

PROMOTING POSITIVE BEHAVIOUR POLICY

The Designated Person for Promoting Positive Behaviour in the setting is: Nikki Young

INTRODUCTION

Daisies Montessori Nursery School recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our behaviour management policy are to help children to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

DEALING WITH INAPPROPRIATE BEHAVIOUR

- When confronted with negative behaviour, staff will be clear to distinguish between 'disruptive' or 'unacceptable' behaviour.
- Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.
- Unacceptable behaviour refers to non-negotiable actions and may include violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance removing a child from the activity.
- When an incident of inappropriate behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will explain to the child or children what was unacceptable behaviour and that such actions have consequences.
- Staff will make every attempt to ensure that children understand what is being said to them.
- Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.
- Children who need help in order to behave in an appropriate manner will be given support and consistent strategies to address the matter. Staff will seek appropriate training in order to reflect upon the triggers and effects for some children who find some aspects of the environment stressful.

USE OF REWARDS AND SANCTIONS

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

USE OF PHYSICAL INTERVENTION

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

RULES AND STANDARDS

The children are encouraged to respect themselves and others and care for their environment. Ground rules are explained to each child. Any concerns regarding a child's behaviour are discussed with the parents to ensure consistency when dealing with a situation. The mission of Daisies Montessori Nursery School is in part to help children become intrinsically motivated learners. We ask that children follow certain general classroom expectations as listed below.

1. Any child can do work as long as they:

- Have had a lesson
- Work safely and appropriately
- Work quietly
- Respect themselves, others and the environment

2. Take materials to a mat or table.

3. Return work to the shelf in the condition it was found (or better).

4. One child per activity (with exceptions governed by the teacher).

5. Restore the environment:

- Chair in
- Spills/area cleaned up.

6. No child touches the work of another or interferes with another's activity by touching, correcting, taking over or behaving in a way that will disturb another's concentration.

7. A child may join another if he is invited or gets permission. This includes watching (watching is eyes only, not touching or talking).

8. No child is ever forced to share her activity or materials (this could make them obsessive about their rights. A child must be 4 years old or older to truly share).

9. Children are not forced to participate in a group activity. They may watch. They cannot disturb an activity they choose not to join. They may be excused if they participate inappropriately.

10. Each child deserves the right to do nothing at all. They may sit and muse or take time alone. Doing nothing does not include wandering and disturbing the work of others.