



Behaviour Policy

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Glossary:

Emotional regulation – refers to the ability to understand and manage emotions safely.

Self- regulation - is the ability to understand and manage your emotions and behaviour safely in response to things happening around you. It helps you to control your impulses (to make better decisions), to not over-react when upset or excited, and to be able to calm down after an incident.

Co-regulation - Co-regulation is a complex process that develops within the attachment relationship and starts at infancy. It is developed through an attuned caregiver who can provide consistent and safe responses to an infant's distress.

Dysregulated – When children are dysregulated, they are unable to think rationally and can feel overwhelmed with emotion. It can happen to all children and it is a natural response to feeling overwhelmed, out of control or emotional.

Mental state talk – observing and verbally describing (labelling) a child or person's current emotional state e.g. "I can see that you are feeling angry".

Interaction – communication or direct involvement with someone or something.

Conflict resolution – a process that two or more people use to find a peaceful solution to their dispute.

Emotional literacy - how we communicate our feelings and how well we can read others' emotions. Whilst some children will naturally be comfortable doing this, others might need more encouragement and support. Without emotional literacy, children will struggle to express their feelings appropriately and might be confused or alarmed by the emotions of others.

Advocacy - getting support from another person to help you express your views and wishes, and help you stand up for your rights

Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs & Disabilities Coordinator

Trauma Informed Practitioner (TIP) – supports children to understand, respond and process the impact of traumatic experiences in their early childhood.

To be read alongside the SEND, Positive Handling, Safeguarding, Teaching and Learning and Equalities policies

Rationale

All behaviour, both positive and negative, is a form of communication. Endeavouring to understand this communication is essential if we are to meet the needs of all learners.

We believe that children should be free to play, explore and discover without fear of harm or injury, in a supportive environment where emotions and feelings are heard and accepted. We recognise that they are learning about their emotions and often require the support from an emotionally available adult to co-regulate. We believe in Children's Rights and working in partnership with parents and carers to understand and support their child's emotional needs. Adults with a sound knowledge of child development will understand children's thinking, reasoning and emotional needs. They will model and support safe emotional regulation and positive interactions. We hope this will enable children to learn how to interact safely with others and manage their emotions independently, or with little adult support. The approach supports children with their daily interactions as well as in moments of emotional crisis and recovery.

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.

Purposes

1. To ensure that all children have an equal opportunity to learn.
2. To ensure a calm working environment for everyone.
3. To ensure that all adults are using the same strategies, enabling all children to experience clear, consistent boundaries.
4. To support individual children who experience challenges with conflict to use tailored strategies.
5. To enable children to develop an understanding of their feelings and emotions, allowing children and adults to respect each other.
6. To focus on children's interests.
7. To build strong relationships and trust.
8. To support children in conflict resolution.
9. To support children in understanding how others may feel in social situations.
10. To support children in making a choice, express their perspective and find solutions.

Through our behaviour policy and other related policies, we aim to promote positive, supportive and inclusive relationships between staff, children, parents and carers, and the wider community. Redcliffe Nursery School expects every member of our community

to behave in a kind and considerate way towards others. We treat all children fairly and apply this policy consistently, whilst recognising that some children will need a more tailored approach to support their emotional needs. We seek advice for this when necessary from other professionals, in consultation with parents and carers.

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.

Promoting positive interactions

Supporting positive interactions and regulation

At this age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours, giving precise and meaningful feedback.
- Using clear and consistent boundaries across the Nursery.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps (see the section 'conflict resolution: how do we do this?')
- Sharing information with parents and carers about their children's behaviour, both in the Nursery and at home.
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that supports the safe management of conflict e.g. ensuring there are sufficient resources.
- Providing planned opportunities to discuss behaviour and feelings e.g. at group times or specific interventions.
- Mental state talk – providing children with the language to describe their emotions
- Creating a language rich environment that encourages talking about our emotions and feelings.
- Providing a safe space where emotions are heard and accepted. Children need to know that all emotions and feelings are Okay and normal. Children need support to regulate and manage these emotions.

Fundamental Values¹

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

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

These values are interwoven into our day to day routine and interactions and are promoted and explored through the curriculum, specifically through Personal Social Emotional Development.

Emotional Literacy

Emotional literacy is primarily taught through our interactions with children, supporting them to begin to understand, process and safely manage their emotions.

We help children to understand the different emotions they experience, why they occur and how to handle them. We believe that nurturing emotionally supportive relationships promotes children's wellbeing and resilience. Positive relationships support the development of empathetic responses and constructive conflict resolution processes promotes self- regulation and independence.

We support children to be assertive and advocate for themselves. We want all children to feel like they are able to stand up for themselves and represent themselves in a situation. We work alongside children to help them understand that it is important to know that they can disagree and it is okay to experience conflict, rather than running away from it.

We understand that the emotions of anger, fear, sadness, joy and disgust are innate, universal, and can prompt behaviour responses to ensure survival – fight, flight and freeze. We use an approach that uses moments of heightened emotion and behaviour to guide and teach the child about more effective responses. Through empathetic engagement and active listening, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'seen and heard'.

Equally, inappropriate behaviours are not condoned, as children need to understand what is not acceptable. All children will be supported to understand that their actions have consequences and to know the difference between right and wrong. This can be done with discussions, visuals, role play, stories or Makaton depending on what is

¹ Also known as Fundamental British Values

developmentally appropriate for each child. Through repetitive, consistent use, emotion coaching helps children to regulate their emotions, interact positively and reduce conflict.

Consent

Early childhood is a vitally important time to teach children about consent and to ensure children are able to be assertive and use their voices, especially around their bodily autonomy.

We encourage adults to think about children's consent when they are supporting behaviour and it should guide our actions. For example, if a child is hurt and needs support to co-regulate, adults should ask the child if they would like a hug, rather than assuming so.

If an adult is considering picking up a child, they should ask for consent. If this is not given, but the child needs to be picked up in an emergency (e.g. if the fire alarm is going off), the adult should say, 'I'm going to pick you up now because I need to keep you safe'. We want to support children to understand that they have autonomy over their bodies, that things shouldn't just happen to them without their understanding, and that they should be able to say or indicate 'no'. Alternative supporting strategies will then be used by adults to support the child.

We want to promote consent in interactions and conflicts that children may have amongst themselves. We will support children to understand wherever possible, to respect the personal space of others and to feel confident saying 'no', or 'stop it' or 'I don't like that'. We also want to help those children respect other children when someone says 'no' or 'stop' to them.

Supporting challenging behaviour

Conflict Resolution: How do we do this?

There will always be times when conflicts between children occur, and adults see these times as opportunities for supporting the children to find solutions to resolve them. There will also be times when children need support to interact with adults, the environment and with themselves when they are feeling dysregulated. When dealing with these situations, staff will follow the following steps which may need to be adapted depending on the circumstances:

1. 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 there is an object involved take hold of it yourself, neutralise the situation.

2. Describe what you see happening. Acknowledge the feelings and body language of all children involved – use descriptive words, (you seem angry, sad, frustrated etc). This enables them to have their feelings validated and recognised, and supports them to regulate and calm down.
3. Gather information – tell the children you want to hear from each of them. Try saying 'I wonder what happened?' 'I wonder if your body is hurting?' 'I think your arm might be hurt'. Try not to overwhelm children with too many questions as simple and direct statements can be more powerful.
4. 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". "You are angry and you want to play alone?", "Let's tell your friend how you're feeling", "It's OK to feel angry, but it's not OK to hurt someone" Check with the children that you've got it right.
5. When the child is regulated, ask for, or offer 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 would need to be expanded.
6. 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. There may need to be a restorative conversation or action, such as showing another child how gentle they can be.
7. 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 they will have acquired a life skill.
8. Communicate what has happened with parents and carers.

Supporting children to regulate their emotions

All children can feel dysregulated at times. Adults build relationships with children and support them to co-regulate, build self-regulation strategies and enable them to thrive. Adults tune in to children and consider what is required to support emotional regulation.

Adult

What does this look like in practice?

Co- regulation

Adults observe challenge, wait, model and support

1. **Connectivity** – build warm and responsive relationships
2. **Predictability** – being consistent and empathetic
3. **Enablement** – support through observing. Modelling and suggesting strategies to build emotional intelligence and practice their self-regulation skills.



Thriving

Adult is there to repeat cycle if or when a new challenge for a child arises.

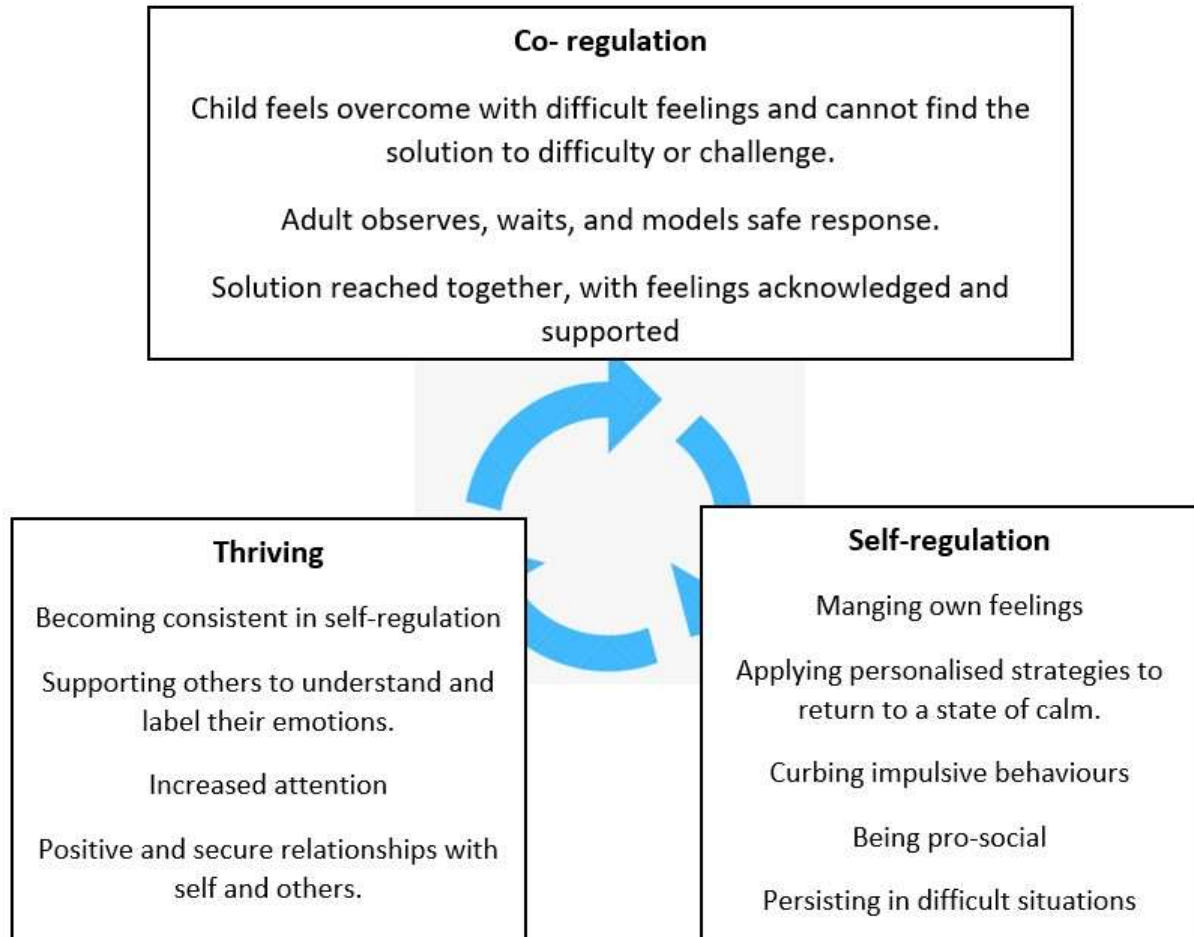
Self-regulation

Continuous observations and reflections.

Praise and emotive language
e.g. *"I am so proud of you for finding a way through that challenge"*

Child

How do they present this in play?



Bullying

It is well researched that bullying causes long term damage to both the person on the receiving end, and those who do the bullying behaviour. Therefore, it is vital that signs of bullying behaviour are challenged within the Early Years. We have the opportunity to support children from an early age in understanding their behaviour and the impact it can have.

The Anti Bullying Alliance defines bullying as; “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying can cause physical or emotional harm and can take many forms. It is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

Examples include:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – for instance, cyber-bullying via text messages or the internet

At Redcliffe Nursery School, due to the developmental level of the children, incidents are likely to be unintentional and not likely to be repeated. However, bullying behaviour can be displayed by children as young as 3 years old. Therefore, it is vital that all staff feel confident in noticing patterns in behaviour and are able to challenge if they observe bullying behaviour amongst children.

Responding to reports of bullying

Due to the age of the children in our setting, it is unlikely that children themselves will report bullying. However, children need to be encouraged to seek support from their trusted adults if they are being hurt, emotionally or physically. We want our children to feel safe and secure during their time at Nursery and to feel able to tell us if they do not.

It is likely that reports of bullying behaviour will come from parents and carers, or be flagged by staff working closely with children. In either case, the behaviour should be reported to the Headteacher. The Headteacher or senior leader will then speak to the adults working closely with the child/children to fact find what behaviours and patterns have been observed.

If it is decided that a child is showing signs of bullying behaviour, the Headteacher and key person will seek advice from the SENDCO in order to create a tailored response to the child. This will follow the same ethos of conflict resolution outlined within this policy. It may be appropriate to create a behaviour support plan (appendix 1), aimed to help the child understand the impact of their behaviour and develop empathy. In this case, we would work alongside parents and carers, offering them support and valuing their knowledge of their child.

Discriminatory behaviour

At Redcliffe Nursery School, we do not tolerate discriminatory behaviour and act to tackle discrimination. We follow our legal duties in relation to discrimination (Equalities

Act 2010) and record all incidents relating to discrimination on any grounds, reporting these, where relevant, to parents and carers and the Local Authority

Due to their age, we believe our children will not deliberately discriminate, instead it is likely to be coming from a lack of understanding and experience. We wish to help children in their understanding of differences, and that words and actions can be extremely hurtful. Any incident can be used as a teachable moment to help children to understand their role in creating a safe, equal and inclusive environment.

Types of discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic.
- Discrimination by association occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- Discrimination by perception occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- Indirect discrimination can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic.
- Harassment is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.

If an incident involves a group of children or is repeated behaviour, then this may constitute discriminatory bullying. Due to the age of our children, they may not recognise the incident has discriminatory implications. However, behaviour can be deliberate and it will be always be tackled.

Tackling discrimination

Despite our children being very young, we still have a duty to tackle early signs of discrimination; it is vital that we take any allegation seriously whilst also being sensitive to all involved.

- We expect all staff in the Nursery to be aware of and alert to any discriminatory behaviour or bullying taking place, and to know what this may look like at a young age.
- We expect any staff member who witnesses discrimination to intervene quickly and professionally to prevent further harm.
- Any allegations of discriminatory behaviour should be reported to the

Headteacher immediately. If they are not available, this allegation must be then reported to another senior leader or member of the safeguarding team.

- We will investigate promptly and write a thorough record of the incident in detail as accurately as possible. Parents/ carers will be consulted and supported during this process. Records will be kept in order to notice any patterns of behaviour.
- It is important that we support the child/children to understand why their behaviour was harmful and use resources around equality to support conversations and further learning.

We recognise that in some cases, a child acting in a discriminatory way may reflect their home experiences. It is important to work closely with families to support them in their own understanding and the impact it may have on their child.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding and Child Protection Policy in order to safeguard children and families concerned.

Sexual Harassment

It is recognised that sexual harassment and child on child sexual abuse is a key safeguarding issue amongst children and young people and we have to assume that it could be happening here. While it is unlikely, due to the age of the children, that this will be deliberate, the Early Years is a vitally important time to teach children about consent and understanding and respecting boundaries.

If a child is showing signs of sexualised behaviour, the Headteacher and key person will seek advice from the SENDCO in order to create a tailored response to the child. This will follow the same ethos of conflict resolution outlined within this policy. It may be appropriate to create a behaviour support plan (see appendix 1), aimed to help the child understand the impact of their behaviour and develop empathy. In this case, we would work alongside parents and carers, offering them support and valuing their knowledge of their child

A child displaying sexualised behaviour at a young age should be seen as a possible safeguarding concern, and the safety of all children involved will be the top priority.

Safeguarding

At Redcliffe Nursery School we believe that all behaviour can be seen as a form of communication. Therefore, there are times when children's behaviour may require a safeguarding response.

It is important to consider the whole family, and any potential vulnerabilities within it when looking at the behaviour displayed by a child. If a child is regularly needing support

to regulate and manage conflicts, or is showing persistent harmful behaviour to themselves, their peers, adults or the environment, they may have a behaviour support plan. When it is decided that a behaviour support plan is required for a child, the Designated Safeguarding Lead (DSL) will be consulted. The DSL may hold more information on the family that could shed light on the behaviour being displayed.

If a family is receiving support from Social Care, the DSL will have regular communication with the child's/children's Key Person to help them with reporting any behaviour that causes concern to their social worker and any relevant professionals. If the family are not already receiving support, the DSL may feel it is appropriate to seek additional support for them through a referral to Family Services.

SEND

If there are persistent concerns about an individual child's behaviour this would require an individualised response, in line with our SEND policy. The SENDCO team will support the child's/children's Key Person and SEND support workers to decide what needs to happen next, in the best interest of the child. We may seek advice from other professionals which may include:

- Inclusion Team Support
- Educational Psychology
- PIMHS
- Community Paediatrician

Managing our own emotional range – A professional expectation for staff, volunteers and students

As adults, we recognise that self-reflection is essential - prior, during and after supporting any child's behaviour. It supports us to identify how we are feeling, what our emotional triggers may be and how we can best support ourselves to support others. We pride ourselves in being 'Emotionally Available Adult's', meaning that we are a secure base for children where we understand that behaviour is communicating an emotion. However, we recognise that as adults we have our own emotional range to manage and that this could be impacted due to events or experiences in our lives, both personally or professionally. However, we are responsible for regulating ourselves whilst at our place of work and ensuring that we are able to focus our attention and support on the children. Mindful support will be offered from the senior leadership team and all adults will have access to wellbeing services to support with this.

We pride ourselves in creating an inclusive environment where adults feel that they can communicate with the senior leadership team, when they are experiencing something challenging in their own personal lives. This allows the adult to feel that their current emotional state has been heard, listened to and recognised. Regular supervision sessions are

a priority for all staff members to have access to where they can reflect, discuss and plan. All adults are expected to model good behaviour and effective emotional regulation strategies with not only the children, but with the other adults that they work alongside. Adults are expected to align their behaviour and responses to situations with the Code of Conduct, which states that we must *'treat other people with dignity and respect'*. Staff must have proper regard for the ethos, policies and practices of the school and this will be highlighted to every new staff member, volunteer and student during their induction process. Existing staff members will be made aware of any changes made to policies and procedures, by the Headteacher, and they will be given the opportunity to read through these documents at the beginning of the year.

We encourage the teams to reflect on the Behaviour Policy together and have holistic conversations about supporting children to process their emotions, and what effective co-regulation looks like from both the adult and child perspective. Although the foundations laid out in the Behaviour Policy will be used by all adults, we recognise that each new cohort of children will be different from the last. We aim to be reflective and responsive practitioners that tailor all emotional support to the children we have with us, to ensure their individual needs are being met by all.

Parent and Carer Involvement

Working in partnership with our parents and 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 Nursery, through informal and formal discussions with individuals and groups of parent and carers. The behaviour policy is available for parents and carers to read on our website.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents and carers.
- If needed, we will run sessions for parents/ carers to support understanding, supporting and responding to children's behaviour.
- Providing extra support for parents and carers to help understand, manage and process children's challenging behaviour e.g. through Family Support Services and outside agencies

We hope parents and 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 Nursery in implementing positive behaviour strategies.
- Be a positive role-model for their child.

As mentioned throughout the policy, some persistent behaviour requires further support. When a child's behaviour has been recognised as needing further support, there are several specialist professionals, within the setting, who could play a part in creating and reviewing behaviour strategies and support plans. These could be:

- SENDCO's
- DSL/ Safeguarding team
- Headteacher and/ or Deputy Headteacher.
- Trauma Informed Practitioner (TIP)
- Children Affected by Parental Offending (CAPO) Ambassador

These professionals will liaise with the parent/carer, Key Person and any SEND support workers about a tailored intervention for the child. This intervention will be relayed back to the parent/ carer to ensure they are included in their child's well-being journey at the nursery. Consistent communication between all involved will be the upmost priority.

It may be recommended by the SENDCO team or Trauma Informed Practitioner (TIP) that a 'Behaviour Support Plan' is created for the child (see appendix 2). This plan will include what could potentially trigger a child (situations and responses), the behaviour strategies to use with the child when they are dysregulated, approaching crisis, in crisis and in their emotional recovery. All staff members will be made aware of the child's support plan and asked to read it if they are either supporting the child or in the same room as the child. The behaviour support plan will be reviewed termly by relevant professionals. The parent and or carer will be fully involved with creating and reviewing the support plan.

Appendices

Appendix 1: ABC chart

Name:

Antecedents		Behaviours			
A = instruction given B = preferred activity brought to an end C = preferred object removed D = transition occurring E = Nappy change O = other (describe)		A = refusal B = crying/screaming C = hitting/pushing others (please state child or adult) D = throwing objects E = dropping to floor O = other (describe)			
Consequences		Did it work?			
A = distraction B = use of visuals C = tactical ignoring D = instruction continued E = access to preferred tangible F = comforted G = re-directed to another activity H = re-directed to another space/environment O = other (describe_)		Yes/No			
Date	Antecedent	Behaviour	Consequence	Did it work?	Notes (length of time, etc)

Appendix 2: Behaviour Support Plan example

Triggers	Behaviours to notice with gradual escalation ... distress behaviours
How to calm/reduce	Afterwards

Parent Signature:

Date:

Review date:

