

Central and Ashgate Nursery Schools' Federation



Relationships (Behaviour) Policy

Date of Policy: March 2024

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Signed by:

[Signature]

Headteacher

Date:

11 Feb 25

[Signature]

Chair of governors

Date:

11 Feb 25

CAN Schools Federation



Relationships (Behaviour) Policy

Positive Relationships

Babies and young children learn to be strong and independent through loving and secure relationships with parents and carers and other family members such as grandparents. When children are looked after outside the home they can develop security and independence through having a key person to care for them. Children's learning is helped when they feel safe and secure and when their parents and the people in settings they attend work together to ensure that the child's needs are met. A key person provides a reassuring link with home so that children can cope with being separated from the special people in their lives.

'The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others' (TISUK, 2019)

Rationale: Building solid relationships

We acknowledge that children within our nursery are at different stages of development and understanding and have different experiences of relationships and behaviour.

We work relentlessly to build solid relationships with children where we can promote self-esteem, self-worth and high expectations. Only when solid relationships have formed will children be able to learn effectively.

It is important to us that all staff and families work together to enable children to be resilient individuals able to build relationships and work in the environment in a positive way.

We see it as a shared role (nursery and families) to support our children to understand their own emotions and the emotions of others, plus find positive ways to show how they are feeling.

It is important that staff and families are fair and consistent with their expectations of behaviour and are also consistent when dealing with behaviour. We should remember that behaviour is part of learning and should be treated as such.

Roles and Responsibilities

All staff have a vital role to play in the positive management of children's behaviour at Ashgate and Central Nursery Schools. The key worker has a specific role to play in working in close partnership with parents to ensure that there is a consistent approach between home and nursery and families can be signposted to additional support.

The Statutory Framework for the EYFS 2024 requires that:

“Providers are responsible for managing children’s behaviour in an appropriate way.”

The SENDCo, Helen Watson, is the named person with overall responsibility for children’s behaviour and in supporting parents and carers and staff in aspects relating to this. In the absence of the SENDCo, the head teacher or lead nursery teacher, will assume this responsibility.

All adults (staff, parents/carers) have a responsibility to:

- Model positive language and behaviour towards each other
- Provide consistency within clear boundaries
- Teach children to recognise their emotions and how to regulate themselves
- Know where to go/signpost to for further support

Encouraging positive behaviour

It is important that staff and parents/carers are consistent in their approach

- We model positive behaviour (words and actions) especially during play.
- We use praise specifically related to the children’s actions or behaviours “I can see you are trying hard to use a fork to eat dinner” “It makes me happy that you listened and put your coat on”
- If appropriate, we refocus the child’s attention on another activity.
- We use objects of reference and visuals to support all children to understand.
- We encourage responsibility in caring for others and the environment. This includes children helping other children, helping with tidying, watering plants, setting out activities, handing out drinks, snacks and equipment.
- We label the behaviour not the child. We don’t label the child or their behaviour as naughty.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We directly teach children strategies of sharing, negotiating and simple assertiveness e.g. using a timer, swapping a toy, asking politely, saying no, waiting for a turn, asking for help
- We support transitions by giving advanced warning and a countdown to the change
- We support children to recognise and identify their feelings, likes and dislikes.
- We use emotions coaching strategies (see appendix 1)
 1. Acknowledge the feelings of the child and empathise with them
 2. Make it clear the emotion is acceptable, but the behaviour may not be
 3. Work together to solve the problem with your child.

- We help the children to understand the consequences and effects of their behaviour on others.
- We give children the chance to put things right and make amends
- We help the children to develop assertive strategies to challenge bullying or unwanted behaviour.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities

'For a person to 'grow', they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water'. (Saul McLeod, Carl Rodgers 2014)

Strategies to deal with negative behaviours

Adult intervention strategies will be based on observation and assessment of each individual situation but likely responses will include:

- Phrasing all language positively –for example “Feet on the floor” rather than “Don’t stand on the chair”.
- Ignoring and giving minimal attention to unwanted behaviours.
- Distraction and redirection.
- Clear directions using simple, key language, expressions and signs and visuals if needed. For example, “Stop!” showing an open hand or a red cross.
- Reminder of request and warning.
- If a child is hurt make sure their needs are met before any actions taken with other child/children.
- Using key, clear, calm language, label and acknowledge feelings shown by child/children involved. For example “I know you are angry.” “I can see you are cross”.
- Use of timers to support turn taking (particularly for play on the swing, bikes etc.).
- Use of social stories to show feelings and strategies.

Individual Behaviour Plans

If a child displays significant ongoing difficulties in relation to their behaviour, a behaviour management plan will be written, shared with parents/carers and implemented by the whole nursery team. This may form part of a wider Individual Education Plan and a behaviour log over a period of time.

Use of Physical Intervention

Definition of physical intervention - Statutory Framework for the EYFS 2021

Physical intervention will only be used

“ for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary.”

Within our setting we treat children and their families with respect and as individuals. If physical intervention is used, this is logged and we communicate this to parents and carers alongside discussing appropriate strategies for each situation.

External Professional Support

We use Educational Psychologists and/or a child behaviour psychotherapist if we are in need of further investigation and strategies to use with specific children.

Links to other policies/documentation

- Statutory Framework for EYFS DFE 2024
- Safeguarding and Child Protection Policy
- Curriculum and Assessment Policy
- Nursery School Values Leaflet
- Nursery School Relationships and Behaviour Leaflet.
- Equality Information and Objectives Policy
- Complaints procedures policy

Appendix 1

Links with Safeguarding

Key workers will develop positive relationships with the children and their parents/ carers. They will get to know each child and their unique strengths and needs. Changes in a child's behaviour can indicate changes at home and Key workers will notice and discuss such issues with them and find out if any support is needed. There are potential safeguarding issues when a child's behaviour changes and all staff are alert to recognising signs of abuse and to report to the Safeguarding Lead or Deputies.

All staff bear this responsibility and take seriously any possible signs of abuse including a change in behaviour or demeanour, or development of aggression, self-harm or sexualised behaviour.

Staff are aware of peer on peer abuse and are vigilant around children's relationships and interactions. Inappropriate behaviour is quickly noticed and dealt with. Staff will also be alert to the possibility of abuse towards children from staff members.

See the Child Protection and Safeguarding Policy.

Bullying

This is a term that means repeatedly and intentionally verbally, physically or emotionally harming another.

Racism

This is a term that means the belief that some races are better than others, or the unfair treatment of someone because of their race.

Discrimination

It is our priority to protect children's wellbeing at all times, any form of discrimination will not be tolerated.

At Nursery there are rare instances of intentional and repeated harm, sometimes with children who have SEND. This can be a misplaced attempt to interact with others.

We would endeavour to identify the cause of such behaviour in order to know how best to extinguish it.

Whatever the motivation we would treat this very seriously, sharing incidents and strategies with all parents and carers. The perpetrator would not be named to the victim's parents.

Children who repeatedly hurt others are supported by staff and closely monitored to protect other children. The triggers would be observed and situations prevented from occurring as far as possible. Strategies would be introduced to reduce negative and develop positive behaviour. If necessary a behaviour plan or target would be put in place.

Children targeted would be supported to develop appropriate strategies when faced with this kind of behaviour.

Appendix 2

Our practice

THE EYFS: Areas of Development and Learning

Within the seven areas of learning, the three prime areas are particularly crucial for building children's capacity to learn, form relationships and thrive. The prime area of Personal and Social and Emotional Development (PSED) is fundamental to all other areas of their development and learning.

EYFS Statutory Guidance (page 9)

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.”

- We organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of social and emotional development and level of understanding. This may be redirecting, distracting, ignoring, simple instructions or 'time out' of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of routines and procedures. Visual timetables are used to support children's understanding of daily events.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding and the context of the situation.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Links with Inclusion and Equality

All children need adults around them to show respect, positive regard, supportive approaches, positive challenges and gentle but firm boundaries.

Children with SEND may have hugely varying developmental profiles and need their individual needs met in all areas. The expectations and management of their behaviour will be defined by their needs. For example many children with SEND

have sensory needs, which, when regularly managed with a Sensory Diet can help to maintain their emotional regulation and so prevent meltdowns and distress. Culturally families may have practices and behaviour management styles different from School. We respect those differences and discuss sensitively with parents and carers how we can best support the child at home and school to ensure consistency.

Appendix 3

Adult relationships within our Federation

This relates to the following:

- I. Staff with parents
- II. Staff with other professionals
- III. Staff with other staff members

Everyone deserves to feel welcome, respected and safe within our nursery environment.

We expect and support adults to:

- Establish good working relationships.
- Show confidence and respond positively with a mature manner to information sharing.
- Work co-operatively with others in order to achieve objectives.
- Manage performance in an appropriate and fair manner.
- Give and receive constructive feedback as part of normal day-to-day work.
- Show respect for everyone's opinions, even if you disagree with them and work together to help reach agreement.
- Maintain politeness during conversations with co-workers, senior leaders, parents/carers and other professionals and speak of others respectfully in their absence

It is important for all adults to remember violent or aggressive behaviour towards each other is not acceptable and should never be tolerated. This can include:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via letters, electronic communication or social media, text message or over the telephone
- malicious or unreasonably frivolous complaints
- the use or threat of violence of any kind, including physically intimidating behaviour such as invading another person's personal space
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Please report risks or incidents of work-related violence to your line manager or the head teacher