

# Cockenzie Nursery

## Policy on Behaviour Management



East Lothian Council

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November 2014

## Rationale

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. . . . Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people."

*Building Curriculum for Excellence through Positive Relationships and Behaviour  
2009*

At Cockenzie Nursery we are committed to developing strong relationships with staff, children and carers in an environment where everyone feels included, valued, safe and secure and where each person is treated fairly and with respect.

It is important that our children have the best start in life and are ready to succeed as successful learners, confident individuals, effective contributors and responsible citizens. We believe that everyone should be allowed to live without fear of being hurt or hindered by anyone else. We believe that children and adults flourish best in an environment where they know what is expected of them. We believe that positive behaviour develops from self-discipline and self-esteem.

Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and on-going positive relationships and behaviour, depend upon social and emotional wellbeing.

*Building Curriculum for Excellence through Positive Relationships and Behaviour  
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## Aims

We aim to provide an environment where children have good social, emotional and behavioural skills and which supports them to be able to:

- make and sustain friendships
- work and play cooperatively
- solve problems with others or by themselves
- deal with and resolve conflict effectively and fairly
- manage strong feelings such as frustration, anger and anxiety
- recover from setbacks and persist in the face of difficulties
- compete fairly and be a good winner or loser
- recognise and stand up for their rights and the rights of others
- understand and value the differences and similarities between people
- respect the right of others to have beliefs and values different from their own
- become successful learners, confident individuals, effective contributors and responsible citizens

## **Introduction/Background**

Cockenzie Primary School bases its expected behaviour on the "Golden Rules" and positive reinforcement. In nursery we adhere to the same rules but on simpler terms and with picture references. We introduce our rules and spend a week focussing on each one, as well as being reminded of the others. The rules are on display for the children and adults will refer to them frequently.

- Be gentle.
- Be kind and helpful.
- Work hard.
- Look after property.
- Listen to people.
- Be honest.

We regularly discuss the golden rules and think about ways in which we can follow them. We all help each other to remember the golden rules.

## **Strategies**

Inappropriate behaviour often happens quickly and needs to be dealt with immediately. There are times when there is little time to think out the best solution and your reactions to a situation might almost be a reflex reaction, but at Cockenzie Nursery we used the following strategies for managing behaviour.

- Ignore inappropriate behaviour if possible.
- Divert and distract situations early if you anticipate trouble.
- Give the child a choice in changing their behaviour. For example, you ask a child to stop throwing sand so you tell them they have a choice, either stop throwing sand and they can continue play there or continue to throw it and they will have to leave the area. You must see this through even if encouragement to make the decision is required.
- Explain to the child why you are telling them to do or to stop doing something and if possible link it to the nursery rules.
- Make all explanations and instructions short and simple.
- Give specific instructions. Be careful to tell and NOT to ask.
- Make sure your voice, face and body language reinforce your message.
- Praise the child for making the correct choice.
- Talk to the child and find out their feelings about the behaviour - emphasis that the feelings are acceptable but that the behaviour is not.

## **Positive Recognition**

Our daily language both verbal and non-verbal is based on recognising and reinforcing positive behaviour. It may be that a smile or a word of praise is all that is necessary. Sometimes more explicitly stating what the child has done, allows others to learn from their example. Stickers or increased responsibility might be used as a reward.

## **Circle Time**

We hold a daily circle time where the group come together to listen to each other and share feelings and ideas. Circle time promotes positive relationships, self-discipline and empathy.

## **Thinking Time**

Sometimes we ask children to leave an activity and have a short period of 'thinking time'. For example, this may be because they are not being safe, not being considerate to others or not looking after the nursery resources. Supported by an adult they are given a short time to collect themselves, think about what they were doing and why it wasn't appropriate, before returning to play. We mark this time with the use of a sand timer.

## **Time Out**

The purpose of time out is to send a clear message to the child that they must stop what they are doing because their behaviour is unacceptable. The length of time out will depend on the age of the child, with a general rule being one minute for each year of the child's age. We mark this with the use of a sand timer and at the end of time out, we talk to the child to help them understand what they did wrong and how they can change their behaviour.

## **Involving Parents**

The support of parents and carers in helping their child to follow the golden rules is extremely important. However, we will not report every incident of thinking time or time out, as we firmly believe that in the majority of cases, once an incident has been dealt with in nursery, it should not be brought up again, to allow the child to move on.

For more serious behaviour issues, either one off incidents or unacceptable behaviour which persists over a period of time, it is our policy to involve parents/carers so we can work together to support the child. If this situation arises senior management team is also involved in order to provide extra support.

If parents and carers have any questions or concerns, please feel free to approach the nursery staff at any time. Staffs are committed to work with you to resolve any issues.