

Oaklands Nursery and Childcare

Title: BEHAVIOURAL POLICY	Version: 3 May 2016 – addition of characteristics of effective learning section
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	Governor approval Signed Date
	Review date: Feb 16 – reviewed with regard to the new DfE Behaviour and Discipline Jan 2016 guidance. No change required
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	Review date: May 2019

The staff at Oaklands Nursery School are concerned with maintaining a safe and secure environment in which learning can take place. This can only be achieved when good patterns of behaviour are accepted by the children and insisted upon by the staff.

Ways in which this is achieved include:

- making children aware of their boundaries/parameters,
- teaching children respect for themselves, for others, and for their environment,
- acknowledging and praising good behaviour,
- staff modelling good/expected behaviour
- liaison with parents.

NB For the younger children staff will need to be more vigilant of triggers and behaviour that could cause danger to themselves and others and intervene appropriately.

In the interests of safety certain essential or desirable rules need to be insisted upon, including:

- no running inside the building,
- no physical hurting of other children,

- the appropriate use of equipment.

As far as possible these are encouraged by positive requests, ('Walk' instead of 'Don't run' etc.).

The ethos of care and concern for others does not allow any behaviour which could be interpreted as bullying. Any suspicions or evidence of such are not tolerated and are dealt with in line with this policy.

If the behaviour of a child becomes unacceptable, the following procedures are followed:

- gentle correction, reasoning, with appropriate language and reason given, followed by early opportunities found to praise appropriate behaviour,
- the loss of privilege such as removing the child from the activity.
- if the inappropriate behaviour continues, staff consult with parents to decide on ways of improving the situation,
- after an agreed length of time, should the improvement not take place, a re-structuring of the nursery day may be appropriate,
- help from outside agencies may be sought if it is thought necessary to place the child on the Special Needs Register.

Incidents will be recorded and reported anonymously to the parents of both children – see incident reporting policy.

REWARDS

Aims

- To raise standards of achievement and behaviour.
- To ensure that pupils are aware of good standards of behaviour.
- To celebrate achievement.
- To recognise and acknowledge the achievements of others.

Children at Oaklands are encouraged by verbal praise, positive comments and gestures to progress in their learning and social skills.

Tangible rewards are given for:

- new achievements
- special effort
- thoughtful or particularly high standards of behaviour

Awards in the form of stickers.

Stickers are given immediately or as soon as possible after the achievement, with staff ensuring that children are fully aware of what the reward is being given for. Care is taken to ensure that rewards are not given lightly or for little effort, and that children realise that a reward is 'special'.

Achievements at home are recognised and celebrated with a child's key worker group. Parents are encouraged to write on blank achievement stars and bring them back into the setting where they are displayed on a class rocket. They are then transferred into the child's profile at a later date.

Children are supported in setting their own achievable goals. This is written down on an individual 'rocket' card. As each child works towards their goal a picture of themselves is moved from the red rocket window, to the amber and then on achieving their goal to the green rocket window. Goals are reviewed with the children on a weekly basis. A 'wow' certificate of achievement is awarded on completion of a goal.

Stickers identifying the characteristics of effective learning are also awarded to the children. These specify the characteristic of learning alongside a picture of an associated animal e.g. 'A proud peacock'. Children are given these stickers when practitioners observe them demonstrating these characteristics.