



# Netherlee Nursery Class

## Promoting Positive Behaviour



### Aims

- To promote a positive learning environment for all children.
- To devise Golden Rules of the nursery in consultation with staff, parents and children.

### Objectives

- To encourage children to take responsibility for their own behaviour
- To promote partnership working between staff and parents to advocate positive behaviour
- To treat every child with respect and as an individual
- To recognise the needs and development of every child
- To work collaboratively with parents, and other professionals in promoting and managing of positive behaviour.

### Methodology

- Promoting positive behaviour begins when we meet children for the first time in their transition from home to nursery. We want children to feel secure and develop positive relationships in their learning journey. As children start their session at nursery we welcome them into a warm and welcoming environment.
- At welcome time staff develop children's interests and learning through planned and unstructured learning.
- During small group discussions and free play the children learn to be respectful of other's needs, feelings and learn about waiting their turn, listening to each other and following rules.
- Within Netherlee Primary School the children along with the support of the staff team have created a set of common core values, these are fairness and friendship, respect and responsibility, courage and compassion. These values reflect the Rights of the Child and links with other legislation such as Curriculum for Excellence (2006) Getting it Right for Every Child (2006), Better Relationships, Better Learning, Better Behaviour (2012).
- Through play and learning at home and nursery the children will begin to develop an understanding of the school values and support them in their transition to primary 1.

### The Needs of the Child

Staff at Netherlee recognise that every child is an individual and each has their own needs and personality. To reflect this, staff use their knowledge of the child and child development to manage appropriate and inappropriate behaviours.



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### Supporting and Managing behaviour

- There may be times at home or nursery where children may display challenging behaviour for a number of reasons, such as, frustration, difficulty in communicating and expressing their needs and feelings, there may be additional learning needs or simply feeling tired. *These reasons are not conclusive.* Children's behaviour may result in them crying, hitting, kicking, biting, shouting or throwing items. Staff work with in partnership with parents and at times other agencies to support children in promoting positive behaviour.
- Staff at Netherlee promote positive behaviour in a number of ways such as:
  - **Working with the children to create the Nursery 'Golden Rules'.**  
Children and staff work together to create written and visual images around the nursery to reflect our golden rules. These rules are continually emphasised and reinforced to create the desired ethos of the nursery.
  - **Celebrating children's achievements on the achievement wall.**  
We recognise significant events in our children and families lives such as, new babies, moving home, birthdays, learning to swim etc.
  - **Displaying children's work**
  - **Welcome time, story, snack and interacting through play and learning**
  - **Praising children**
  - **Non verbal praise, thumbs up, stickers, stampers, special helpers**
  - **Children encouraged to participate in activities, develop skills, social interaction**
  - **Two-way process of sharing information between staff/parents;**  
Newsletters, week sheets, leaflets, letters to parents and regular emails.

### Strategies in managing inappropriate behaviours

- When dealing with an incident of inappropriate behaviour, staff take into account the individual child's needs e.g. language development. Staff will intervene as necessary and discuss with the child/children any behaviours that may be inappropriate. Initially this may involve a non-verbal gesture e.g. shaking head, or verbally speaking to the child/children reminding of the golden rules, giving warning that their behaviour is not appropriate.
- Staff would discuss with the child about how they should be behaving while playing with another/at a particular activity
- When necessary the child may be removed temporarily from this learning experience/child for a short period of time, reinforcing to the child why this has happened and discuss how they may resolve the issue in order to return to their previous experience. The staff member involved would then monitor the child as they return to play.



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### Dealing with continuing inappropriate behaviour

- If staff have a particular concern regarding a child's on going behaviour, they will work in partnership with parents to implement positive behaviour strategies, at times using a staged intervention plan. The child's keyworker would normally raise concerns with the teacher prior to speaking to the child's parents.
- The principal teacher would be made aware of this and kept informed at all times. In some situations, it may be necessary to involve the support of additional agencies e.g. health visitor, psychological services. All decision making involves parents at every stage.

### References

- Child at the Centre 2 (2007) Quality Indicators 5.1 & 5.3, 6.1 & 6.2
- National Care Standards (2005) Standards 4, 6, 7 & 8
- Getting it Right for Every Child (2006)
- Curriculum For Excellence (2006)
- Better Relationships, Better Learning, Better Behaviour (2012)
- The United Nations Convention on the Rights of the Child (1989)
- National Parenting Strategy (2012)
- Standard circular 12 and the Additional Support for Learning (Scotland) Act 2004 and as amended 2009.