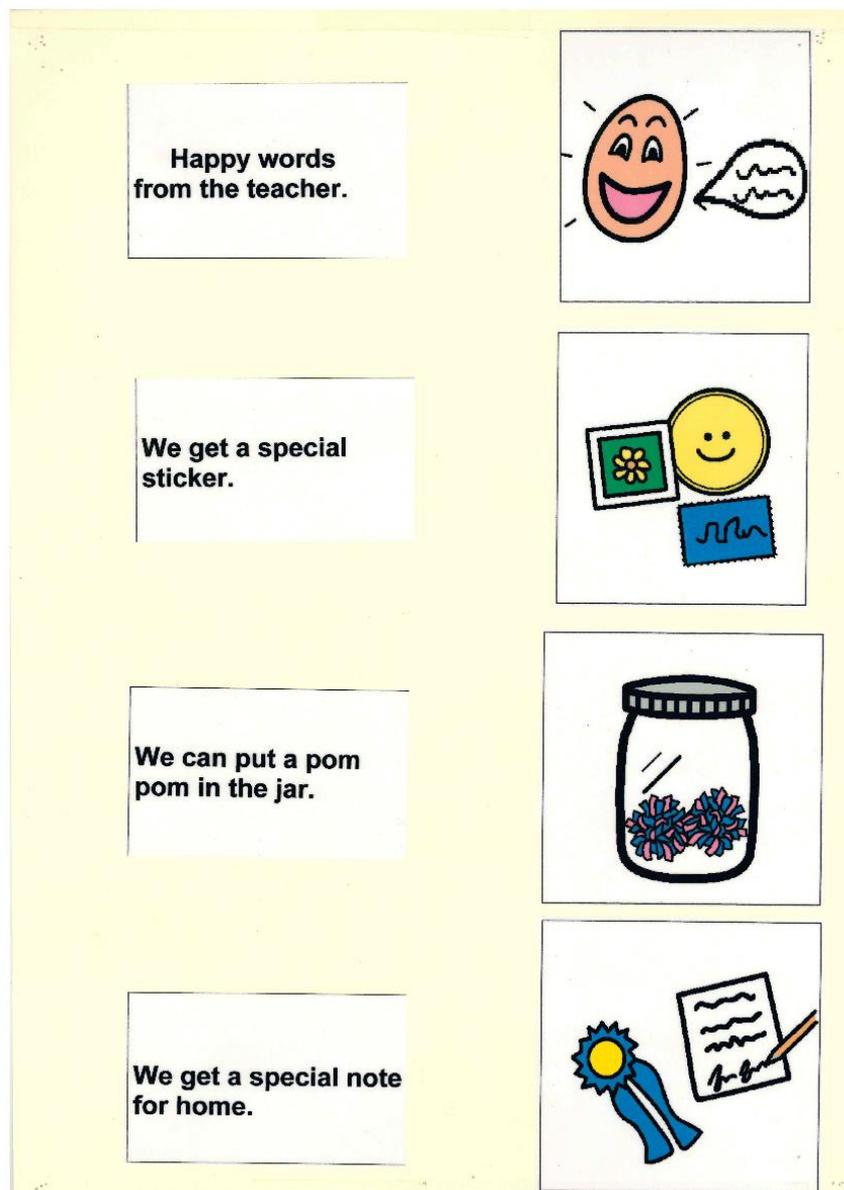
RULES



Examples of what is unacceptable behaviour

<ul style="list-style-type: none"> ✓ We listen and follow instructions ✓ We are kind with our hands, feet and mouths ✓ We tidy up our toys and equipment ✓ We share with each other 	<ul style="list-style-type: none"> • Being unkind to others • Refusal to cooperate with staff instructions • Interrupting adults and peers (not listening) • Damage to and/or destruction of property • Threatening behaviour or language • Physical abuse
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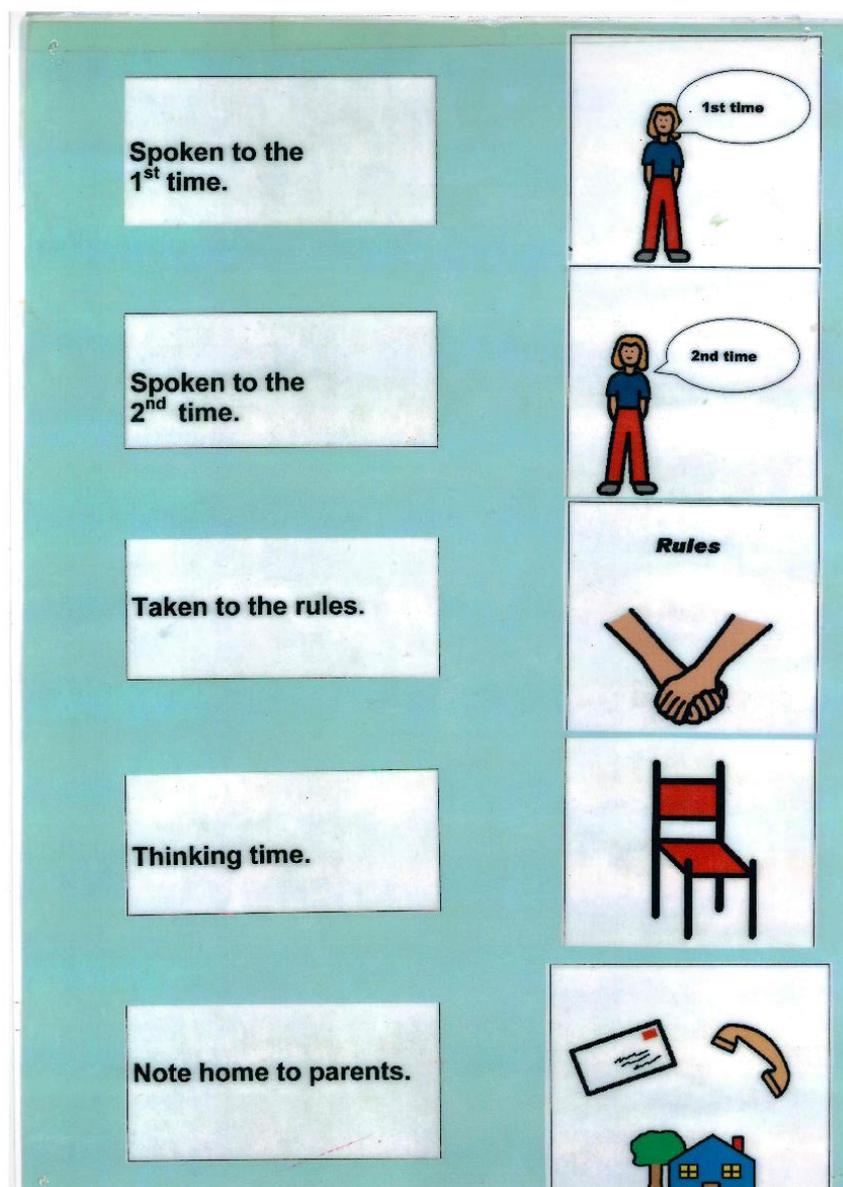
REWARDS



Examples of what is acceptable behaviour

<ul style="list-style-type: none"> ✓ Happy words from the teacher ✓ We get a special sticker ✓ We can put a pom pom in the jar ✓ We get a special note for home 	<ul style="list-style-type: none"> • Demonstrating a positive self-image, confidence and feelings of competence • Respect for self, other people and the environment • Cooperation with adults and peers on shared activities • Developing an understanding of the consequences of their actions • Showing tolerance of the views and experiences of others • Displays of kindness towards others
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CONSEQUENCES



Examples of how to apply the consequences

<ul style="list-style-type: none"> ➤ Spoken to for the first time ➤ Spoken to for the second time ➤ Taken to the visual rules ➤ Thinking time ➤ Note home to parent 	<ul style="list-style-type: none"> • Children will be dealt with in a calm, positive manner • Acknowledge the child's feelings • Focus on the behaviour rather than the child • Be fair and consistent • Deal with the behaviour as soon as possible • Draw attention to the class rules at the time
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In addition to the above examples staff may use the following strategies to manage behaviour:-

- ✓ Tactical ignoring.
 - ✓ Non-verbal behaviour (eye contact, hand signal).
 - ✓ Verbal redirection (eg. I need you to Thank you).
 - ✓ Speaking to the child on a 1-1 basis.
 - ✓ Offering choices.
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- For more severe behaviour children may need 'Thinking Time'. This strategy is where the child needs to calm down on a chair, in designated area which is under supervision.
 - Loss of privileges may be another strategy used to reinforce proper behaviour.
 - Bullying involves the persistent physical, verbal, emotional or psychological abuse of another child and will not be tolerated.
 - Children will be aware of anti-bullying strategies such as Wavy Davy that is continued into the Primary.
 - Where problem behaviour is persistent the implementation of an Individual Behaviour Plan (IEP) with specific targets may be set up. Links would also be made to the Special Needs Policy and the Code of Practice which would be guided by the Special Needs Co-ordinator (SENCO). A positive handling plan may be drawn up and a risk assessment carried out.
 - For some Nursery children, as part of the IEP, their needs and the needs of other children can best be served by reduced participation in a normal day's session and/or a phased participation in specific activities. When time has been reduced, there will be a plan drawn up on how to work on improving the child's capabilities in order to maximise success for them at Nursery and then to agree a phased return to normal timespan.
 - In all these matters, Killowen Nursery Unit seeks to work in partnership with parents to intervene early in addressing issues around disruptive and/or challenging behaviour.

PARENTS

- Killowen Nursery Unit maintains very good links with parents/carers about the progress and achievement in learning and behaviour as we want to encourage a partnership in learning which will continue on through all their time at Killowen.
- Parents are informed of the expectations of behaviour in school and a copy of the Behaviour Management Plan is given to each parent and a parental agreement is signed.

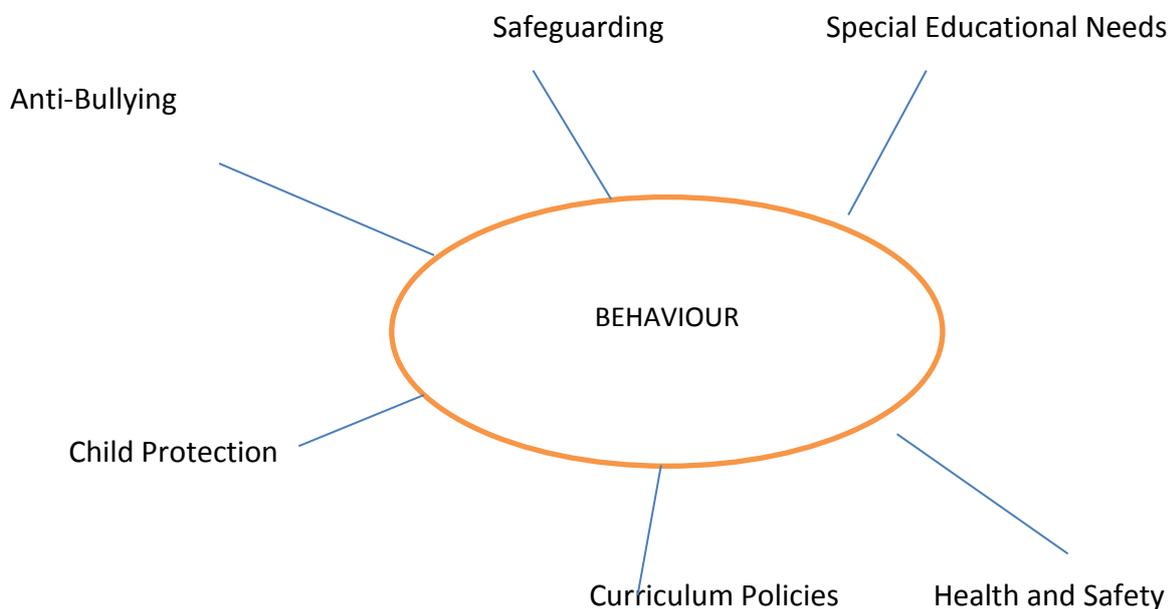
- Parents will receive regular updates on their child's progress, feedback on any issues that need addressed and how best to help school support their child's needs.

Use of reasonable force/Safe Handling

All schools have a pastoral responsibility towards their pupils and should take all reasonable steps to ensure that the welfare of the pupils is safeguarded and that their safety is preserved. Under the Duty of Care, staff who have been Team Teach trained, *may* use a physical intervention in relation to a pupil for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Engaging in any behaviour of a serious nature.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself) or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils. (Ref: Regional Policy Framework on the use of Reasonable Force/Safe Handling, May 2004)

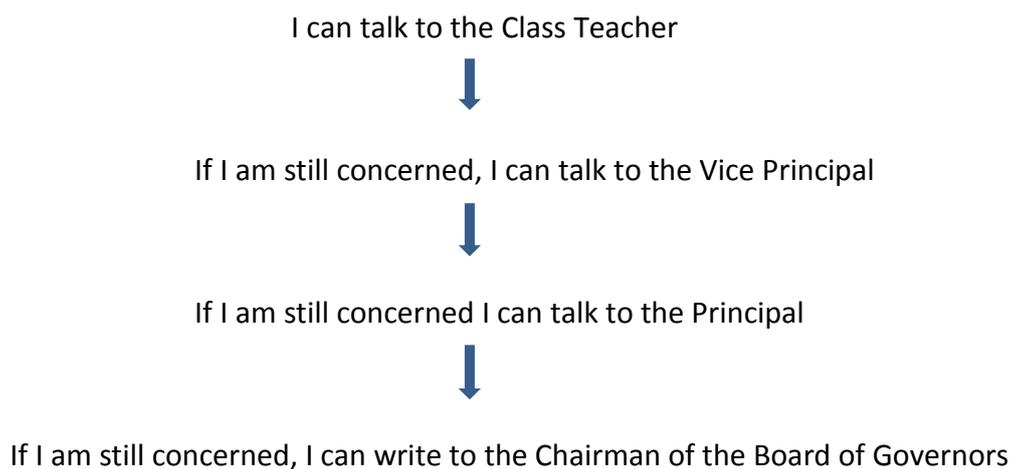
Links to other school policies:





Procedures for concerns

I have a concern about the behaviour of my child or the behaviour management of any child:



Parents with a concern should make an appointment to see the class teacher, in at least the first instance. This will be done at a time outside of teaching hours. Should further discussion be required, teachers with particular responsibilities will lead subsequent meetings with all relevant and interested parties in order to address concerns, seek solutions and manage the way forward.

CLASS TEACHER → SENIOR LEADER → VICE PRINCIPAL → PRINCIPAL →

If parents are still not satisfied that the issue has not been addressed or have a concern they should follow the 'Parent Complaint Policy' which can be accessed from the school website or request a copy from the school office.

NOVEMBER 2017

EXPLORE

EXCITE

EXCEL