



Grandpont
Nursery School & Childcare

Behaviour And Relationships Policy

Date agreed and ratified by Governing Body: 22nd Oct 2021

Suggested date of review: Oct 2022

We believe everyone has the right to feel safe all the time.

The aim of this policy is to give principles and guidelines to enable adults to develop strong and positive relationships with children which will support them in their emotional and social development. Children's behaviour stems from their feelings, which in turn arise from their needs. Behaviour, feelings, and needs are directly related to children's age and experiences and support for behaviour must always consider children's developmental stage.

Rationale

We believe that...

- We are all learners.
- All behaviour is a form of communication - children show us how they feel through their behaviour and will be supported appropriately.
- Children have the right to be heard and respected; therefore, adults will respect and listen.
- Children have the right to talk about how they are feeling.
- Children need to feel safe and secure to learn effectively. They have the right to feel safe.
- Children need to develop positive relationships with other children and adults.
- Children need positive role models to learn from.
- It is important for children to develop the skills to self-regulate their own behaviour, rather than behaviour being enforced by others.

PURPOSES AND OBJECTIVES (What we want to achieve)

We want children to be able to...	We want adults who are...	We want an environment that is...
Feel safe within meaningful boundaries. Reflect on their actions, helping to develop the skills to self-regulate their own behaviour.	Good role models in their language and actions.	Safe, secure, welcoming, and well organised.
Be strong, resilient and to feel safe.	Friendly, welcoming, and respectful of others.	
Be responsible and care for and respect others and their environment.	Able to use a range of strategies sensitively, according to different situations. Clear that supporting children is about understanding and	Challenging and positive.

	changing behaviours, not changing children. Supportive of each other.	
Show emotional literacy and be able to communicate their needs.	Able to listen and show interest. Confident in understanding children's developing social and emotional needs.	Is flexible enough to allow for the differing needs of individuals.
Have high self esteem and have a sense of themselves as competent learners.	Support children through their learning, using different strategies depending upon the situation and child.	Appealing and entices children to want to learn.
Able to form positive relationships. Have some knowledge and understanding of their own and others' feelings.	Good role models in their language and actions towards others.	Rich and provides opportunities for collaborative play.

Rewards

We believe that it is the responses that children receive from others that are valued, and at the nursery we believe it is these responses that need to be focused upon as these are what provide motivation to repeat behaviour.

Praise needs to be specific and clear based on the behaviours that we want children to emulate and develop. Therefore, we do not advocate the use of stickers or charts as a means of reward for behaviour. In our experience, children learn and feel rewarded from positive interactions and positive relationships. Whilst material forms of reward may work for some, they cannot be sustained easily and can lack lustre for the child over time.

Managing unacceptable behaviour

We feel it is important to remember that a child who has "lost control" (disruption, throwing, swearing etc.) is demonstrating that they are not ok. They may be scared, hurt, confused, angry, anxious etc. It is important to confirm their feelings and let them know that it is your job to help. As already detailed, this is to be achieved through positive interactions between child and adult, and through sharing and implementing our code of behaviour throughout the centre-with adults and children.

Our code of behaviour:

- Be kind and friendly.

- Be helpful and thoughtful.
- Keep yourself and others safe.

This code is displayed clearly around the nursery and is used by all children and adults. We believe it is important for children and adults to understand the reason behind the code, which is to ensure the individual and others around them feel safe and have a positive experience at the nursery.

Feeling safe includes physical safety and personal safety (including verbally).

Sharing Concerns with Parents

When there are ongoing concerns about a child's behaviour this will have been shared at a team meeting. Part of that discussion will be how to work in partnership with the parents and share information and discuss strategies that will support the child.

If a child has been marked at nursery, this will be shared with the parent through the accident form.

If the injury was caused intentionally, the Key Person will take the other parent to one side and inform them **objectively and in confidence** about the incident. They will reassure the parent that the **incident was fully dealt with at nursery**.

There may be issues that are not common knowledge in regard to concerns (regarding child protection, domestic situations, etc.) so check with a member of SLT prior to meeting with parents.

Guidance for managing relationships and behaviour within the nursery. **Support networks (protective behaviours)**

How do we support children to feel safe?

We encourage our children to have a support network, we discuss with the children who these people might be for them;

- We will use the key person approach as part of a child's network of safe people.
- We use stories, circle times, puppet play and role play to highlight examples of safe networks.
- Our nurturing environment offers safe spaces for children to go to.
- We may also use visual prompts to reinforce positive behaviours and relationships.

Interactions with Children

We understand that our interactions with children are the most powerful way of teaching and supporting children with positive behaviour and relationships. During these interactions we;

- Listen to children when they are telling you something.
- Attempt to understand from the context what a child is telling you if you don't understand what they are saying.
- Engage with them at their level – i.e. sitting on the floor or on a low chair
- Go over to the child, rather than calling across the room or garden if you need to get their attention.
- No shouting – unless there is an urgent need to do so – i.e. if a child is in danger
- Engage children's attention in a playful and positive way.
- Discussions with other adults should be related to children or activities and be brief.
- Resources should be collected before the start of the session.
- Staff should be aware of the flow of children, and if there are too many or too few in any area, they should take responsibility for supporting a neighbouring member of staff. For example, if there are only one or two children in an area invite others to join you or ask the children to invite a friend to join the activity.

Supporting Children in Dealing with Conflict (emotion coaching)

Before intervening consider what you know about the children involved (the stresses in their lives, level of understanding, needs etc). If the behaviour is dangerous intervene immediately, if not decide whether to observe to see if a solution can be found.

1. Stop the play and acknowledge the child or children's feelings-e.g. 'I can see you are angry...'
2. Refer directly to the Code of Behaviour '...but do you remember at nursery we ask you to be kind and friendly?'
3. Comfort the child who has been hurt.

4. Ensure each child has a turn to speak - Do not ask “why did you...?” Simply ask “What happened? What did you do...etc?”
5. Talk through the situation with the children (try to get them to see the other’s point of view. If this is not possible then model the appropriate behaviour. “you did....., I feel....., I want.....
(E.g. “You scratched me, I feel hurt, I want a turn....)
6. Re-state / frame the problem – focusing on the problem rather than the behaviour and remaining objective and non-judgemental.
7. Help children make things right e.g. bathe a wound, fetch a tissue, mend a book. Give them time for this, do not get stuck in demands i.e. that a child must say sorry before the situation is resolved. Let the “victim” dictate what they want the other child to do to make things right.

Managing any situation will always start with the above procedures. If the behaviour becomes unmanageable or dangerous to the child or others, ask a colleague for support and implement the strategies listed here. Children should not be brought out of the nursery, unless the child’s behaviour is dangerous or inappropriate to other children within the nursery. Extra support can be obtained from the SLT if needed.

Anti-Bullying

Children have the right to play in a safe and supportive environment.

It is the intention of the nursery school to help the child and the parents/carers to develop a good understanding of what is developmentally appropriate in a situation. This is to prevent any action being hurtful, repetitive or becoming a power imbalance which could escalate. The relationship policy is written to help us all to live in an anti-bullying community.

Children will not be called a ‘bully’ at Grandpont Nursery School and Childcare. This is an unhelpful label and says that bullying is something you are rather than a behaviour choice you can change. The behaviour will be referred to as the action/or actions taken and related to the affect it has on the other child. It is important that children are not told to fight back as this will make matters worse. We will work with parents to ensure they understand our approach to relationships in nursery.

Further choices to support regulating behaviour

Young children find it difficult to express themselves and will often find it difficult to share and will become upset. This is normal for most children at two years old or younger. This may mean a short spell away from other children and activities in the company of one adult.

The child may need their key person to:

- Distract them or by encouraging them to take part in another activity.
- Give them an opportunity to spend time in a quieter space. This helps children to regulate their behaviour by being in a calming atmosphere which doesn't offer too many stimuli.

The child needs to know:

- That such behaviour will always be stopped
- The reasons why it is not acceptable to behave that way
- That the child is still wanted and valued
- That adult help will be available to help the child avoid such behaviour in the future
- That if the unacceptable behaviour arose from strong feelings of anger or frustration, there is nothing wrong with the feelings themselves, only the way in which they were expressed.

Adults need to show united support for each other in front of children even if they later need to question what has happened. If there are serious concerns about the way a child's behaviour is managed then a member of the SLT should be asked to support.

Appendix 1

Respectful relationships and names

to be used in conjunction with the relationship policy

To support the development of respectful relationships in the Grand[pont Nursery School and Childcare, Staff will use the name chosen by parents/carers for their own child. The reason for this is:

- Help children develop their identity.
- To avoid confusion for the child and family
- To show respect
- To keep children safe

Help children develop their identity.

Children who are young need to know and expect people to call them by their own name. The youngest of children are still learning to respond to their own name. This will help children to identify with their name and to give them time to develop their own character and identify which is unique to them. It is a right of a child to be known by their given name.

To avoid confusion we will not use nicknames

Nicknames are to be avoided to prevent confusion for the child and family. Some children and families would prefer to be the ones who decide if they will have a nickname as part of their identity. If a parent adds the nickname to the registration details then we can use that name to refer to the child.

Nicknames are to be avoided because research has shown that nicknames can come to stand for how we see ourselves. Some nicknames can reduce children's confidence and self-esteem and occasionally be devastating to their development.

Nicknames can reflect how others see the person. Nicknames can become very powerful within a small group. Some can take advantage of that position. They can separate them from the group.

Practitioners should observe group dynamics between children. If a child uses a nickname for another child it can be because they feel inferior, lost their position or have a poor self-image and require support. Staff would need to encourage the child to relate to their peers by using their names. Positive support should be given by the key person to help the name calling child's feeling of belonging and to see them-selves positively.

To show respect

Names can be very important cultural traditions. It can be seen as a family honour to receive a name and therefore (see notes 'baby naming: a global tradition') disrespectful to a family to change or shorten the name. We will only shorten a name if a parent has recorded this at registration or has informed us of this. Practitioners need to ask if they are unsure of the pronunciation and spelling of a child's name. It is important to get it right.

Terms of endearment

Terms of endearment are to be avoided in the Nursery School and Childcare. Children are very aware if some are called by a term of endearment and if they are not. Children need to know we give them equal attention by listening to them, spending time with them in purposeful play and experiences which encourage learning and development in their chosen interests. They need to know what it is they do that is seen positively e.g. I can see you have Etc. This will help them to see themselves as a learner.

The OCC LADO has stated that at no time should staff say to a child 'I love you'. Terms of endearment can be seen to single out a group of children or individuals, so therefore is discriminatory.

All staff will model using the names of children, staff and parents in a respectful way without prejudice.

Reference:

- A Guide to names and naming practices (March 2016)
- The social effects of nicknames (January 2010)
- Baby naming: a global tradition (December 2012)
- <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

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