



Railway Street Nursery School

BEHAVIOUR MANAGEMENT POLICY

Introduction

At Railway Street Nursery School we are committed to providing a safe, secure and stimulating play environment. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We strive to create an ordered environment where everyone knows what behaviour is expected of them and where children are free to develop their play and learning without fear.

Parents and guardians have the right to assume that the school will provide an efficient full time education for their children. At school, teachers have the right to assume that parents and guardians will support them in their task and encourage their children to accept and adhere to the school's authority. Parents are encouraged to recognise:

- what a vitally supportive role they have in the matter of behaviour
- their obligation to cooperate with school in seeing its rules are respected
- the necessity for modelling for their children the highest standards of behaviour when interacting with school staff

The school will endeavour to:

- develop in the pupils a sense of self discipline and acceptance of responsibility for their own actions
- to create an atmosphere in which the pupils are able to give of their best and are encouraged to do so
- encourage the proper attitude, rewarding and praising where appropriate
- set a good example
- ensure pupils' personal dignity and respect
- maintain a structured community and stimulating environment for learning
- develop in pupils a strong sense of identity with the school

Formulation of the Behaviour Policy

Staff, pupils and parents have been consulted and their views taken into account in the preparation of this policy. The EA's Behaviour Support Team offered support and advice throughout the writing of this policy.

BOARD OF GOVERNORS

The Governors of Railway Street Nursery School fully endorse and support the Behaviour Policy.

VISION, MISSION STATEMENT AND AIMS FOR RAILWAY STREET NURSERY SCHOOL

Mission Statement

Railway Street Nursery School aims to provide a safe, caring and stimulating, happy family environment which will meet the needs of each child, help them prepare for life and school and make their year in Railway Street Nursery School memorable!

Vision for the School

We believe that each child can and will succeed at Railway Street Nursery School through experiencing:

- A warm caring and stimulating learning environment
- The support, challenge and encouragement of a dedicated staff
- A wide range of stimulating, up to date learning resources
- A broad, balanced and skills-based curriculum
- Motivational teaching and investigative approach to learning
- A horizon-broadening programme of extra-curricular activities and visits
- Close learning partnerships between school, home and the community

At Railway Street Nursery School, we demonstrate our commitment to our pupils by:

- Striving for continuous improvement in all that we do
- Effectively monitoring and evaluating standards of our provisions
- Working together towards pupil achievement and success

Aims

We want our pupils to:

- Have high self-esteem – respecting themselves, others and the environment
- Acquire positive attitudes towards diversity, equality, honesty and trust
- Be responsible for their own behaviour and actions
- Be the best they can be in all areas of school life
- Develop effective and informed communication skills
- Gain skills which can be transferred to all areas of life
- Work independently, creatively, corroboratively and productively
- Become self-motivated, enquiring, life-long learners
- Thoroughly enjoy and be proud of being a Railway Street Nursery School pupil

AIMS OF BEHAVIOUR POLICY

- To model attitudes of respect, empathy and honesty
- To welcome and value all pupils in all their diversity
- To recognise, foster and nurture the talents and abilities of all pupils
- To promote pupils' self image and self esteem by celebrating success and acknowledging progress
- To provide a safe, supportive, welcoming environment
- To identify appropriate individual goals and focus on achievable targets
- To encourage loyalty to and respect for the school, family and community
- To promote self-discipline and a positive attitude towards acceptance of authority
- To promote an attitude of respect for the property of others
- To actively promote the pupil's emotional, physical, mental, social and spiritual well being

RIGHTS AND RESPONSIBILITIES: Pupils

RIGHTS Pupils should have the right to:	RESPONSIBILITIES Pupils should:
• Be able to learn freely	• Be gentle
• Be respected	• Be kind and helpful
• Ask questions	• Listen well
• Express their opinion	• Try hard
• Be allowed to be different	• Be honest
• Play safely	• Look after things
• Not be bullied	

RIGHTS AND RESPONSIBILITIES: Staff

RIGHTS Staff should have the right to:	RESPONSIBILITIES Staff should come to school:
• Carry out their individual duties unhindered	• Well prepared
• Receive respect from all children in the school	• Punctually
• Be treated and spoken to respectfully at all times by parents	• Neat and tidy in appearance
	• Respectful of the school's ethos and overall objectives
	• Enthusiastic

RIGHTS AND RESPONSIBILITIES: Parents

RIGHTS Parents have the right to:	RESPONSIBILITIES Parents need to accept the importance of complying with school rules. Enrolment in school implies acceptance of the school's Behaviour Policy. Parents are expected to:
<ul style="list-style-type: none"> • Know what the school policy is on behaviour and how it is to be carried out on a day to day basis 	<ul style="list-style-type: none"> • Make all reasonable attempts to ensure punctuality, attendance, wearing of school uniform and the good behaviour of their children
<ul style="list-style-type: none"> • Receive regular information on their child's progress and behaviour 	<ul style="list-style-type: none"> • Engage in any programmes run by the school and ensure that any home school activities are completed
<ul style="list-style-type: none"> • Know that their child is receiving a broad and balanced curriculum 	<ul style="list-style-type: none"> • Avail of information about school
<ul style="list-style-type: none"> • Be listened to and treated with respect 	<ul style="list-style-type: none"> • Share information about their child
<ul style="list-style-type: none"> • Know that the school is a safe and caring environment for their child 	<ul style="list-style-type: none"> • Maintain care for learning materials / resources (e.g. book bags or play packs)
	<ul style="list-style-type: none"> • Establish a good relationship between themselves and the teacher
	<ul style="list-style-type: none"> • Support the school's Behaviour policy

WHAT IS UNACCEPTABLE BEHAVIOUR?

- Aggressive behaviour
- Challenging behaviour
- Hurting others
- Bullying
- Unfair play
- Unsafe Play
- Destructive Play

POSITIVE PREVENTATIVE APPROACHES TO DEALING WITH UNACCEPTABLE BEHAVIOUR

Railway Street Nursery School uses four important approaches to assist children in managing their own behaviour positively.

- Implementation of Jenny Mosley's "Six Golden Rules".
- Use of Circle Time
- Use of the 'Conflict Resolution Model'
- Use of visual behaviour command cards e.g. wait card, quiet card
- Use of schedules and visuals for routines and play support

RAILWAY STREET NURSERY'S SIX GOLDEN RULES

The six golden rules are based on the work of an early years Practitioner on Circle Time, Jenny Mosley. She refers to these golden rules as 'the moral values' that help us get on together.

The Golden Rules are:

- You try hard
- You are kind and helpful
- You are gentle
- You are honest.
- You listen well
- You look after things



Mosley states that most adults have never explicitly learnt the golden rules – they use a language of "Don't". By using the Golden Rules we give everyone the same language by encouraging them to praise the positive.

eg **"Please walk"**

instead of

"Don't run!!"

The Golden rules are displayed in our quiet room and in our reception area, which are central places of learning. Being displayed in these areas also allows parents and visitors to be aware of them and of our nursery expectations.

A brief explanation of the Golden Rules is given to parents at the parent's initial induction meeting, a copy given in the welcome pack and sent also is out via Seesaw. This can be easily torn out/ printed out and displayed at home for sharing with the child before starting school. After the settling in period, the methodology associated with these rules is shared fully with parents in our August parents' meeting.

CIRCLE TIME

Circle time involves children and adults gathering together in a circle to learn about themselves and others through a rich weave of rhymes, songs and games. Delivering a properly structured circle time programme offers our children a comprehensive practical and focused format that supports young children's social and emotional development. Through circle time, the six Golden Rules of the nursery are taught, developed and reinforced. We support the learning of the golden rules in school with six short story books about each of the characters in the poster. The story illustrates how the characters have to keep practising following the rules but their success at the end means that they were indeed 'a star' for achieving their goal. . All children who have tried hard to keep the rules throughout the school day will have their picture on the star on the 'Little stars in Nursery' board. We celebrate the children's success in following the rules each day by giving instant praise when possible, through discussion at circle time and through rewards e.g. a star.

THE CONFLICT RESOLUTION MODEL

We handle children's unacceptable behaviour in ways that are appropriate to their ages and stages of development. The six sequential step 'Conflict Resolution Model', as suggested by EA's Behavioural Support Team is also used when conflicts between young children arise. Detailed below are the sequential steps the staff member must take with the children during conflict situations.

- 1:1 Approach calmly
- 1:2 Acknowledge feelings
- 1:3 Gather Information
- 1:4 Restate the problem
- 1:5 Ask for ideas for a solution
- 1:6 Give follow -up support

See appendix 3 for a more detailed explanation

VISUAL STRATEGIES

Staff have available a range of visual cards, schedules and picture exchange resources to support the children with communication, to help organise their play, follow routines and understand of expectations and rules in the nursery. The use of these visuals helps all children cope in a busy classroom environment, supports independence and avoids sensory overload or frustration.

DEALING WITH UNACCEPTABLE BEHAVIOUR

In the event of unacceptable behaviour not being resolved through all our approaches, we follow the steps set out below:

1. Verbally explain why the behaviour is unacceptable and why there should be no repeat of it. Begin to observe pupil to understand possible triggers for the behaviour and underlying causes
2. If the behaviour persists – direct the child from the situation and direct them towards an alternative quieter activity – give a clear, manageable task to complete. Try to remove triggers or manage underlying causes
3. If the behaviour still persists –reinforce why the behaviour is unacceptable and why there should be no repeat of it. Relate the behaviour to the golden rules, use the character books to reinforce the positive behaviour and encourage the child to try again like the characters. Then direct the child to the quiet activity
4. If the behaviour continues to persist –once again discuss reasons for behaviour and why it is still unacceptable. The child will have their picture removed from the Little stars board in the quiet room before being directed to a quiet activity
5. If the child's behaviour improves, they will be praised immediately taken into the quiet room and their picture added to the star on the Little stars board and rewarded at the end of the day with a star

SUPPORTING PUPILS PHYSICALLY

We only support pupils physically in circumstances when a child's personal safety is compromised by non-compliance with staff direction / instruction. Details of such an event are recorded in the Log of incidents requiring physical support form (Appendix 2). Parents are informed and are required to sign the Action to Ensure Safety form (Appendix 2)

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and are recorded on an incident report form and kept in each child's section of our class folder in the nursery classroom. A parent is informed on the same day and signs the incident record to indicate that he/she has been informed.

WORKING WITH PARENTS

In Railway Street Nursery, we see a strong home / school link as vital to the wellbeing and education of the child. Examples of partnerships with parents which may be used to support the Behaviour Policy are:

- Home / school journals
- Liaising with parents in the matter of misbehaviour
- Regular parent / teacher meetings to monitor and review behaviour
- Phone calls / letters home

This policy is shared with parents at a Parents' Induction Day during the settling-in period. All parents are issued with a copy of this policy in their welcome pack.

WORKING WITH OUTSIDE AGENCIES

The staff of the school will work with outside agencies for the benefit of all and / or individual pupils. Examples of such are:

- Pupil Personal Development Service
- Counselling / Mentoring services
- Behaviour Support Team
- Social Services
- Educational Psychologist
- National Society for the Prevention of Cruelty to Children
- Police Service of Northern Ireland (PSNI)
- Other approved agencies and professional bodies as necessary

RELATIONSHIP WITH OTHER POLICIES

Our Behaviour Policy works in conjunction with all other policies relating to the pastoral care of the child. Examples of such are:

- Pastoral Care Policy
- Child Protection Policy
- Special Needs & Disability Policy
- Anti-Bullying Policy

All children will be treated fairly and in accordance with SENDO legislation

PROCEDURES FOR MONITORING & REVIEWING

The Behaviour Policy will be monitored and reviewed regularly.

Appendices:

- APPENDIX 1: *Risk Assessment Proformas*
- APPENDIX 2: Action to ensure Safety form
- APPENDIX 3: Conflict Resolution Model

Ratified by Board of Governors
Chairperson: Kim Gilpin Brown

Date: 26/02/26