

# Tullygally Primary School & Nursery Unit



## Positive Behaviour Policy



**2023-2024**

Under guidance from the Education Authority Southern Region we are required to give you details of our positive behaviour policy we have been operating in school. Our positive behaviour policy is not merely a list of regulations and sanctions but it is also a statement of the schools' values and beliefs, setting out expected standards of behaviours, how you can help your child and the Sanctions involved should misbehaviour occur.

Discipline is not intended as a punishment, discipline is the standard of behaviour expected from all pupils, which will help your child come to school happily and make progress to the best of his/her ability. Positive behaviour is necessary for effective learning and teaching to take place and an outcome of education which society expects. All pupils are expected to behave in a responsible manner both to themselves, to others and to the environment, showing consideration, courtesy and respect for other people at all times.

We feel that parents and teachers must be partners to enable this to work successfully. The behaviour, which can be acceptable at home, may not always be appropriate at school because of the large numbers involved in such a small community. Naturally we must expect the same standards of behaviour from all children and we feel confident that we will have your support in the best interests of all children.

Board of Governors

Tullygally Primary School

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Our nursery policy is in line with main school policy

### **The school Vision**

Our vision is of a secure, inclusive, caring environment where the staff have a genuine interest and concern for the children and where the pupils' efforts and achievements are recognised. The establishment of good relationships between all stakeholders is viewed as the key to the school's success.

### **Aims**

- We aim to provide a broad and balanced curriculum in a caring environment so that all children will make progress to the best of their ability and be well prepared for transfer to post primary education.
- We aim to ensure that learning supports the development of the pupils' cross-curricular skills and their thinking skills and personal capabilities so that they have self-confidence and respect for themselves and others and can therefore manage their own emotions, regulate their learning and interact positively with others.

### **Mission statement**

At Tullygally Nursery Unit we have high expectations of all children. We will:

- Provide a broad and balanced curriculum
- Use an appropriate range of learning and teaching strategies which are active and practical in their nature, motivate the pupils and engage them purposefully in their work both collaboratively and independently.
- Set appropriate and realistic targets, monitored and tracked for individual pupils for learning, and attainment in annual and end of key stage assessments.
- Make every effort to establish excellent staff/pupil/parent/guardian/relationships.
- Encourage, recognise and reward positive behaviour.
- Encourage parents to become involved in promoting their child's learning-their views will be sought and acted upon, and they will receive clear information about policies, the curriculum programme and the operation of the school.
- Provide opportunities for all staff to engage in Continued Professional Development.
- Engage with all the relevant agencies when appropriate.
- Maintain and develop links with the wider local community.

Nursery staff will model good behaviour expected from children e.g. being polite, speaking in a calm voice, showing respect for others and their property, kindness to others. Praise will be given for good behaviour rather than attention for negative behaviour.

Physically challenging, emotionally satisfying and rewarding activities will be provided to enable children to 'let off steam' and feel good about themselves. The Nursery curriculum regularly includes activities, which encourage children to explore their feelings, the feelings of others and how these are affected by different events in their lives.

## The Need for Discipline

Our school positive behaviour policy aims to cultivate in the children an acceptance and recognition of responsibility for their own decisions. Good behaviour creates conditions necessary for effective teaching and learning to take place. Positive behaviour helps to develop in the children responsible attitudes and values for life.

Effective learning can only take place in an atmosphere where standards of good behaviour are set.

Good behaviour is that which:

- Conforms to the reasonable expectations and requirements of the school
- Is based on mutual respect for the needs and aspirations of all in the school community and on care for its environment.

### Aims of the Positive Behaviour Policy

Discipline is a set of rules for good behaviour, which aims to create conditions for an orderly community in which:

- Effective learning can take place
- Self-discipline, self-respect and good relationships can be developed
- There is mutual respect among all members of the school community (inclusive ethos)
- There is respect for the environment
- Children are encouraged to take responsibility for their own actions
- All children in school are treated equally and fairly in line with their developmental stage.

A system of discipline should have at its centre a concern for the safety and well-being of the pupils and staff.

### The Rights and Responsibilities of Parents

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family. Conflict arises when the expectations of school are different from those of home.

It is clear that each pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and the local society. **Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of behaviour is to be achieved. Parents are not in school with their children but their influence is still greater than that of a class teacher.**

<b>Rights</b>	<b>Responsibilities</b>
❖ To be informed	❖ Attendance at school
❖ To expect that their children will be safe	❖ Adherence to the school rules, routines and regulations
❖ To an appropriate education for their children	❖ Provide school with information
❖ To partnership	❖ Support the school in its work

### **Rights and Responsibilities of the Pupils**

We would expect our children to enjoy their education at Tullygally, to be able to learn in a safe and secure environment and to have their individual needs met. At the same time we wish to encourage children to see that other pupils deserve and must enjoy the same treatment as they do.

<b>Rights</b>	<b>Responsibilities</b>
❖ To feel secure and safe	❖ Treat others with respect
❖ To have their individual educational needs met	❖ Work to the best of their ability
❖ To feel valued	❖ Be well mannered, punctual, prepared for work
❖ A right to be happy in school	❖ To co- operate and follow rules
❖ To have their voice and opinions valued and listened to	❖ To express this in an appropriate way

### **RIGHTS AND RESPONSIBILITIES OF THE TEACHERS**

<b>Rights</b>	<b>Responsibilities</b>
❖ Teach effectively with the cooperation of all	❖ Match task to ability of all pupils and use suitable strategies
❖ To be treated with respect	❖ To show respect to all
❖ To feel safe	❖ To ensure all members of the school community are aware of personal boundaries
❖ To be listened to by senior management	❖ Management to ensure sanctions are fully implemented according to school procedures
❖ A right to be happy in school	❖ Emphasis to be placed on Staff well-being
❖ Express their views and be involved in key decisions.	❖ Listen to inform senior management of difficulties and to appreciate you have a key role to play

## RIGHTS AND RESPONSIBILITIES OF THE PRINCIPAL

Rights	Responsibilities
❖ To be respected and valued in their role	❖ To model positive behavior through treating others with respect
❖ To expect the support of all the members of the school community and other agencies	❖ Day to day management and smooth running of school, effective upkeep of school policies and routines
❖ A right to be happy in school	❖ Emphasis to be placed on Staff well-being

## RIGHTS AND RESPONSIBILITIES OF THE CLASSROOM ASSISTANTS

Rights	Responsibilities
❖ To be respected	❖ to show respect –pupils, teachers, parents, etc.
❖ to effectively carry out aims of the job	❖ to ensure good communication –pass on information
❖ to have cooperation of all parties involved, eg. Teachers, parents, other professionals and pupils	❖ to comply with policies
❖ To feel supported	❖ to support their teacher in daily classroom routines
❖ A right to be happy in school	❖ Emphasis to be placed on Staff well-being

## PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

All teachers aim to develop a classroom atmosphere that is conducive to positive behaviour. From Nursery upwards, children are encouraged to understand the school rules and routines. Teachers use a variety of strategies to promote and reward good behaviour. As children move through the school they are given increased opportunities to be involved in the development of such rules and to discuss their own conduct.

It is important that children behave properly in the classroom so that they and others can learn. In order for this to be effective each class will have their own classroom rules. Children will be made aware of classroom rules by their class teacher and children may be involved in compiling their classroom rules at the beginning of each year.

### OUTSIDE THE CLASSROOM

We encourage pupils to be polite and courteous to each other, to teachers, to other adults working in the school and to all visitors. Simple courtesies such as holding a door open for others to pass through, saying 'good morning' or just a smile can make such a positive impression. Teachers and other adults endorse and reward such behaviour.

### UNIFORM

We expect pupils to wear full school uniform at all times and to respect regulations regarding jewellery and footwear. We strongly believe that pride in personal appearance is conducive to good behaviour, to making a positive identification with the school and to maintaining the school's excellent reputation.

## **REWARDS**

### **THE POSITIVE APPROACH**

In any disciplinary system the emphasis must always be on the positive approach because praise is more motivating than criticism. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

**Praise** – praise and encouragement may be given in many ways and, without any attempt to put this into a value order, might include the following:

- Visual displays of class rules
- Circle time
- Story time
- Display work in class
- Thumbs up
- High 5
- Spoken word of praise
- Reinforcement to parents
- Reward chart
- Stickers for appropriate behaviour
- Acknowledgement by other nursery staff / principal / peers through Star of the Week

### **SANCTIONS IN DISCIPLINE**

Even with a positive behaviour approach it will be necessary to have sanctions. These are necessary for two main reasons:

1. To make the child and others aware of the school/teacher disapproval of unacceptable behaviour
2. To protect the authority of teachers, should that be threatened

Sanctions should allow the child to repair the harm caused. Therefore should have:

- Have an agreed purpose
- Be applied with sensitivity, flexibility and discretion
- Where possible, be related to the misbehaviour
- Be specific to the culprit and not applied to the whole group
- Be age specific- considering their developmental age and not their chronological age

### **SANCTIONS/ACTIONS TO BE TAKEN**

The actions taken will depend on the nature of the incident:

- Verbal Warning about unacceptable behaviour/ reminder of positive behaviour and nursery rules
- Use of language of choice e.g. between sanction and good choice
- Withdrawal from area of play and distraction to other areas of play.
- If unacceptable behaviour persists – have some thinking time appropriate to age of child – 1minute for 1 year in quiet area. Discussion with child when thinking time is up.
- Movement break to another class to distract / calm.



If necessary progress Code of Practice and after the appropriate process is carried out, referral to Educational Psychologist/Behaviour Team.

- If these strategies do not work and child is still refusing to co-operate teachers will seek support from each other and if necessary seek support from the Principal. If unacceptable behaviour continues it may be necessary to discuss it with parents and Principal.
- In extreme situations where a child puts themselves or others in danger, the Principal will be notified. Parents will be contacted and child may be sent home if deemed necessary by principal. Advice may be sought from outside agencies e.g. Behaviour Team and a Risk Assessment carried out.
- Risk assessment is one of our preventative strategies to minimize the risk of an incident escalating unnecessarily and will be normal practice where a pupil is known to exhibit disturbing or distressing behaviour. Risk assessment will be considered only for those pupils where there is a foreseeable risk and enables the school to plan and train accordingly
- In extreme situations e.g. where offences such as physical or verbal assault on a teacher, member of ancillary staff or another child are carried out, suspension for 1 day may be implemented. During this time the parent(s)/carer must discuss the situation with the principal. Failure to do so may result in the suspension being continued. No suspensions will be issued before consultation with the Chairman of the Board of Governors.

### **WHEN CONFLICT OCCURS BETWEEN CHILDREN**

In Tullygally Nursery, we use these six steps to resolve conflicts between children. They are displayed in our classrooms, and all staff are aware of them.

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 e.g. 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:** Recognize and reflect all the feelings e.g. you seem angry, sad, upset etc. This helps children let go of feelings, but they 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, clarifying 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.

Procedure for handling bullying type behaviour

The above strategies will be used if any child is displaying bullying type behaviour. We will work to create an environment within which positive relationships will be fostered and violent behaviour of any sort will be unacceptable. Should bullying occur, the needs of victims of bullying will be paramount and the school will take all reasonable measures to ensure that the situation is resolved.

Our nursery policy is in line with the main school anti-bullying policy- a copy is available on request from the office.

Rules are displayed inside/outside nursery- Visual

### **Rules For Indoor Play**

- We use safe hands and feet
- We use kind words
- We walk in the nursery
- We share and take turns

### **Rules For Outdoor Play**

- We help to tidy up
- We play safely on equipment
- We stay on the track when using wheeled vehicles

### **Rules For Sand Play Outside**

- 6 children allowed in sand
- Keep digging tools low
- Be careful

## **PROCEDURE FOR CONSULTATION**

The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events in their notebook.

Teachers may contact parents/guardians with the permission of the Principal and make them aware of the situation.

If unacceptable behaviour continues, the case will be referred to the principal and parents will be contacted if this has not been done already.

Should the behaviour lists the school will implement the code of practice, drawing up an individual plan.

The principal will discuss with the parents/guardians, the necessity of involving outside agencies, e.g. EWO, education's psychologist, etc. and proceed with arrangements.

If unacceptable behaviour persists the Board of Governors will be informed and the parents may be noted to attend a meeting to discuss this matter with the Governors.

The Governors and Principal will refer the matter to SELB for advice and guidance.

**Reviewed June 2023**

**N Redpath**

**Head of Nursery**