

ENNISKILLEN NURSERY SCHOOL

Influencing Positive Behaviour

It is our policy to provide an environment designed to enable children to develop the ability to exercise a considerable degree of self-discipline. Within the play activities there will be opportunities for the children to develop this as they work and interact with others using the range of equipment. We would want the children to share with others, to be able to take turns and to care for others as well as for the equipment they use.

It is important that this discipline policy is implemented for the following reasons: -

- To create a harmonious working environment for the children and staff
- To create a safe environment for the children
- To enable the children to develop an understanding of social rules and why they are important.

If the above conditions are satisfied the children will benefit in terms of: -

- More involved play
- More focussed learning
- Better concentration.

Consistency

As a staff we realise rules and regulations may be a new experience for some children but these rules will be kept to a minimum. Golden Rules have been agreed by the staff and are given to parents in the Nursery Times

These Golden Rules are basic life skills which are encouraged and reinforced throughout the nursery year: -

We listen

We are kind and helpful

We are gentle

We are honest

We look after property

We work hard

Staffs are aware that consistency in the application of rules and discipline procedures is crucial.

To aid adopting the golden rules a matching symbol has been created, this should help children who have English as a second language and children with special needs.

However, while applying consistency in the area of discipline, it is also important for staff to be aware that: -

- Different children will respond in different ways
- Different children may require different approaches from an adult if the discipline procedure is to be effective

eg a normally well-disciplined child may become upset at having to be disciplined and may have to be treated with considerable sensitivity. On the other hand a child who is frequently disciplined

may almost be immune to normal approaches and may have to be spoken to in a firmer more focussed way.

On occasions when the children in the nursery have not developed sufficient skills to deal with all situations and unacceptable behaviour is displayed, adult help may be required.

On those occasions the following will apply:

- We encourage children to understand why their behaviour is wrong by explaining to them and discussing with them what has happened. eg “Do you know that you hurt John?” “How would you feel if Amy hit you like that?” “Would you like it if Henry took your car?”
- We discuss the importance of everyone being friends and the importance of looking after the school and all the toys.
- We endeavour to find the reason for the behaviour. It may be that the child has certain needs that we are not meeting, eg space to play on his own, a friend to play with, some one-to-one attention.
- We realise that liaison with parents and the application of a common approach at home and at school is often necessary if behaviour is to improve.
- A permanent member of staff will speak to children whose behaviour requires checking. Children should be referred to their teacher for persistent or extreme misdemeanours. Extreme misdemeanours include biting, kicking, constant aggression, and deliberate abuse of equipment, abuse of staff.
- We discuss with children why they should not hit, kick, push, and bite, take things from another child, and are rough with furniture or equipment.
- Dangerous behaviour is not allowed and is treated as a misdemeanour.
- We inform parents of persistent unacceptable behaviour. They may also be having problems with the child. They may be able to highlight reasons for the behaviour.

Strategies for dealing with discipline problems in school

Time out

The offending child will be asked to sit out and just watch the others playing and encouraged to think about what he/she has done. It will be explained to him/her that he/she cannot play with any other children or toys for a few minutes and that he/she is going to sit on the chair and think about what a bad/wrong thing he/she has done. The adult who is administering the discipline will discuss the matter with the child and the child will then sit on the chair and watch for a few minutes (3 or 4 minutes is adequate). *The adult should be the teacher whenever possible.*

The child will be asked about the incident and offered an opportunity to talk about it. When appropriate the child will be asked to say “sorry”. Reference may be made to the School Rules that have been made with the children.

Reviewed after Jenny Mosley’s visit October 2008