

Ann Bernadt and Nell Gwynn Federated Nursery Schools



Ann Bernadt Nursery School

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Lynne Cooper, Executive Head Teacher

Behaviour Regulation and Positive Relationships Policy

Introduction:

This document is a statement of the philosophy, principles and practice of expected behaviour of Pupils, Parents/Carers, Staff, Governors and Visitors at Nell Gwynn and Ann Bernadt Nursery Schools.

Our Philosophy:

- We believe that behaviour is a form of communication. Challenging behaviours may be symptomatic of difficulties children are experiencing in coping with particular situations. These difficulties may stem from attachment issues, previous traumatic experiences or a special educational need. We understand that we play an important role in helping children to develop their ability to self-regulate so that barriers to development and learning may be diminished.
- We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.
- We take a relationship based approach to behaviour regulation, understanding the importance of secure relationships in healthy social and emotional development.
- We recognised that when children are struggling to self-regulate their behaviour is not always within their control. We therefore avoid using the language of choice (good choice/ bad choice/ sad choice) when talking to children about their behaviour.
- We believe that children should have respect for themselves, their peers and adults in the school community.
- We believe that the whole School/Centre community e.g. Staff, Parents/Carers, Governors, Pupils and Visitors should respect each other.
- Underpinning this behaviour policy is the belief that, with the right support, everyone can learn to self-manage/self-regulate their own emotions and behaviour.
- We believe that children should be encouraged and that praise should be linked to learning processes such as control, perseverance, independence and effort. i.e. praise what a child is doing, where appropriate rather than generalised praise such as 'clever boy/girl' or 'good boy/girl'.

Our Principles:

- Promote and encourage emotional self-regulation..
- Support parents and carers to understand the importance of self-regulation and use Emotion Coaching at home.
- Maintain consistent approaches to behaviour across the setting.
- Support and learning approaches tailored to individuals.
- Leading by example.
- Acknowledging good behaviour.
- Encouraging emotional literacy and assertiveness.

Aims:

- To create and maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help children have a sense of worth, identity and achievement.
- To help children to recognise their feelings, learn to manage their own behaviour, accept responsibility for their own actions and begin to solve their own problems
- To develop in all children, the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving.

- To help all children to respond to the boundaries and behavioural expectations of the setting.

The Following Will Not Be Tolerated:

- Physical incidents e.g. fighting, spitting, biting, scratching or kicking which could hurt someone else. We draw a distinction between 'play fighting' and hurtful behaviour, recognising that staff should use their professional judgement and communicate within and across teams.
- Anti-social (verbal) behaviour
- Bullying
- Any discrimination based on race, gender, sexual orientation, age, class or disability

Staff will deal immediately where appropriate with above incidents to support children to understand the effects of their actions and to reach a resolution.

Incidents of bullying and discrimination will be logged, investigated, and acted upon to reach a satisfactory resolution

Staff:

The lead person responsible for behaviour management is Lynne Cooper (Executive Head Teacher) has overall responsibility for behaviour in the setting.

Role of The Adult:

- We expect all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents/ carers and one another with respect and consideration
- Staff will consistently model positive behaviour and will model emotional self-regulation wherever possible (providing a running commentary of their own emotional processes e.g. “this is really difficult, it’s making me feel a bit frustrated, I think I’ll have a little break” where appropriate).
- Staff will use Emotion Coaching and Co-regulation techniques when playing with or alongside children. Staff will guide children through the 4 steps of Emotion Coaching (set out below) and use co-regulation strategies such as ‘time-in’ or sensory breaks when needed (also outlined below).
- Staff will ensure all individuals feel respected and included, regardless of gender, sexuality, race, religion, ethnicity, family or social circumstances.
- We will inform new staff, students and volunteers of our behaviour policy and offer training where appropriate.
- We expect all members of the school community to follow the guidelines of our behaviour policy. For this policy to be effective it is essential there is a consistent approach to behaviour management in the school.
- Positive Behaviour Strategies for Mealtimes (Appendix 2) provides guidelines for Mealtime Supervisors.

Our Strategies:

Staff use the following strategies to teach and support the learning and development of children to self-regulate as set out in the Early Years Foundation Stage: Managing Feelings and Behaviour (see Appendix 1)

ATTACHMENT AWARENESS

We understand the importance of a ‘secure base’ for children to develop and learn. We acknowledge the need for children to form secure attachments with adults at nursery and support this through the use of the Key Person system. Staff are trained in the importance of attachment in early childhood and the concept of ‘professional love’.

Our relationships with children are underpinned by the following values (‘PLACE’):

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating loving relationships – all children need love

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind a behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that she knows how difficult an experience is for a child. The adult is telling the child that she won’t have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

EMOTION COACHING

Emotion coaching (EC) is a set of processes that includes talking to a child about emotions, helping the child label the emotions being felt, recognise the situations that elicit strong emotions and develop strategies for dealing with these situations. Federation staff receive training in Emotion Coaching and regular peer support to ensure EC strategies are applied consistently.

In practice emotion coaching has 4 steps:

STEP 1- Recognising the child's feelings and empathising with them

STEP 2- Validating the child's feelings and labelling them

E.g. "I can see that your hands are all scrunched up and your face is going red. It looks like you are feeling angry that your friend took the toy you were using. I think I would feel cross if someone did that to me"

STEP 3 – Setting limits on behaviour where needed

E.g. "It's OK to feel like that it's not OK to behave like that" "no one hurts in our nursery" "this is not a safe place to be angry. Let's go to a safe place and then we can talk"

STEP 4 – Problem-solving with the child

Step 4 takes place when the child is in a relaxed and rational state (not at the time of a meltdown/ difficulty). It involves exploring the feelings that have given rise to any incident and supporting the child to use alternative strategies to manage their feelings differently next time.

In practice Step 1 and 2 are often enough for most children most of the time – helping children to recognise how they are feeling and to begin to talk about their feelings allows children to self-regulate and manage their emotions.

SUPPORTING TURN TAKING

We recognise that 'sharing' is difficult for very young children and that learning to share and take turns is an important aspect of children's time at nursery. Children are encouraged to express their needs and wants to their peers using phrases such as:

- "Can I have a turn when you have finished?"
- "I am still playing with/ using this "
- "You can have it when I have finished"

When supporting children to share toys and other items adults allow children to finish what they are doing with a toy/resource before passing it on to others who are waiting.

Young children often find it difficult to understand the effect their actions are having on others. We support children to think about the needs of others and to be assertive with their peers using simple phrases like:

- "Stop I don't like it!"

We also encourage children to seek adult support when they feel a peer is not listening to them or responding to their requests.

EMOTIONAL CO-REGULATION

If children are struggling to regulate their emotions and are displaying challenging behaviour they may need intensive adult support to regulate their emotions, known as 'Emotional Co-regulation'.

Children may need:

- A hug or a hand to hold.
- A 'time –in' with an adult doing something calming such as singing, reading a story, looking at something natural or something else that the child enjoys.
- A 'sensory break' where an adult engages them in running, jumping, shouting, singing, lifting, throwing, playing with a spinning toy or a fidget toy or having a snack and a drink. All of these activities can help a child 'reset' and calm down.

In many situations once the child is calm the practitioner may return to the Emotion Coaching process.

PHYSICAL OUTBURSTS

Sometimes children may express their emotions through physical outbursts. If children are at risk of hurting themselves or others or damaging property adults will:

- Gently hold their hands or feet and say "I can't let you hurt yourself/ others/ damage this toy"
- Encourage the child to move to a safe space where they can move as they wish without hurting themselves or others
- Provide verbal reassurance E.g. "I'm not going to leave you alone. I'm moving away a little bit but I'll be just over here if you need me"
- Use Emotional Co-regulation strategies where and when appropriate

In very exceptional circumstances children may need to be restrained as outlined below.

Ongoing challenging behaviour:

- Parents/carers should be informed of challenging behaviour issues at nursery so that we can best support the child's wellbeing and support them to develop self-regulation together.
- Records should be kept to ascertain any patterns with challenging behaviours so that staff can better understand the child's needs.
- Staff should work in teams and support each other when dealing with very challenging behaviour. It is important for adults to acknowledge their own emotional needs and responses. A change of person can help a child calm down.
- Very challenging behaviour should be seen as a child communicating a deep emotional need. Such cases should be referred to Senior Management Team for support.

Physical Handling:

- No physical punishment is used or threatened by staff.
- No one is permitted to use any form of physical punishment or threat.

In exceptional circumstances it may be necessary for an adult to gently restrain or remove a child in order to prevent injury to themselves or others.

In such cases:

- Any physical intervention must be: proportionate, reasonable, necessary, and in the child's best interests.
- Any restraint involves the minimum force for the shortest time possible.
- Any physical intervention must be recorded on an Incident log and parents and carers informed. (See Appendix 1 for Incident Log)
- Some children may need individual positive handling plans giving details of planned and agreed preventative strategies. This plan would be shared with parents/carers.

EYFS guidance:

'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents/ carers informed about it on the same day.'

Working with Parents And Carers:

We ensure parents and carers are aware of the behavioural expectations of the setting through initial parental conferences, access to our behaviour policy in printed form and on the school website and through a handout with our basic rules and expectations.

It is not acceptable for parents or carers to physically punish or threaten children. This will be challenged by staff and the Executive Head Teacher will be informed.

Parents are allowed to use 'reasonable chastisement' (mild forms of physical punishment) when disciplining their children at home. It is illegal to use an implement such as a belt or cane, hit the head or leave a persistent mark e.g. bruising, swelling, cuts, grazes or scratches. This is 'unreasonable punishment' and can lead to charges of actual bodily harm or physical abuse. 2004 Children Act (See Appendix 1 for Safe Network details)

We would like to work with parents and carers, supporting them to use Emotion Coaching and co-regulation strategies at home. We strive to work in partnership to ensure a consistent approach at home and school. We ask that parents and carers inform staff of any relevant changes to family circumstances that may impact on children's behaviour e.g. relationship breakdown, temporary accommodation, etc.

We can support parents and carers through a referral to a Family Support Worker, courses, workshops and Children's Centre groups. With parents and carers agreement we can make referrals to get support from outside agencies.

If a child's behaviour is giving serious cause for concern this would be discussed with parents and carers and the SENCo (if relevant). We would monitor incidents of challenging behaviour on an ABC chart (see appendix), then develop an Individual Behaviour Plan (see appendix) that would be discussed with and agreed upon by the parents and carers.

IBPs include specific targets and list strategies and interventions to help the child reach the desired outcomes. These are reviewed regularly.

Strategies For Dealing With Unwanted Behaviour Of An Adult:

- If the adult is verbally aggressive i.e. shouting or swearing, we will quietly ask them to go to the Reception area where the Head of School or a member of the Senior Management Team may be contacted to attend to the matter.

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- If an adult's behaviour is threatening or violent then the Head of School or in the absence of the Head of School a member of the Senior Management Team will telephone the police and request that the person be removed from the premises.
- If an intoxicated adult comes to collect a child, we will not hand the child over and if no other person is available to collect the child we will contact the Police and/or Children's Services.
- If a person enters the premises and appears to have no valid reason for doing so we will ask that person to leave and notify the police.

- If that person does not leave the premises we will notify the police requesting that they remove the intruder.
- Adults who attempt to make contact with children through the front garden fence or behave in a suspicious manner will be requested to cease and move away by staff. Ongoing monitoring will take place and the police will be notified if adults persist.

Working with Outside Agencies:

Where necessary support will be sought from outside agencies including:

Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS), Multi Agency Safeguarding Hub (MASH), Early Help/Early Help Autism Support Team, and Occupational Therapy Service.

Links To Other Policies:

- Race Equality Policy
- Equal Opportunity Policy
- SEND Information Report
- Safeguarding

Monitoring:

This policy and its procedures will be kept under review and amended as necessary. In addition, staff should monitor and evaluate their use of IBPs. ABC charts can show changes in the frequency or type of incident. The member of staff responsible for behaviour management will need to monitor the number of IBPs in the whole school half termly and check on their effectiveness. They will also need to monitor restraint incidents and ensure that these are recorded. Any notes on children's behaviour should be kept in their individual file. Improvements in behaviour should be recorded on the school's assessment system

Name Of School
Date

Ann Bernadt & Nell Gwynn Nursery Schools

Barry Joseph
Chair of Governors

Lynne Cooper
Executive Head Teacher



Review Date : November 2024

BEHAVIOUR POLICY

APPENDIX 1

Early Years Foundation Stage: Managing feelings and behaviour

Please see the following link:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Incident Log

ABC Chart

Individual Behaviour Plan

Parent and Carer Behaviour Guidelines Handout

Safe Network

INCIDENT LOG

Date/time	Child restrained	Reason for restraint	Staff member

ABC Behaviour Monitoring

	Name:	Class:	Term:
Date/time	Antecedent	Behaviour	Consequence

Individual Behaviour Plan

Pupil Name:		DOB:	Class:	SEN Stage :	
Area of concern:			Start date:		
			Review date:		
Targets to be achieved	Achievement criteria	Possible resources/techniques and class strategies	Grouping/ timing/ location	Outcome	Monitoring arrangements

Parents/Carers contribution:

Safe Network Details:



[http://www.safenetwork.org.uk/resources/Pages/policies and procedures.aspx](http://www.safenetwork.org.uk/resources/Pages/policies_and_procedures.aspx)

[http://www.safenetwork.org.uk/resources/safe network standards/Pages/safe network standards.aspx](http://www.safenetwork.org.uk/resources/safe_network_standards/Pages/safe_network_standards.aspx)

Appendix 2

Positive Behaviour Strategies for Mealtimes:

1. Allocate small responsibility tasks such as returning an item to the lunch trolley.
2. Staff to model appropriate mealtime behaviour and praise children for mirroring behaviour and displaying good manners.
3. Children who may require extra support to behave in a positive manner should be seated facing or next to an adult, according to the needs of the child.
4. Children may need transitional objects or reassurance at key points during mealtimes. Staff should consider the individual need and communicate this with the member of staff at the child's table.
5. Low level disruption should be ignored, where possible, in favour of praising those who are displaying positive behaviour
6. Children should be encouraged to serve themselves at all times to encourage independence
7. Staff should use professional judgement as to whether a child uses fingers or spoon when feeding as all approaches should be valued. Children's cultural background and developmental needs should be considered in consultation with parents/carers.
8. Engaging children in mealtime conversations is a positive way to convey how eating in the company of others can be an enjoyable social experience.