



Behaviour and Relationships Policy

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Introduction

At Lark Hill Nursery School we promote positive behaviour and relationships. In our curriculum the Early Years Foundation Stage the themes of “Positive Relationships” and “Enabling Environments” both describe the security children get from building a strong relationship with a key person. They also point to the importance of a warm emotional climate where children are treated as individuals and all staff get to know them as the unique people they are. We start this process with home visits and place a high priority on routines which allow time to share ideas, thoughts and feelings with children and their families.

We believe that all children can learn how to treat others with care and consideration. We want all of our children to have self-respect and have growing self-esteem. We promote consideration and empathy for others. We encourage the children to develop the social skills of negotiation and problem solving.

Our experienced staff have a realistic expectation of our children and know that they are learning about how to behave towards others so at times may be unkind and hurt others as they play. Our role as adults is to be a helpful guide to all of our children.

**We like the following quote by L.R.Knost,
“When little people are overwhelmed by big emotions, it’s our job to share our calm, not join their chaos”**

Our staff use encouragement and praise to raise the self-esteem and positive self-image of the children. Our staff model how to respond to unwanted behavior. We will use phrase such as, “Say that you do not like that and you do not want them to do it.”

We do not accept any behaviour which is harmful or upsetting to others. We intervene in a calm way to ensure children do not hurt each other or behave in an unsafe way. If necessary we may ask a child to come away from a particular place so they understand there are consequences for their actions and their behavior is not acceptable. After a necessary ‘No’ we offer an explanation or offer an alternative. For example we could suggest, ‘If child A has a turn first and then you have a turn next.’ We work to help children to negotiate or solve problems. We want to equip the children with the skills to cooperate and negotiate with others so

we aim to discuss what has happened so the incident will not reoccur. We see the conflicts that all children have as an opportunity to learn.

If we have an ongoing concern with a child's behavior we will discuss this with families and devise a plan in partnership and agree shared strategies to use at Home and Nursery. We have a trained Emotional Literacy Support Assistant, (E.L.S.A.), Heather O'Reilly on our staff who will plan 1 to 1 or small group sessions to support children's emotional needs in addition to the core work of the Nursery. We have created a room we call the 'living room' which has calming activities such as sand and train track for when a child wants to be in a smaller, quieter space. We have also created a cosy corner off the living room for 1 to 1 or small group time. Our staff room can also be used as a quiet small group space.

The key person of our two year olds has no more than four children to support in any one session. This is a recognition of the additional support they need and their behavior is an important part of this. It might be the case that a younger child is still learning about sharing, for example and may need more regular modeling of how to respond if another child has taken equipment they are using. We want the children to communicate with each other and let each other know if they do not like something another has done. We also want to help all children learn the type of behaviours which are not acceptable e.g. pushing or biting. For some children with Special Educational Needs or Disabilities they may also need more adult support to learn how to behave towards others so we plan in additional adult time or small group time to help with this learning.

When a child is ready to move on to another School or setting we work closely with our feeder Schools and Nurseries to support and plan for transition.

We aim for our children to :

- Show care and concern for themselves and others.
- Develop a sense of self-discipline and independence.
 - Become aware of the impact of their actions.

We believe children gain security from clear boundaries so have a simple set of rules

- a) *We share and take turns when there is not enough for everyone*
- b) *We are kind to each other and treat them with care to ensure everyone is happy and safe*
- c) *We listen to each other and work together to solve problems*
- d) *We look after our Nursery and help to tidy up*

Staff support the children to learn what these rules mean in action. We let children know we have noticed them being kind or helpful towards another

child or adult. We encourage children's efforts helping them when it might feel hard to do the 'right' thing. We show the children what we want from them by setting a good example in our own behaviour. We recognize our responsibility to organize the environment so that it is easier for young children to be patient or to take turns.

The staff will :

- Create a happy and safe environment based on caring relationships.
- Listen to children. If our children say something is not fair they may have a point. We may not be able to do what they prefer but we ensure there are not injustices and that some children are treated differently to others.
- Encourage cooperation and the valuing of all members of our community.
 - Consult with families and work in partnership to share approaches and concerns.
- Be aware there is often an underlying reason for inappropriate behaviour.
- Understand that all behavior is communication so think what is the child telling us by the way they respond
- Make sure the child knows it is their inappropriate behaviour which is not acceptable and not themselves as a person.
 - Only use the behaviours ourselves which we would like to see from the children. Our staff do not use our voices (shouting or intimidation) or physical power to make child comply. We believe this sets a negative role model for other children. We work together as a team to think about strategies which work for individual children and share them so we have consistency between us to support the children.
- Always be open to learning. Different children make us think about our work in different ways and we will be honest with each other if we find a particular behavior challenging and we are unsure how to respond.

This Policy complies with Section 89 of the Education and Inspections Act 2006
<https://www.legislation.gov.uk/ukpga/2006/40/section/89>