

The TLC Nursery Federation
Chalvey Nursery School & Slough Centre Nursery School

Behaviour & Rewards Policy

This policy should be read in conjunction with the Equal Opportunities, Health & Safety, Safeguarding, Restraint, Special Educational Needs, Complaints, the Local Offer & Whistle-blowing policies.

Statement of Aims

The staff at Chalvey Nursery School & Slough Centre Nursery School encourage children to have consideration for others, respect for themselves, other children, staff & equipment. We aim to encourage good behaviour & accept children as individuals. When inappropriate behaviour improves we aim to reinforce this with support & praise. It is the **act** that is wrong, not the child.

We believe that **acceptable behaviour will include the following:**

- Moving with care through the nursery.
- Walking in with parent/carer, settling at home base.
- Caring for equipment & animals.
- Learning to follow 'rules' & routines & having clearly defined boundaries.
- Listening to each other & addressing them politely.
- Participating positively & appropriately at their chosen activity, with regard to others there.
- Learning to share & take turns.

We believe that as staff we would be encouraging this behaviour by:

- Example
- Letting the child know that they are behaving well.
- Talking to parents about the positive actions of the child in front of the child.
- Talking to the group & other staff about the positive actions of the child.
- Giving a child special jobs to do.
- Recording improving behaviour.
- Empowerment - knowing you have the right to say 'no' & expressing that right.
- Acting out/working through examples through puppets & circle time.

Staff should act as role models of behaviour for children & should encourage visiting adults such as students to be the same. Examples of good relationships & manners in the way we address each other & adults, carers & visitors in front of them should be constantly evident.

We believe that some behaviour is **unacceptable** at school & this includes:

- Action or behaviour which can be a danger to themselves or others.

- Anti-social behaviour with peers or staff, e.g. not sharing/co-operating, fighting/trying to dominate peers, not listening when spoken to, rude vocabulary or gestures used to peers or staff.
- Inappropriate behaviour, e.g. disrupting activities, deliberately damaging equipment, distracting others that are settled either at group, activity or lunch, incorrect use or treatment of equipment.

Attention seeking & provocative behaviour that could involve any of the above. In these cases this should be dealt with on an individual basis.

We believe we should deal with such behaviour by:

- Talking quietly to a child (unless they are in imminent danger). Voices may be raised or firm, showing surprise or disappointment, but shouting should be avoided.
- Speaking to an individual on a one-to-one basis & in private, quietly, rather than across a room.
- Explaining the potential consequences of dangerous behaviour. Using the child's perception of good & bad, right & wrong as a starting point - they may not realize or understand potential dangers or the inappropriate nature of behaviour or language.
- Encouraging the child to reflect on their action. They should spend a short time thinking about what they have done. Remove the persistent offender from his/her audience.
- Encouraging the child to apologise to either peer or staff that they have hurt or upset.
- Ignoring attention seeking behaviour but re-directing the child & giving attention for positive reasons.
- Considering appropriate 'action' with the child e.g. withdrawal of 'privilege' or temporary exclusion from an activity.
- As members of staff we should ensure that incidents are dealt with by one person & others not join in along the way, unless help is requested as in the TEAMTEACH approach.
- Allow children to sort out their own disagreements if possible, supporting them if necessary.
- Not embarrassing the child in front of his/her peers. This leads to resentment & lack of willing co-operation & respect.
- Avoid labelling children. Children may have problems (which can cause us problems in terms of successfully managing them or situations) but they should not be labelled as problem children.
- Avoiding talking about them negatively to others, in front of them.
- Avoiding nagging & sarcasm.
- Focusing on the positive to prevent confrontation, which you can rarely win. Using positive redirection & change of focus to distract the child.
- When a child has been told that a member of staff is displeased with them, the relationship with the child should return to normal before the end of the session & not carry forward to the next day.

- Explaining clearly that certain behaviour is totally unacceptable. At the end of the day there are no 'whys', 'ifs' or 'buts' - we just don't do this in nursery. If there is any doubt, we will speak to parents to reinforce this.

Rewards

- We aim to ensure that good behaviour at Chalvey Nursery School & Slough Centre Nursery School is rewarded by praise & encouragement. This includes children whose behaviour is usually good.
- We aim to always acknowledge good behaviour.
- We aim to celebrate helpfulness, kindness & consideration for others. We will strive to treat children in a positive & consistent manner in an environment where they can learn & achieve.
- Children may be rewarded with a sticker if they have worked hard on a particular task with an adult.
- Children may be encouraged to tell their parent/carer about their good behaviour or overhear a member of staff reporting back to them.
- Children who are experiencing particular difficulties may have a star chart on which their good behaviour is recorded for all to see.

Babies & children under 2

The above policy applies to & meets the requirements of babies & children under the age of 2.

Reference to OfSTED Standard 11

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare & development.