

HARTCLIFFE NURSERY SCHOOL



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BEHAVIOUR POLICY

**OUR APPROACH TO SUPPORTING
POSITIVE LEARNING BEHAVIOURS**

JANUARY 2023



HARTCLIFFE NURSERY SCHOOL

BEHAVIOUR POLICY

an approach to supporting positive learning behaviours and attitudes

Policy Development

This policy was developed based on our work around attachment awareness, Trauma Informed Schools practices, Emotion Coaching and the work we have completed around the Supportive Interactions strategy. Staff were consulted during a staff meeting where the draft policy was shared, discussed and changes made to reflect their comments and suggestions.

Rationale

We believe that children and adults should be free to play, explore and learn without fear of harm or injury, in a supportive and emotionally literate environment. We recognise that at this stage in their development children are learning about their emotions and often require adult support to regulate them and manage their behaviour.

We believe that the key to good behaviour in children is working with their parents to understand and support their emotional needs.

We recognise that appropriate behaviour expectations differ depending on an individual child's experience and stage of development. We believe that all of this should take place within an inclusive framework in which equal opportunities are promoted and discrimination challenged.

Aims and Objectives

Through our behaviour policy and other related policies, we aim to promote positive, supportive and inclusive relationships between staff, children, parents and the wider community.

The school expects every member of the school community to behave in a kind and considerate way towards others. We treat all children fairly and apply this behaviour policy consistently, whilst recognising that some children will need a more tailored approach to support their emotional needs.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

These are linked to British Values

At Hartcliffe Nursery School we uphold and enlighten children about Fundamental British Values. Fundamental British Values are defined as:

Democracy ♥ The rule of law ♥ Individual liberty ♥ Mutual respect
♥ Tolerance of those of different faiths and beliefs ♥

These values are promoted and explored through the curriculum through Personal, Social, Emotional (PSED) Development.

Nursery Rules

We have four rules that underpin our expectations for behaviour throughout the setting:



1. We keep ourselves safe
2. We listen to each other
3. We look after our classroom
4. We are kind

These rules are on display in each of the classroom in a clear visual format.

Parents are informed of these rules during home visits.

Supportive Interactions Strategy (Conflict Resolution)

'Children when given support are capable problem solvers and solution finders. Conflicts are occasions for hope; the children and adults learn together that diverse points of view need not lead to unresolved frustration and anger. Instead, conflicts and disputes can actually be a starting point for honest exchanges that lead to stronger and gratifying relationships.

Conflict situations contain rich possibilities for learning, including respect and understanding difference. We need to come from the premise that children don't 'misbehave' but make mistakes. If we see children's explorations of the world as 'mistakes' not 'wilful misbehaving' then we can respond more constructively.

To respond to children's social mistakes as opportunities for new learning not events that require punishment.'

You Can't Come to my Party Conflict Resolution with Young Children Betsy Evans 2002

There will always be times when disagreements between children occur, and adults see these times as opportunities for supporting the children to find solutions to resolve them. When dealing with these situations, staff will follow the following steps:

CONFLICT RESOLUTION STEPS [Conflict resolution steps you tube](#)

Approach calmly – Observe as you approach, prepare yourself for a positive outcome. Be aware of body language – it is important to be neutral in order to respect all the points of view. Get down to children's level if safe. If there is an object involved take hold of it yourself, neutralise the situation.

Acknowledge feelings – notice, recognise and validate their feelings by using descriptive words and visuals/ sign, (you seem angry, sad, frightened..). This helps a child to learn to understand and name their own emotions and helps them to feel heard and their feelings accepted.

Gather information – let the children know you want to hear each perspective – fairness. You are not there to judgement and fix but to find out the problem and enable the children to find a solution.

Ask the question, What's the problem?

This removes the need to justify and feel shame, 'Why did you do that?' or, "How do you think s/he feels?" – too abstract), but "what's the problem?"

Restate the problem – using the information provided by the children restate the problem. Reframe any language which could be hurtful – "I don't like her, she's not my friend". "Are you feeling angry and you want to play with the car?" Check out with the children that you are understanding their perspectives, 'Is this the problem?'

Ask for ideas and solutions, choose one together – help children think through specifics so that you check their understanding of the situation and what they will do, so if they respond "They can share", this needs expanding.

Be prepared to give follow-up support. Children may need help to put this plan into action, or more work to sort out the issues.

Remember – it may not work every time, but if we use this approach consistently children will begin to use it themselves, and if they use it effectively they will have acquired a life skill.

Emotion Coaching and Trauma informed practice

Emotion Coaching is used alongside Supportive Interactions and enables children to begin to understand their emotions and give them strategies for dealing with them.

Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them. It is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's wellbeing and resilience. The relationships support the development of empathic responses and thought constructions (meta-emotion philosophy) promoting better self-management and regulation.

Emotion Coaching rests on the premise that the emotions of anger, fear, sadness, joy and disgust are innate, universal and guide actions to adapt behaviour to ensure survival. It is a technique and an approach that uses moments of heightened emotion and behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'seen and felt'.

Equally, inappropriate behaviours are not condoned, as children need to learn to adhere to community conduct codes. When the child is calmer, it is possible to discuss the incident in a more rational and productive manner, and move onto problem solving and solution-focused strategies, contingent on the child's age and ability.

Through repetitive, consistent use, Emotion Coaching helps children to regulate their emotions, negative externalising behaviour is reduced and resilience promoted.

Four steps of Emotion Coaching

1. Recognising the child's feelings and empathising with them
2. Validating and labelling the emotion the person is feeling in the moment
3. Setting limits (if needed)
4. Problem Solving

TRAUMA INFORMED PRACTICE

Alongside Emotion Coaching all staff have completed work around Trauma Informed practices. This approach helps all staff to recognise and be aware that Trauma can have a huge impact upon many different aspects of life such as;

- impacting on relationships,
- self-esteem and behaviour,
- replacing social engagement with defensive behaviours, and
- stopping us from having the capacity to learn.

There are 6 principles of trauma-informed practice:



We have learned that all settings have children that have experienced trauma, and have a responsibility to support children and ensure we are not unwittingly contributing to trauma.

Strategies to adopt when supporting children with Trauma: These involve relationship based trauma informed practices.

- Adults to model healthy, supportive and playful relationships with each other.
- Use of social stories to identify triggers.
- Resources to de-escalate, for example, sand timers
- Quiet area in the setting to be used as a safe place.
- Differentiated use of voice and body language (Also see Emotion Coaching).
- Daily sensory and emotionally rich environment that stimulates the child's brain development. This enables us to minimise the impact of trauma on children's development.
- Daily access to the outdoor area, providing the children with a 'free flow' system - whereby they have the choice to find a calmer, quieter space either indoors or outside. In doing so we will be enabling all children to learn to regulate their own emotions and minimise stress.

Appendix 2 – Parent/Carer Involvement

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at the centre, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff at the Centre in implementing positive behaviour strategies.
- Be a positive role-model for their child

Appendix 3

POSSIBLE STRATEGIES TO SUPPORT CHILDREN'S POSITIVE LEARNING BEHAVIOURS

At whole centre training day we explored practice and ideas to support our response to a range of behaviours.

These suggestions were made in conjunction with our:

- ❖ **Behaviour for Learning Policy**
- ❖ **Personal, Social and Emotional Curriculum**
- ❖ **Inclusion Practice**

Central to our discussion were the questions:

“What is this child trying to communicate by this behaviour?”

“How can we respond effectively to this communicative intent?”

“How can we support this child to move towards positive behaviour that promotes their emotional well-being and learning opportunities?”

“How can we minimise the negative impact of certain behaviours on the emotional well-being, physical safety and learning opportunities of others?”

Scenarios

Child seeking to overly control behaviour of other children or adults

Do they understand what they are being asked to do and why?

Are they seeking to control the situation because they are unsure or worried about what is happening next?

Ensure consistent adult behaviour and give time for response.

Offer limited choices that you are happy with e.g you either sit with us for group time or sit there and read a book e.g. I wonder how you could move to the come to story time - giant steps or fairy steps?

Give lots of opportunities for choices and control at appropriate times and where those choices do not impact negatively on others.

Short, simple instructions e.g. “It’s time to go to the garden” (take their hand and lead them rather than instructions phrased as questions if there is no choice)

Sometimes give responsibility for that child to lead ie child leading review, asking questions and deciding on order.

Notice and comment on child’s positive actions in context.

Give explicit positive praise that highlights learning behaviours using BLP language.

Talk about feelings rather than negotiating action when there is not a choice.

Pick your battles- minimise the number of rules to things that are really important for safety, well being and equality of learning opportunities.

A child who spits

Why are they spitting?

- ❖ Sensory need?
- ❖ Something unpleasant in mouth?
- ❖ Copying adult actions?
- ❖ Expressing anger?

Explain that it's not OK to spit on the floor at nursery, depending on their understanding (germs, unpleasant for others)

Redirection: if you need to spit, spit in the sink.

If angry, acknowledge feelings and offer acceptable ways to express anger ie hitting pillow, using words, finding angry sign/ picture. Revisit reasons for anger and possible solutions.

A child throwing inside or an inappropriate object

- Intervene to stop the throwing.
- Talk about it not being OK. It might hurt someone or break something and explain that we need to look after our friends and our things and be safe.
- Encourage to pick up object and then support child to move on to next activity
- Redirect to garden to throw a ball
- Distraction by supporting child to become absorbed in play/learning by introducing new idea/resource/focus

A child demonstrating defiance towards an adult

For example ... lying on the floor refusing to do something an adult has asked

- Stay outwardly calm. Ask yourself "What is this child wanting to communicate?" Establish intention if possible.
- Remain objective and don't take it personally.
- Try to keep the emotional energy low.

Check out:

- Do they understand what is being asked?
- Give gestures, symbols, demonstration
- Give time for children to think and respond

- Are they scared, worried, can't see the point?

Acknowledge feelings, concerns and explain way we are going to do something in simple non-judgemental language.

- Do they want/need to do something else first?
- Sequencing (coat → outside, group time → water) : NOW and NEXT board to reinforce “ Now it's story time then outside”
- Giving closed choices that you are equally happy to happen
- Give them a way back in – “Would you like to join group time now?”
“Would you like to sit next to me?” “I can hear you saying no lots of times – I wonder why?”

Coat and outside.

- Does he / she need a coat on? Are they too hot whilst running?
- Offer choice of coats -thick/ thin, different colour, texture?

Motivating thing for next activity – “coat on then chase”, zip and poppers/buttons to lessen temptation to 'slip' out of it.

A choice that is win: win – not losing face

- Revisit when calm
- Giving children opportunities to be cross in a safe environment where they can learn to self-regulate
- Providing consistent boundaries
- Trust each other
- What is this child trying to communicate through their behaviour? Respond to what they are communicating.

A child who runs away from adult

- Stand still, don't chase
- Tell the child “I'm not going to chase you.”
- Always follow situation up using conflict resolution steps.
- Enlist another staff member
- Why are they running away?
- What is the child feeling?
- Revisit issue at group time with group raising issues of safety and missing exciting opportunities
- Offer opportunities for chase games at more appropriate times

A child who hurts another child or adult

- Conflict resolutions steps
- Feelings cards – fans
- PSE group times – acting out scenarios with puppets for children to think of solutions
- Stories reflecting emotions / social stories
- Labelling clearly : we don't hit our friends /children/people
- Adults modelling being kind
- Allowing children to think how it would feel – empathy
- Gentle hands peer massage
- Special cushion – noticing children when they are kind/ gentle/ solve conflict appropriately.
- Encouraging children to say “stop, I don't like it”
- Talk with an adult to support child/child situations

- Solution circles – helping to problem solve capitalizing on whole staff teams knowledge/experience.
- Observe any possible patterns ie particular times of day/ activity and plan additional support for child
- Thinking of where to place children at adult lead times using positive terms
- Discuss with SENCo re possible further advice from outside agencies CAMHs and educational psychology

A child who breaks things

Wonder with the team why and is there any noticeable pattern? “What are they trying to communicate and respond to that communitive intent.”

- Explorative
- Tactile
- Curious
- Frustration
- Not knowing how to use it
- Testing boundaries

Respond calmly

- Find out what happened
- Look for a solution

Knowing the individual child’s needs

- Distraction
- Model appropriate play
- Valuing things together

Puppet and small world role play

- Taking care of resources
- Environment and waste

Help to mend broken object (being aware that this does not become a motivating activity)

Provide appropriate opportunities to dismantle and cut things.

A child who swears

Respond Calmly

- Consider are they expressing negative feelings (frustration, anger, upset)?
- Are they trying to negotiate in play, taking turns or joining in?

Take the ‘power out’ of the words

- Use the specific word when talking to the child
- Tell the child “We don’t say... f**k off at Nursery”
- Keep the emotional response and energy low

Model feelings or conflict resolution

All staff recognise that children are capable of harming their peers. It is important that peer on peer harm should be considered as a safeguarding issue.

- We recognise that it is important to respond proportionately and in a timely way to all incidents with consideration to the children's age, understanding and experience.
- We recognise that a child's behaviour is a form of communication and that they may be being impacted by the peer on peer harm being experienced by older family members.
- Our aim is to consider the vulnerabilities of whole family when responding to incidents of peer on peer harm.
- We recognise that older family members may be vulnerable to the harms detailed below and we aim to sign post to appropriate support agencies.
- These harms can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Managing behaviours that are unsafe

Where children are exhibiting repeated incidents of unsafe behaviour and/or where Supportive Interactions and Emotion Coaching are not effective, an Emotion Support Plan (Appendix A) will be drawn up by the SENDCo, classroom staff and Parents/Carers. During the Emotion Support Plan meeting, a range of strategies will be considered alongside our shared knowledge and understanding of the child.

Possible strategies may include:

- Social Stories
- Emotion Charts
- Stress Ball
- Break out room/ sensory Room
- Weighted blanket
- Hideaway den/black out tent
- Safe Base Theraplay games
- The Red Beast story
- The Big Bag of Worries story

Support from outside Agencies

- Reflective Practice Session with CAMHS
- Inclusion Team Support referral
- Educational Psychology Support referral
- CAMHS Support (Referred child)

- Community Paediatrician support referral
- North Star

Positive Handling

Hartcliffe Nursery School has a separate Positive Handling policy that outlines expectations around the use of 'reasonable force' as outlined under [Section 93 of the Education & Inspection Act 2006](#).

Roles and Responsibilities

The Governing Body

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with children's difficult behaviour outcomes, and will monitor how staff implement this policy to ensure consistency.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils (Emotional Support Plan).
- Recording behaviour incidents when requested (see appendix 1 for a behaviour log).
- The senior leadership team will support staff in responding to behaviour incidents.

Parents/ caregivers are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the room leader class teacher promptly.

Review and monitoring

This policy will be monitored and reviewed in January 2024.

The head teacher will report on a regular basis to the governing body on incidents of bullying and outcomes.

The School will ensure that the policy is consistently applied and that any issues identified will be incorporated into the School & Centre's action planning.

Supporting Organisations and Guidance

Children & Adolescent Mental Health Services (CAMHS)

Bristol Autism Team (BAT)

Bristol City Council Inclusion Team

Supporting Documents

[Relationships and Belonging Behaviour Regulation Guidance for Schools 2021](#)

[Improving Behaviour in Schools EEF Guidance 2021](#)

[Working Definition of Trauma Informed Practice Gov.uk 2022](#)

Compliance

This policy complies with the statutory requirements laid out in the Equalities Act 2010 and should be read in conjunction with the following documents:

- [Behaviour in Schools DfE 2022](#)
- [Preventing and Tackling Bullying DfE](#) (October 2014)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#) (July 2013)
- [Education and Inspection Act 2006](#)

Hartcliffe Nursery School:

- Equalities Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Child Protection Policy

Signed by Chair of Governors: Agreed remotely

Date: January 2023

Signed by Headteacher: Cate Peel, Jackie Knight, Kate Morris.

Date: January 2023

To be reviewed: January 2024

Appendix



Emotional Support Plan

Child's Full Name	
Parent/Carer Name	
Contact Number	
Class	
Key Person	
Other Professionals	

About the child at home and history of the family situation and emotional difficulties; The Parent/Carers' views.

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About the child at nursery and emotional difficulties; The Class Team's views.

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What strategies have been tried at home?

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What strategies have been tried in nursery?

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Plan

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Actions	By When?	Who?