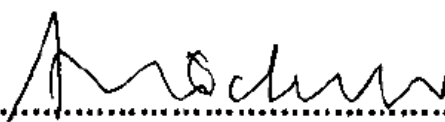
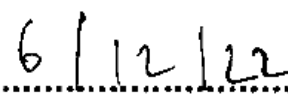


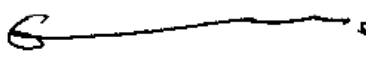


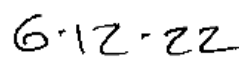
BALHAM NURSERY SCHOOL

RELATIONSHIP AND POSITIVE BEHAVIOUR POLICY 2022-23

Signed:  (Chair of Governors)

Dated: 

Signed:  (Executive Headteacher)

Dated: 

Review Date: Autumn Term 2023

At Balham Nursery, we aim to provide a secure, stimulating and inclusive environment, where practitioners support children to develop their independence and build relationships.

Most children learn only gradually to be aware of others and their needs. Depending on the age and developmental stage of each child, we will adapt our approaches accordingly. We are aware that some children need additional support with their behaviour during their time at Balham Nursery.

We are committed to creating a clear framework that develops a working practice that promotes positive behaviour and a considerate nursery community.

Children's well-being and their ability to manage their emotions and respect for others is supported, irrespective of ethnicity, disability, gender or background.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Safeguarding the children in our care is central to our work.

This policy takes into account guidance from the Early Years Foundation Stage.

Aims of this policy

- We want this policy to support Balham Nursery School to be a warm, safe and welcoming place for all. All children and families are accepted and included.
- To help us outline a clear framework of boundaries and routines that should be employed by all consistently.
- For practitioners to develop healthy attachments with and listen to all children and endeavour to understand their behaviour and emotions.
- For practitioners to give children positive choices and to help them understand the consequences of their actions.
- For practitioners to respect all children, communicate clearly and appropriately with them, and to acknowledge and praise their achievements.
- For practitioners to communicate young children's emotional development to parent/carers and other staff members.
- For the Balham Nursery staff team to listen to and discuss any issues that parents/carers may have concerning behaviour.

Encouraging Positive Behaviour

We are committed to practice that promotes positive behaviour, which is based on a deep understanding of child development. We endeavour to apply the rules consistently and fairly to all. We recognise that behaviour is communication and we endeavour to understand what a child's behaviour is telling us. It is part of normal development for children to test boundaries and have tantrums. We believe the approaches outlined in this policy ensures that staff and families work together to help children to manage their feelings and make sense of the world around them.

Relationships and Attachment

At Balham Nursery, we value the strong relationships we have with children and their families. A child's Key Person will endeavour to have a secure attachment with each of their key children. Children have the right to feel safe and secure in order to learn. Strong adult-child relationships are built through emotion coaching (co-regulation in practice) in order to help children to develop the skills they need to be able to self-regulate.

'Self-regulation depends on and grows out of co-regulation, where practitioners and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain, and return to balance.' Birth to 5 Matters

Adverse Childhood Experiences (ACE) – Adverse childhood experiences and trauma can have a significant impact on children and families. Staff have had training to ensure they have a good understanding of how to identify the signs and symptoms of trauma. We understand our important role in creating positive, caring relationships with children and families that have experienced trauma and recognise how these may have a positive impact on a child/family's healing and recovery from stressful life events.

Practitioners

Children are great people watchers so it is essential that all the practitioners at Balham Nursery School are to be good role models.

Practitioners must model the behaviour we want, remaining calm and listening to a child's point of view. All practitioners are responsible for children's behaviour and need to be pro-active in dealing with any issues. Staff never shout unless a person is in danger. Practitioners should be sure of facts and not jump to conclusions, 'label' or judge children.

There are times when children do not understand what is expected of them, practitioners should explain the reasons behind the expected behaviour.

Practitioners should always discuss any challenging behaviour with a child's parent/s or carer/s as they know the child best and may be able to offer an explanation as to why a particular behaviour is being displayed.

Practitioners need to be aware of their own safety and well-being. They may need time away from the classroom to recompose, reflect or discuss with a colleague or member of the senior leadership team. There is a range of support options if a practitioner is struggling to manage a child's behaviour. This includes speaking to Team Leaders, SLT, SENDCo, external professions, and raising children for discussion in planning/staff meetings.

The Relationship and Behaviour Policy will be shared with all new staff on their induction.

Staff training and development

We are committed to ongoing commitment to strengthening knowledge and upskilling of staff through high quality training on a range of behaviour related topics, including emotional wellbeing, physical and brain development, attachment and trauma (ACES) and self-regulation. Where children present with specific difficulties, we will source training and advice to support practitioners in effectively planning for the needs of that child.

Behaviour that Causes Concern

We make it clear that the behaviour is causing concern and not the child.

Unacceptable behaviour includes (but is not limited to):

- Behaviour that hurts others, which may be physical, verbal or emotional.
- Damage or disruption to equipment or the environment.
- Bullying

A note on swearing - Practitioners should not over-react if a child swears or uses bad language. They may be unaware of the impact of their words, or be looking for a reaction. The practitioner is to explain, "We don't use those words here." Praise a child's appropriate use of language. If swearing continues, it may need to be discussed with the family.

Strategies we may use to promote positive Behaviour

The following approaches in our day-to-day teaching and routines help us in the reflective process. Different classes may need to provide more or less of these activities to support specific needs for a child/children:

- It is important that the deed be separated from the child so that they develop a feeling of self-worth. Staff should never say, "That's naughty" or "You are a bad boy/girl" but rather, "That wasn't kind" and then explain specifically what was not kind, i.e. "That wasn't kind to call Habiba stupid", "That wasn't kind to throw away Sean's model".
- Give positive reinforcement of 'good' behaviour rather than giving attention to 'bad' behaviour. 'Catch children being good' and praise children for the efforts they are making.
- Praise children close by that are displaying the expected behaviour, "I like the way you are stroking Sparkledogs gently".
- Give children positive choices – fair ones that an practitioner can follow through, eg, "You can choose to stop throwing the sand or play somewhere else".
- 1:1 time where required
- Promote empathy through responsibilities i.e., getting a cold compress, returning a toy, helping look after the nursery pet/plants.
- Quiet time activities at specific times of the day
- Sharing activities
- Role modelling
- Promote independence and responsibilities and caring for others/trust children to make the right choices
- The use of Persona Dolls to help children empathise and solve problems together.
- Teach children about socially acceptable behaviour in a variety of ways, for example, through stories, group discussions, and the use of visual prompts.

Enabling Environments

Teams should work together to change aspects of the learning environment or routine to reduce incidents, for example:

- Do we need to open the Garden Room or Bay End at certain times of the day?
- Do we need to have an earlier snack/garden time?
- Do we need to order more of a popular resource?

- Do we need to create a calm space to help a child calm, for example, a den or small space with lower levels of lighting and soft music, etc.?

It is important for children to let others know how they feel. Young children may not have the language they need to say how they feel. At Balham Nursery, we help children to use words to solve their conflict peacefully. "Stop, I don't like it!" is a very effective statement that lets children know they have a choice and can tell children and practitioners how they feel.

We encourage children who have hurt their peers, either purposefully or by accident, to care for them. This can involve getting a cold compress/telling an practitioner.

Many different activities are planned for group/story times in order to reinforce understanding of behaviour and explore any incidents or issues. Approaches we use that support this include the use of Persona Dolls and Circle Time.

Mobile Time Out

A successful strategy to deal with aggressive/inappropriate behaviour or other anti-social behaviour can be to stop the child from playing for a short time - by holding the practitioner's hand in situ. Staff should never send a child to the "other place" i.e. if the misdemeanour is in the garden, then that is where the child will stay.

Staff should always ask the child why they think they have had their play stopped. This can help in determining the child's level of understanding and re-enforces the learning aspect.

Descriptive Praise

Descriptive praise is when you tell a child exactly what it is that you like. For example, 'I like the way you're helping Charlie' or, 'Eesa that is good walking'. This helps a child understand exactly what it is that they have done well. It is more genuine than non-specific praise like 'You're a good boy'.

Emotion Coaching

Emotion Coaching is an approach that supports the emotional regulation, social skills and physical health of our children through supportive relationships. Through this approach, practitioners recognise the power and purpose of emotions and practice active listening techniques. This approach recognises the

triggers that may cause behaviours to occur and any underlying factors that may influence a child's behaviour. The two key elements of Emotion Coaching are:

Emotional empathy - recognising, labelling and validating a child's emotions, regardless of behaviour to help them calm, "I understand how you feel, you are not alone."

Guidance – Practitioners remain calm and are not anxious about a child's emotions and role model positive emotional states. Practitioners engage with the child in problem solving in order to support the child's ability to self-regulate (the practitioner and the child works together).

Conflict Resolution

Practitioners should learn and use this approach. Young children are able to learn this process. It may take some children some time to understand the process, especially those who are bi/multilingual and those with language and communication and behavioural difficulties. The approach therefore may need some modification in some instances.

The following example best illustrates this method.

There is conflict between two children over a toy.

1. The practitioner should approach calmly and hold the toy to defuse the situation.
2. Children often display strong feelings. The practitioner speaks to each child, recognising and acknowledging each child's anger and feelings, e.g. "I can see you are upset". This is to help each child be aware of its own anger as well as that of the other child.
3. The practitioner listens to what each child has to say. The practitioner might ask other children what they saw/heard to get a clearer understanding of the situation.
4. The practitioner then restates the problem—possibly describing the situation slightly differently now there are other children's' views.
5. Discuss with the two antagonists what they could do to solve the problem – usually the child who appears to be the victim would go first. Next, discuss with the two children ways to share and establish both children

are content with this. We regularly use sand-timers at nursery to support turn-taking, which may support a resolution in this type of scenario.

6. The practitioner then ensures that the children follow this through.

Record Keeping

In rare circumstances, a member of the Senior Leadership Team will use their discretion to decide whether a child or member of staff or other practitioner is hurt as a direct result of inappropriate behaviour. They will check that all the usual behaviour strategies have been followed correctly and being mindful of our duty of care to all children, staff and practitioners, will need to complete an Incident/Accident Report Form. If the accident requires a child to attend hospital/A&E a more formal Incident Report Form is completed, as this is a requirement of Wandsworth Council's Health and Safety Unit. Sometimes, the inappropriate behaviour may result in a phone call to the child's parent to discuss any further action required. Each case will be treated on an individual basis.

Rewards

At Balham Nursery School, we want children to be driven by internal motivation, the satisfaction of doing the right thing, rather than a tangible reward such as a sticker. We do not use stickers or reward charts. Practitioners give children social rewards such as specific praise, a high five or telling other members of the team or their parents/carers.

Keeping Children Safe and Physical Restraint

Physical intervention is kept to a minimum. We only use reasonable force to keep children or practitioners safe. Physical intervention covers the range of actions used by practitioners that involves a degree of physical contact to control or restrain children against their will. Any physical intervention used should be a supportive act of care and control and not a punitive action by the practitioner.

All details of such events are brought to the attention of the Deputy Headteacher/Executive Headteacher and recorded on an incident report, which we would explain to the parent at collection and ask them to sign. If a child has continuing difficulties managing distress and unpredictable challenging

behaviour, leading to physical intervention becoming more frequently needed, then we will meet with parents to create a behaviour support plan.

Bullying

Bullying is deliberately setting out to hurt or undermine another person in a systematic way over a period of time. As such, 'bullying' action requires the child to have a higher level of reasoning and thinking than most children under five years olds have. An outburst by a young child is therefore more likely to be a reflection of their emotional wellbeing, stage of development or behaviour that they have copied from someone else. Bullying at this age is often a learnt action rather than deliberate behaviour. We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Bullying and discriminatory behaviour will not be tolerated at Balham Nursery School.

Repetitive Biting

Biting is a behaviour that some young children display. This is a normal part of the developmental process and can be due to a number of reasons. Staff should be reflecting on repetitive behaviour and trying to understand why this is happening, this could be linked to development in speech, as when they do not have the words to communicate anger, frustration or needs or due to teething.

Support for Children and Families

If staff or parents/carers have serious concerns relating to a child's behaviour or a high level of disruptive or harmful behaviour continues despite a range of strategies, meetings with parents/carers will be arranged. This meeting involves the Key Person, SENDCo, and any other relevant practitioners. The meeting should result in a behaviour plan setting out the agreed actions for school and home. This will be reviewed regularly with the Key Person, Team Leader and SENDCo. If necessary, the SENDCo will make a referral to outside agencies for further support if appropriate.

Child on Child Abuse

This part of the policy should be read in conjunction with 'Keeping Children Safe in Education' and the 'Wandsworth Federation of Maintained Nursery Schools Safeguarding Policy'.

Child on child abuse will not be tolerated at Balham Nursery School. Children are highly supervised at all times. Children are taught the boundaries and routines when they start attending Balham Nursery. In developmentally appropriate ways - outlined in this policy - we continue to teach these boundaries and routines to children across the school year.

This policy will be reviewed annually in consultation with staff and the Governing Body.