



Nurturing Policy

At the United Reformed pre-school, we believe that children thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This is a development task that requires support, encouragement teaching and setting the correct example. The Manager has the overall responsibility for any issues concerning behaviour.

Our aims

- To provide a secure, safe, happy and effective learning environment.
- To develop the children's attitudes of having consideration and respect for others and their environment.
- To support the children to learn and consider the views, the feelings and the rights of others and the impact that their behaviour may have on people.
- To encourage children to take responsibility for their own behaviour, safety, and to begin to develop self-control.
- To foster a supportive attitude where children can understand and express their feelings and respect other's feelings too.
- To ensure an environment where all are treated fairly with kindness and respect.
- To promote a working partnership between the parent, child and the pre-school

Objectives for the children under the age of 3 years

In our Rainbow room the children are under three years old so therefore our strategies have to be different to help these very young children to regulate their own emotions, such as anger, distress and fear. All the staff will help them do this. Inconsiderate or hurtful behaviour in younger children can include tantrums, biting or fighting.

Staff are calm and patient, offering comfort to intense emotions

- They will help the children name and manage their feelings
- They will talk to them and help them resolve issues
- They will promote understanding
- They will focus on building a strong relationship with the child to help provide security for them
- They will be good role models in front of the children for example saying please and thank you

- They will praise positive behaviour as much as possible
- They will have clear, consistent boundaries in place and explain these to the child in a way they will understand

Objectives for the children in the main room and the nursery class

We aim to support children to enable them to:

- Show respect for themselves and others
- Show understanding for other people and appreciation for what others do for us, for example saying please and thank you
- Have consideration for others, feel and show remorse when they have hurt someone, whether physically or emotionally
- Make amends in a way appropriate to their age and stage of development
- Make successful relationships with their peers
- Develop a sense of fairness and an understanding of the need for rules, be able to negotiate, take turns and share
- Develop confidence and self- esteem - taking pride in their achievements and interest in their activities
- Begin to take responsibility for their learning environment by respecting equipment and their own and other's work achievements.

The adult's role in supporting this

- Praise positive behaviour as much as possible
- Encourage a sense of responsibility by asking a child to pick up something they may have dropped or to help them mend something they have broken
- Support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, help rebuild a model
- Have clear, consistent boundaries and explain these to the child in a way they will understand
- Show by our own behaviour, respect for each other, the children and their parents
- Offer a child an alternative way to channel their aggression e.g. banging a cushion or piece of clay, jumping up and down on the spot, pushing hands together etc.

What we expect of the children:

- To make the best possible use of opportunities in the pre - school and take pride in whatever they do.
- To act with consideration and respect towards others
- To listen and respond to others especially adults and follow their instructions
- To work in a harmonious and co-operative way

- To take responsibility for and think about their actions, accepting consequences and being encouraged to say sorry when necessary.

The judgement of this should be made according to the child's age and stage of development, bearing in mind that children may respond very differently. Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage parents to share this in confidence with the keyperson e.g. a parent being in hospital etc. If the behaviour is uncharacteristic our way of handling it may need to be different from when a consistent pattern of behaviour has been recognised and a strategy agreed.

- To come to staff with their needs
- To accept fair criticism and accept that sometimes people make mistakes.
- To behave in a way that is acceptable, be polite and use people's proper names
- Not to hurt others, be unkind, fight, use toy weapons, use sticks or stones as weapons or in a way which might hurt others
- To respect the property and equipment of the pre-school and the possessions of others
- To care for the nursery environment, garden and living things around.
- To care for the safety of everyone in the pre- school
- To use walking feet both in and outside the pre-school to avoid collisions.

What children can expect from us:

- To provide a safe and stimulating learning environment appropriate to their individual needs
- To be listened to and taken seriously
- To be treated in a kind, polite, fair, inclusive and reasonable manner
- To be helped to develop a positive self-image
- To be helped to develop their negotiating skills and the ability to talk through situations
- To be recognised and praised for their efforts and achievements
- Bullying in any form will not be tolerated

What parents can expect from us:

- A provision of a safe environment appropriate to their child's needs and stage of development
- The opportunity to discuss their child's progress, by arrangement with their key person
- To be notified of any concerns the pre-school may have relating to their child's education or welfare
- To be treated with consideration and in a professional manner

How parents can help to support the pre-school:

- Support the pre-school policies on behaviour

- Ensure your children are punctual and attend regularly
- Read pre-school letters and communications and talk with your child about their work and activities
- For safety reasons please take care of babies and younger children when in pre-school
- Contact staff if you have any information or concerns relating to your child

At the United Reformed preschool, we promote a consistency of approach by all adults working with the children in the pre-school.

Ways in which good behaviour is encouraged:

Example - through the adult's own behaviour and consistency of approach to peers. We set an example to the children by showing respect and kindness towards each other and to them.

Using day to day incidents - praising desirable behaviour and achievements. We recognise and reward positive behaviour and good work, play e.g. through praise. We have high expectations of every child and try to be positive and encouraging when talking with them about their work or behaviour.

Organising and differentiating - teaching and learning activities. Children with specific behavioural difficulties are given support by an adult, and through special needs provision if appropriate.

Dealing promptly and sensitively - with unacceptable behaviour, i.e. bullying. We give children clear boundaries for their behaviour with clear explanations.

Giving children strategies to help them manage their own behaviour - We encourage children to seek adult help and not retaliate if they are being teased, bullied or provoked. We encourage children to be assertive not aggressive.

Giving parents regular feedback - relating to their child's achievements and behaviour.

Unacceptable behaviour: This can take the form of:

- Physical violence – hurting others e.g. – hitting, biting, kicking, throwing things at people
- Hurting someone verbally, name-calling, racist or sexist remarks, shouting at others
- All forms of bullying
- Showing disrespect for the feelings of others e.g. not waiting a turn, spoiling the work of others, threatening or manipulation of others
- Swearing, spitting, rudeness

Managing unacceptable behaviour

There is the expectation that pre-school and home will support each other to prevent such behaviours re-occurring. In most cases the member of staff responsible at the time of an incident

will deal with it. For serious or repeated occurrences, the manager might become involved. For serious behaviour or repeated occurrences, the Manager and Church Elders have the right to exclude a child from the pre-school.

What the adults in the pre-school will do:

- Approach, quieten and calm the situation
- Intervene to stop the behaviour, especially if someone is being hurt or is in danger
- Comfort the child who is the victim- this may mean someone else does this while you deal with the other child
- Name and acknowledge children's feelings
- Gather information from the children involved
- Try to find out the reasons for the behaviour
- Help the children to choose a solution
- Explain clearly and in language appropriate to the child's level of understanding
- Label the behaviour rather than the child e.g. 'that was an unkind thing to do' instead of 'you unkind boy/girl'
- Encourage the child says 'sorry' and help the child to make amends appropriately e.g. comforting the victim, getting a tissue, clear up the mess.
- Whenever possible use positive language e.g. 'We can run in the garden,' rather than 'Stop running indoors'
- Tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to get involved in something else
- If appropriate, remove the child from the situation, reminding him/her of what is not acceptable
- Share concerns with other members of staff and parents and discuss strategies for encouraging good behaviour

Strategies to assist the adult

- Get down to the child's level
- Try to maintain eye contact to emphasise that you are serious
- Use a firm and controlled voice rather than shouting
- Don't embarrass or humiliate the child
- Call a colleague for help if you feel yourself getting upset or angry
- Deal with behaviour immediately and then drop it.

Positive approaches

Positive approaches are the most valuable way of dealing with a child:

- In all the rooms within the pre-school there should be a good positive atmosphere

- When any behaviour problems arise, parents are contacted at an early stage.
- Persistent behavioural difficulties should be discussed with the manager
- The child is spoken to, and the problem discussed with them and then immediately discussed with the parent.
- Sometimes tangible rewards, such as smiley face stickers with praise, can help in modifying a child's behaviour

If the Problem persists

- Discuss at team or staff meetings, talk to the manager
- Talk to parents to discover if this behaviour is repeated at home
- Agree a strategy to be used within the pre-school and at home and share this with all the staff involved
- Review after an agreed time and agree further strategies
- With the parent's co-operation if this is still recurring start a Nurture plan.
- Agree a review date
- Monitor behaviour and record observations
- If behaviour persists consult outside agencies in consultation with parents.
- Significantly unacceptable, dangerous and violent behaviour will trigger a referral to the Behaviour Support team and procedures to set up a 'team around the child' will be instigated. For serious behaviour or repeated occurrences, the Manager and Church Elders have the right to exclude a child from the pre-school.

Exclusion

The manager decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policies, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Racist remarks

All staff are expected to deal with these promptly. The incident should be recorded and reported to the manager. If incidents are repeated the matter should be discussed with the parents.

Health and safety

It is the adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the needs of the child, to explore and stretch their strength and abilities with the risk of them injuring themselves. This can sometimes vary according to the adult's own personal confidence and experience, so a consensus of opinion may need to be taken for certain areas. If a child is repeatedly doing something thought to be unsafe then a review of the experiences being offered may be needed. For example, there may need to be opportunities to do

that activity elsewhere, e.g. outside. Where necessary to protect the safety of the child or other children, a risk assessment will be completed and put in place.

Physical contact

Staff should be wary of physical contact with a child which could be misconstrued. Physical restraint is dealt with in the child protection policy. Where necessary to ensure the safety of the child, a risk assessment will be completed and put in place

Agencies

The pre-school has established links with support agencies, the educational psychologist, the Behaviour Support team, Health visitors and Inclusion officers.

Rough and tumble play, and fantasy aggression.

Young children often engage in play that has aggressive themes- such as superhero's 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 teasing and rough and tumble play are normal for young children and acceptable within limits. We regard this kind of play as pro-social and not as problematic or 'aggressive'
- We will develop strategies to contain play that are agreed with the children, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies –blowing up, shooting etc and that themes often refer to 'goodies and baddies and as such offer opportunities for us to explore concepts of right and wrong.

Hurtful 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, but it is not helpful to label this behaviour as 'bullying'. For children under five hurtful behaviour is momentary, spontaneous and often without thoughts of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them name and manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the

physiological processes that take place when triggers activate responses of anger or fear.

- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and feeling e.g. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry.'
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes challenging, we work with parents to identify the cause and find a solution together. The main reasons for young children to engage in excessive hurtful behaviour are that;
 - They do not feel securely attached to someone who can interpret and meet their needs- this may be in the home and it may also be in the setting.
 - Their parent, or carer in the setting, does not have the skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
 - The child has a development condition that affects how they behave.
 - Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referral to a Behaviour Support Team where necessary.

Attachment Issues

The URCS require all staff, volunteers and students to use positive strategies for:

Avoidant

- We will introduce a buddy system
- Encourage the child to help around the pre-school during the session
- Encourage to work in pairs or small groups
- Value the child's feelings
- Help the child repair/restore where possible-together

Ambivalent

- Have set routines
- Give the child responsibility for things
- Small step differentiation

Disorganised

- Offer choices
- Focus on modifying most serious behaviour
- Value the child's feelings
- Record all incidences very clearly

Indications of attachment difficulties generally

- Give praise
- Keep to a routine during each session
- Find ways to reassure – smiling, thumbs up etc
- Allow the child to have time and space to manage his/her feelings

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive Practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Areas of learning and development (PSE)

Last Reviewed: September 2020