

## Relationships and Behaviour Policy

### Nursery

#### Policy Statement

At Daven Primary School Nursery, we believe that children flourish best when they know how they, and others, are expected to behave. Children gain respect through interaction with caring adults who act as good role models; show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times, and provides an environment where children learn to respect themselves, other people and their surroundings. As children develop, they learn about boundaries; the difference between right and wrong; and to consider the views, feelings, needs and rights, of others. Children also begin to learn the impact that their behaviour has on people, places and objects.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours, and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

We want the pupils of Daven Primary School Nursery to be brave, kind and curious learners. Individual liberty is important, so restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Our aims:

- To provide an inclusive, safe, and positive environment in which pupils can learn, play and explore safely;
- To ensure that all learners are treated fairly, shown respect and to promote good relationships;
- To build a community which values kindness, care, empathy for others;
- To ensure all pupils develop personal confidence and have a voice that will be listened to;
- To promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour;
- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property;
- To praise and reward pupils who show respectful attitudes, high expectations, hard work, determination and achievement;
- Encourage children to participate in a wide range of group activities to enable them to develop their social skill;
- Ensure that all staff act as positive role models for children;
- Our approach will always be talking things through, encouraging self-control & responsibility and restoring friendships. We will always involve parents and seek to work together for the benefit of the child;
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown;
- Work in partnership with parents by communicating openly;



- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them;
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent;
- To provide individualised approaches to behaviour if and when required by pupils with more complex needs;
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate;
- Supporting and developing self-regulation and empathy as appropriate to the stage of development.

The strategies and approaches we use in cultivating high standards of behaviour at Daven Primary School and Nursery are largely based on those of the 'Pivotal Approach' to behaviour management. This approach focuses on building strong relationships, restorative practice, use of clear and consistent steps/systems and the importance of consistency in adult behaviour when supporting children.



**Providing the best quality teaching and learning activities, including high-quality interaction (using the SHrec approach)** is essential to ensure that pupils have the best possible chance of being engaged and succeeding in their skill development and knowledge building.



### Roles and responsibilities

**At Daven Primary School Nursery, we recognise that consistent adult behavior will lead to pupils to recognise and appreciate what respectful behavior looks like, enabling them to learn and thrive.**

#### **Roles and responsibilities of staff**

We have named person who has overall responsibility for our nursery for supporting personal, social and emotional development, including issues concerning behaviour. The named person for managing behaviour is Jenni Atkinson and she will be responsible for:

- Advising and supporting other staff on behaviour issues
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

#### **Parents are responsible for:**

- Supporting their child to follow the rules of the nursery;
- Modelling positive behaviour;
- Informing the school of any changes that may impact their child's behaviour;
- Supporting the school, when necessary, with the implementation of consequences and behaviour plans.

### Effective classroom management

#### **Expectations of behaviour**

Inline with Daven Primary School rules, we ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations of behaviour through:



Ready	Respectful	Safe
We use good listening We try our best We explore different activities	We respect our environment We are kind to people We help tidy up	We walk inside We use kind hands and feet We use equipment in our play



## Rewards and managing behaviour

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### *Strategies to encourage positive behaviour*

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging those to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying, "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example
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We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it



We help children to care about the environment by:

- Creating a calm environment, utilising aspects of the curiosity approach
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

*There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.*

### **Strategies with children who engage in inconsiderate behaviour**

We require all, staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development.

Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

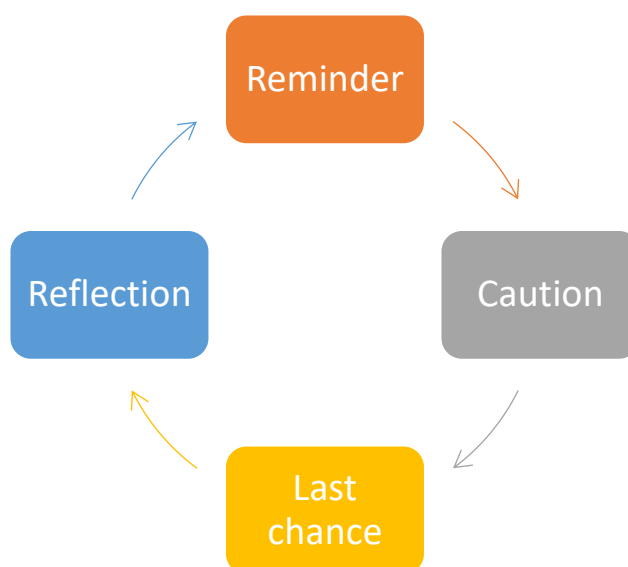
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsistent ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

### **Rough and tumble play and fantasy aggression**

- Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.



- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concept of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.



Stage	Action	Possible Script
Reminder	A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	"Do you remember what you're supposed to be doing? Can you tell me what you should be doing now?"
Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.	"Think carefully about your next step..." "I've noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be." "Thank you for..." "stop, think, .....make the right choice"
Last chance	Continue speaking to the child privately, calmly with a gentle approach, side-on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing. State the behaviour you	<ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Daven Primary School, we... (refer to the 3 school rules – ready, respectful and safe)</li> </ul>



	need to see and clearly outline the consequences if they continue.	<ul style="list-style-type: none"> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).</li> </ul>
Reflection 1:1	A discussion, with the child, on a 1:1 basis must take place when possible. This should be in a calm environment and developmentally appropriate for the child e.g through a social story	<p>The aim is to repair and rebuild relationships using a range of restorative questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time? • What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>

A member of the SLT, or the safeguarding and learning mentor, may be called if:

- The child refuses to engage with the above process.
- The behaviour is a serious breach of the school values.

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the reparatory conversation. Suitable cover for the class should be arranged for this to take place.

The nursery will follow the ABC method which uses key observations to identify

- an event or activity (antecedent) that occurred immediately before a particular behaviour,
- what behaviour was observed and recorded at the time of the incident, and
- what the consequences were following the behaviour.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

#### Some strategies we use:

Toddlers 2-3 years	<ol style="list-style-type: none"> <li>1. Stop sign method, using a clear hand signal.</li> <li>2. Distraction from the situation with another toy/activity.</li> <li>3. Positive praise for good behaviour</li> <li>4. Age appropriate language to be used.</li> <li>5. Using golden rules booklet with visual aids to encourage good behaviour.</li> <li>6. Giving choices.</li> </ol>
Pre-school 3-4 years	<ol style="list-style-type: none"> <li>1. Stop sign method, using a clear hand signal.</li> <li>2. Calm down time using a bottle or shaker.</li> <li>3. Reward charts to encourage appropriate behaviour.</li> </ol>





	4. Golden rules books for both indoor and outdoor boundaries. 5. Appropriate language is used at all times. 6. Giving choices.
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## Restorative Practice

Daven Primary School and Nursery uses restorative practice and the Five Pillars of Pivotal Practice, to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

## Positive Handling

At Daven Primary School and Nursery, we are committed to encouraging our pupils to make positive behaviour choices. We aim to avoid the need for physical intervention and regard this as necessary in only very few situations. However, on rare occasions, persistent negative behaviour may result in a situation that requires some form of physical intervention from adults in order to keep everyone safe. Reasonable force may be needed to prevent pupils from disrupting good order and discipline, injuring themselves or others or damaging property.

All members of staff have the legal right to use positive-handling techniques to prevent pupils from committing an offence, injuring themselves or others, damaging school property, and to maintain good order and discipline in the classroom.

Positive handling may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil;
- A pupil tries to, or does, cause damage or vandalises school property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
- A pupil is running on a corridor that might cause an accident or injury to themselves or others;
- A pupil leaves the classroom or school premises, at an unauthorised time – only where doing so may lead to risk of injury, property damage or serious disruption;
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit;
- A pupil is behaving in a way that is seriously compromising good order and discipline;
- A pupil persistently refuses to follow instructions to leave the classroom.

Positive handling will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.





All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil's parents will be contacted and it will be recorded on the school recording system.

A trauma-informed approach is used for all incidents and decisions for outcomes. Any violent or threatening behaviour that is not safe for staff and children, and where all other avenues have been explored, it may result in a suspension. It is at the discretion of the Headteacher as to what behaviour constitutes for suspension. When using positive handling, in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will follow the actions as outlined in any risk assessments, behavior contracts or RAMPS.

