

St MacNissi's Pre-School

Promoting Positive Behaviours Behaviour Management Policy

Mission Statement

St MacNissi's is committed to developing each child's full potential to become a positive contributor to society in their adult life. We strive to achieve this by working in partnership with the child, their parents and the wider community, to create an atmosphere of mutual respect and understanding truly reflecting Catholic values

Within St MacNissi's Pre-School, it is our intention to work with parents to promote a safe and secure environment where children can play and learn free from harm. Parents and staff (including temporary staff and students) will be given a copy of the school's promoting positive behaviour policy. All staff are trained in Positive Behaviour Strategies within the Pre-School and follow an agreed policy on resolving issues.

Rewards

We at St MacNissi's Pre-School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

- ✓ Rewards may include the following:
- ✓ Verbal praise and smiling at children
- ✓ Verbal or written praise to parents about their child
- ✓ A simple word of thanks
- ✓ Use of Whole Class Rainbow Chart
- ✓ Tidy Up award
- ✓ Pupil of the Week Certificate
- ✓ Certificates (Pupil of the Month)
- ✓ Star Pupil of the Reward stickers

Sanctions & Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at St MacNissi's Pre-School recognise that it may be necessary to employ a number of sanctions to enforce our Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

Positive Behaviour Procedures carried out by Permanent Staff

Mildly Undesirable Behaviours	Mild Sanctions
<ul style="list-style-type: none">• Talking e.g. during story time.• Not listening (fidgeting).	<ul style="list-style-type: none">• The 'look'.• Say the child's name.• Reminder of Class Rules.• Proximity praise (praise others listening).
Moderately Undesirable Behaviours	Moderate Sanctions
<ul style="list-style-type: none">• Shouting out.• Not taking responsibility for belongings.• Not sharing, snatching a toy.	<ul style="list-style-type: none">• The 'look'; say the child's name.• No earning of stickers.• Find opportunity to speak to child personally.• 3 minutes working away from the group.
Severely Undesirable Behaviours	Severe Sanctions
<ul style="list-style-type: none">• Physical Violence e.g. biting, nipping.• Tantrums	<ul style="list-style-type: none">• 3 minutes out.• Speak with child.• Speak to Parents.• Speak to Principal.• Positive Behaviour Programme to be implemented, working with Primary School SENCO.

Managing Behaviour

Staff is aware that managing behaviour at this stage is important. The following behaviours contribute to Challenging Behaviour in 3 year olds and as such require appropriate intervention from staff.

1. Overactive, restless behaviour.
2. Poor concentration.
3. Attention seeking.
4. Tempers.
5. Difficult to control.

It is important to observe the children to see what comes before the behaviour. Behaviour rarely comes without a prior trigger in the child's life for example bereavement, or change at home.

Daily reflection and writing of observations is important to build up a picture of what may be a difficulty or what works well with a particular child.

Staff will use the agreed format to record these observations

Risk Factor Indicators

- ✓ Early onset of behaviour.
- ✓ Breadth of deviance or anti-social behaviour.
- ✓ Frequency & intensity of behaviour.
- ✓ Diversity of anti-social behaviour.
- ✓ Family characteristics.

We will encourage Positive Behaviour by –

1. Modelling appropriate behaviour, ensuring the children see and hear us displaying good manners to each other as adults. Ensure they hear us saying please and thank-you. (good behaviour can be learned).
2. Praising and highlighting appropriate behaviour. Catching the children being good and commenting on it. Keeping sentences short and precise as overloading with long sentences means the child will only hear and retain the last part.
3. Actively talking and listening to the child.
4. Playing with and alongside the child.
5. Promoting the development of Early Literacy through our Language Policy and Parent Meetings.
6. Teaching the children to be both assertive and co-operative.

The staff will endeavour to promote a consistency of approach that is both fair and firm. We will include the parents in our policy by keeping them informed and involving them fully in the life of the school. The staff will look out for "early triggers" of inappropriate behaviour. Together all staff will attempt to follow strategies and avoid escalation in behaviour

Dealing with inappropriate challenging behaviour

1. Interruption.
2. Distraction.

3. Redirection.
4. Ignore.
5. Humour.
6. Remove.

PREFERRED Supportive & Intervention Strategies (Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

1. Verbal advice and support.
 2. Reassurance.
 3. Rule reminder.
 4. Negotiation.
 5. Choices/limits.
 6. Humour.
 7. Consequences.
 8. Planned ignoring.
 9. Distraction (known key words, objects, etc ... likes).
 10. Take up time.
 11. Time out.
 12. Withdrawal.
 13. Cool off: directed/offered. Time allowed out to cool off or calm down.
 15. Success reminder.
- (Staff will decide on appropriate strategies to use).

De-escalating the situation

Staff will adopt the following strategies in order to de-escalate a situation where inappropriate behaviour is being displayed.

1. Calming techniques – talking gently giving ‘I’ messages – ‘I’m sad that.... Won’t tidy up’ etc. Explain the consequences, affirm, and repeat clearly.
2. Actively listen to the child giving eye contact.
3. Show concern.
4. Try to reduce the levels of the child’s feeling.
5. Respond to reasonable needs.
6. Give the pupil a chance to back down

Dealing with Behavioural Challenges

It is paramount that if we are in this situation that our emphasis will be on protecting the child, other pupils, and the staff. The staff will endeavour to remain calm and controlled, to be active listeners, to keep talking, and to get assistance. We will not use confrontational language, or body language. Staff will avoid standing too close to the child or displaying prolonged eye contact. If the child feels you are blocking him/her in this could escalate the situation and induce a “fight or flight” response.

1. Staff members may employ the de-escalation strategies and this may be sufficient.

2. Another member of staff will be alerted for assistance. The design of the school and the deployment of staff will ensure another staff member is close by at all times.

Restraint Policy

In dealing with certain situations it may be necessary to restrain a child if de-escalation strategies have not worked and there is serious danger posed to the child or others

If staff have to move a child from danger they will do so in a way that will be intended not to hurt or inappropriately touch the child. One staff member with nearby assistance from another should suffice. A second staff member will avoid overwhelming the child with her presence but will be on hand to intervene in the event of the child attempting to injure the restraining staff member.

Restraint may involve simply holding the child's hand firmly and directing him away from danger.

It may involve sitting closely and interacting as per our de-escalation procedures.

At an extreme example it may involve lifting the child from danger and quickly moving aside.

Resolving challenges and problem solving in the Pre-School

1 **APPROACH CALMLY**: Observe as you approach, and expect a positive outcome. Be aware of body language – it says a lot about your feelings. It is important to be neutral and respect all points of view. If this is difficult, use “I” messages, eg I feel angry because hitting hurts people. Do not problem solve until you feel calm. Stop harmful behaviour and hold objects about which there is a dispute. Get down to their level.

2 **ACKNOWLEDGE FEELINGS**: Recognise and reflect all the feelings, eg you seem angry, sad, upset etc. This helps children let go of feelings, but they may need to “empty out” feelings, before they calm down. Let the children know you think they can work it out.

3 **GATHER INFORMATION**: Ask open-ended questions of each child in turn to get the details. Don't ask why they did something. Don't ask for interpretation. Stick to facts. Give time to explain – try to develop language.

4 **RESTATE THE PROBLEM**: Use the children's words to restate the problem, clarify issues, and reframing hurtful language) “I hate you, you can't play--- change to “You seem angry, you want to play on your own”. Check that everyone agrees with your account.

5 **ASK FOR IDEAS FOR A SOLUTION**: respect all ideas, while leading children to think through cause and effect to make them workable. Make sure they are specific (not “share” but who and when). DO NOT IMPOSE YOUR SOLUTION.

6 GIVE FOLLOW-UP SUPPORT: Children may need help implementing the solution, or more discussion may be needed if one child is still angry. Check to see that each child is content with the solution. Praise the children for solving the problem.

What children learn from resolving challenging behaviours:-

- ✓ Their self-esteem is supported by the win-win approach.
- ✓ It is OK to have a variety of feelings including anger, but to express feelings appropriately.
- ✓ Children acquire a feelings vocabulary. Acknowledging feelings helps children to calm down.
- ✓ Other children also have feelings and wants.
- ✓ Problems can be talked about and sorted out.
- ✓ Adults are supportive, helpful and trustworthy.
- ✓ It builds relationships between children.
- ✓ Children can become independent problem solvers if they see the process modelled over and over again.
- ✓ Children learn to be assertive and not aggressive.
- ✓ Timid or passive children can also learn to be assertive.
- ✓ The process helps children to become resourceful, socially adept and emotionally resilient.

In conclusion:

At all times, staff encourage positive behaviours by highlighting our Golden Rules.

Golden Rules at St MacNissi's Pre-School

- ✓ **We are Gentle**
- ✓ **We are Kind and Helpful**
- ✓ **We Listen**
- ✓ **We are Honest**
- ✓ **We Work Hard**
- ✓ **We Look after Property**