

Holy Rosary Nursery
School



Promoting and Sustaining Positive Behaviour

Ratified by *Governors*: January 2019

Signed:

Last reviewed: Sept 2021

Review again: September 2024

This policy provides a course of action to be taken which fulfills the aims within our school's mission statement -

To create and sustain a happy, safe and secure environment in which staff will encourage children to fulfil their intellectual, spiritual, physical and emotional potential. We aim to establish a community where pupils, teachers and parents enjoy a sense of belonging and share a responsibility for positive learning. Central to the school ethos is a commitment to Christian values and the recognition of the value of each child.

Managing and promoting positive behaviour

We promote and sustain throughout the year, and specifically during the settling in period, an atmosphere of good discipline and positive behaviour. Within the settling in time and as the need arises Staff will model to and reinforce, with the use of visuals, our high expectations regarding behavior within HRNS. Each situation is dealt with sensitively by the staff, who do their utmost to be consistent and to show no favouritism when dealing with the children.

- Staff and parents will work together to promote positive attitudes
- All staff will act in a quiet, firm, calm and consistent manner
- All positive behavior will be rewarded
- When discipline is addressed it will address unwelcome actions / behaviour
- We will admonish the unacceptable behaviour NOT the child

How do we reward to promote positive behaviour?

- Verbal praise to child and parent
- Using positive language - 'I love the way you shared your cars with your friend'
- Body language - a smile, a thumbs up, a nod, a gentle high-five, a frown
- Relevant Makaton signs and visuals
- Child is given responsibilities and jobs to do and explicitly informed why so (both to child and class)

- 'Kindness Elves' visual display of Ladybirds and 'earning' of 6 spots for individual ladybird leading to a tangible reward self-chosen from class treasure box.

Why do we reward to promote positive behaviour?

- To create a happy, safe and secure environment
- To encourage effort, perseverance, participation, good behaviour
- As an incentive to carry on and progress further
- As a sign of achievement
- To satisfy child's need for attention
- To build and improve child's self-esteem
- To change inappropriate behaviour
- To foster an atmosphere conducive to learning
- To establish and build on adult/pupil relationships

What behaviour do we reward? (Stage appropriate)

When we play we try our best to -

- Care for each other
- Share and take turns
- **Use gentle hands, feet and, when indoors, gentle voices**
- Say please and thank you
- Look after our toys and books

In the playground we try our best to -

- Always respond when called by the adult
- Share and take turns with bikes, toys and equipment
- Take care and play safely so as not to hurt ourselves or anyone else

During talking and listening times we try our best to -

- Speak one at a time
- Talk quietly (use indoor voice)
- Listen and take turns to answer questions during story time

When moving around we try our best to -

- Walk indoors
- Keep our classroom safe and tidy / floor safe and clear
- Use equipment appropriately and safely

Our strategies to deal with inappropriate pupil behaviour -

- Tolerate low level issues and accentuate the positive behaviour of others
- Distraction and redirection
- Brief debriefing with child ensuring child understands what was unacceptable - address the issue through feelings and in a calm manner
- Catch the child behaving well

Our strategies to deal with inappropriate pupil behaviour which continues

- Distraction and redirection initially (as above) - still an issue then
- Withdrawal from activity or area
- Brief debriefing with child ensuring child understands what was unacceptable - address the issue through feelings and in a calm manner
- Adult's facial expression, tone of voice, body language
- Constant reminding of rules - mini visuals if required
- Child redirected again
- If appropriate depending on behaviour parents notified (depending on individual child)

Constant recurring issues, inappropriate behaviour escalates -

- Class teacher records ABC account for child, in order to ascertain pattern, frequency or triggers for behaviour.
- Meeting with parents
- Discuss the ABC record and agree future actions and a review date (record details of meeting)
- Still issues at review date then individual behaviour plan drawn up with further review after 6 weeks

Every effort is made to gain the full support and co-operation of the parents because without these effective discipline is much more difficult to achieve.

Sanctions that may be applied after consultation with Board of Governors and EA/CCMS -

- Suspension of the child
- Withdrawal of the child's place at the school