

Stocksbridge Nursery Infant School



Promoting Positive Behaviour Policy

Policy adopted: November 2019

Policy review date: November 2020



Promoting Positive Behaviour and Dealing with Unacceptable Behaviour at Lunchtime.

Reviewed Nov 2019

Use lots of positive strategies to promote and celebrate good and acceptable behaviour

- Praise and thank the children when they are behaving appropriately. This is particularly effective when several children are not doing as asked. If you spot, praise and reward those who are it can quickly bring the others round.
- Reward the children with stickers and VIP tickets for good behaviour, especially when children are spotted on a regular basis making good choices.
- IF the children have disagreements over a game, or it is becoming too rough, talk with them to help them work out some positive options; for example 'What game could you play that would include Billy who is feeling left out? What part could he have?' 'What game could we play that doesn't involve pushing?' Then praise them for following advice and resolving problems amicably.
- Give children jobs to do to make them feel special, or to act as a distraction - I often start by saying 'Alice, would you do me a favour...?' as it makes them feel they are really special and are helping you.' Thank, praise and reward again.
- Inform the class teacher of positive behaviour - tell a positive story- for all children to hear. This increases self-confidence and positive self-esteem and the likelihood of it happening again either for that child or others who will want to be praised.

Dealing with unacceptable behaviour.

I always say to the children - my mantra - "I don't mind asking once, I don't even mind twice but I'm not saying it three times".

If a child is misbehaving I just say their name and then "that's once", etc. After 'twice' the children miss part of their break for me. For you it could be standing by the wall or door of the classroom. They could walk around the playground with you for a given time.

Have one or two consequences ready - like a ladder, if they do this then....if they do it again....

You can also take away part of their Golden Time, in chunks of 5 minutes for each of the Golden Rules that they break. For physically attacking another child they would lose all of it. As the children only have 2 chances, losing Golden Time should be for something major; for example refusing to follow adult direction or for the same repeated poor behaviour. Always ensure that their class teacher is aware of your decision.

Don't be afraid to make the children repeat something. If you want the children to line up quietly and they don't, send them away and ask them to do it again. This has more effect if done with a calm voice - they realise you 'mean business.'

If you have used the 2 reminders and loss of privileges (standing by the wall etc) then send for a member of the Senior Leadership team (AHT or HT) to help with the situation.

All the above strategies will work with the majority of children but there will be one or two for whom it may not. For this very small group there may be alternative arrangements that have been made; for example a special plan may be in place (behaviour support plan) to help

a child with their behaviour - ask their class teacher. If you are finding one or two children challenging, ask the class teacher what methods they use and follow their guidance. Don't be afraid to ask.

Remember this is a tricky job which you all do really well. It's harder at the beginning of terms, when new children start, on the run up to exciting events (bonfire night, Halloween, Christmas), or at times when we have had a run of bad weather and the children have been inside all morning.

If you do have to spend the whole lunchtime inside use a DVD as it is easier to control all the children if they sitting down in one place. If it stops raining / snowing take the children out, even if it just for a short while; let them get some fresh air and run off some of their pent-up energy. This too will help positive behaviour patterns.

Please ask if you ever want any more tips or ideas on how to help, support and manage the behaviour needs of specific children. We will endeavour to update you on specific children's needs during our regular staff meetings.