



Westfield Nursery School

'Positive Reinforcement and Behaviour'

Aims

As parents and professionals, we want our children to behave well, and to:

- ✓ Have respect for themselves and others
- ✓ Be polite to others
- ✓ Know how to behave in different situations
- ✓ Be able to concentrate and pay attention
- ✓ Share and to take turns
- ✓ Know how to win and how to lose



Relationships

- ✓ Children do best with caring and respectful relationships, in a safe, happy environment where all parties adopt a positive, caring attitude towards each other, and responsibility is taken for behaviour

Positive Attention

The power of positive attention

- ✓ Children are attention seeking because they are attention needing
- ✓ They need attention so badly they will do whatever it takes to get it, even if they get negative attention
- ✓ To a child, negative attention- shouting and arguing is better than no attention
- ✓ **So**, give lots of positive attention and approval for **all** the behaviour you like to see, and you will get more of it!
- ✓ Ignore or give as little attention as possible to behaviour you don't want, and you will get less of it! (You must intervene if something is not safe.)

Remember

Use an appreciative voice and watch their confidence grow!





Praise is Powerful/ Positive Reinforcement

- ✓ Children's motivation develops through positive experiences
- ✓ Use an appreciative voice
- ✓ Observation and comment are more effective when specific
- ✓ Focus on effort. Words that are specific and acknowledge the processes of completing an activity or solving a problem help develop children's learning and motivation
- ✓ Encourage children through the mastery of skills, not comparing their performance to others
- ✓ Should be meaningful and genuine
- ✓ Praise which describes what your child has done is more effective than just saying 'good'.



So, for example, say

'I can see you have used red, blue, yellow and purple. I like those colours.'

You remembered to say please- I like hearing that.'

'Wow, you have used ten bricks in your tower. Well done.'

Reward

- ✓ Love, time, attention and approval mean more than material goods



To support your child:

- ✓ Be clear about your expectations- set boundaries
- ✓ Keep to as few rules as possible
- ✓ When you say no-mean no
- ✓ If you make promises keep them
- ✓ Be realistic
- ✓ Be consistent- yourself and with your partner
- ✓ Explain your reasons
- ✓ Try one new routine at a time and give it time to work before you try something new
- ✓ (Don't make empty threats)





Dealing with difficult behaviour

Here are some tips for dealing with difficult behaviours but remember you are only human, and we all make mistakes

- ✓ Keep calm and remember you are the adult
- ✓ Change your tone of voice; calm low voices work well
- ✓ Act as a role model
- ✓ Think about what you are saying, would you want someone talking like that to you?
- ✓ Count to ten and take some deep breaths
- ✓ Remove yourself if you feel yourself losing your cool, for example leave the room
- ✓ Talk through the problem with someone, such as a friend or teacher
- ✓ Time out
- ✓ Appropriate timely consequences



What should I do if I am concerned about my child's behaviour?

- ✓ Keep school informed of any behaviour concerns at home, we might have some ideas of strategies to try
- ✓ Tell us about anything significant which may affect your child's behaviour such as a late night or change in family circumstance
- ✓ Talk to us if your child's behaviour changes
- ✓ If your child reports an incident at school which causes you concern, please talk to your child's class teacher to ensure the matter has been appropriately dealt with



Where else can I go?

- ✓ Talk to your GP/ health visitor
- ✓ Visit a children's centre (our nearest children's centre is the Beehive)
- ✓ Request a parenting course such as strengthening families or Triple P (positive parenting program)
- ✓ Talk to the SENDCo (Special Educational Needs Coordinator) who can help with monitoring at Nursery and referrals



What happens at school to monitor behaviour?

- ✓ We have a behaviour policy which is about supporting children understand the impact of their actions
- ✓ We work closely with parents when we have concerns at school- we are in this together
- ✓ We do use a behaviour log which helps us identify and address triggers
- ✓ We have experience of and an understanding of a range of needs
- ✓ **Remember the most important thing is that your child feels loved and happy even when sometimes things are difficult!**

| Levels of Behaviour | | | |
|--|--|--|--|
| 😊 | 😐 | 😞 | 😡 |
| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> ✓ On task ✓ Following instructions ✓ Following rules ✓ Following directions ✓ Following instructions ✓ Following directions ✓ Following instructions ✓ Following directions | <ul style="list-style-type: none"> ✓ On task ✓ Following instructions ✓ Following rules ✓ Following directions ✓ Following instructions ✓ Following directions ✓ Following instructions ✓ Following directions | <ul style="list-style-type: none"> ✓ On task ✓ Following instructions ✓ Following rules ✓ Following directions ✓ Following instructions ✓ Following directions ✓ Following instructions ✓ Following directions | <ul style="list-style-type: none"> ✓ On task ✓ Following instructions ✓ Following rules ✓ Following directions ✓ Following instructions ✓ Following directions ✓ Following instructions ✓ Following directions |