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UNITED REFORMED CHURCH HALL - PRESCHOOL AND NURSERY CLASS

Behaviour/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, calm and effective learning environment where the children feel happy, valued, inspired, understood and needed.
- 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-regulation.
- 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 and according to their individual needs 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 must 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 listening when someone is talking to 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.
- 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 for example get a tissue, help rebuild a model
- Have clear, consistent boundaries and deal promptly and sensitively with unacceptable behaviour.
- Show by our own behaviour, respect for each other, the children and their parents.
- Offer a child an alternative way to channel their aggression for example banging a cushion or piece of clay, jumping up and down on the spot, pushing hands together etc.
- Giving children strategies to help manage their own behaviour. Encouraging them to seek help and not retaliate if they are being teased, bullied or provoked. We encourage children to be assertive not aggressive.
- 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.
- To provide a safe and stimulating learning environment appropriate to their individual needs taking into account the child's life experiences (Cultural Capital)
- 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.
- 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 for example '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 help them to develop empathy by showing that we are sorry asking if the child concerned is ok and encouraging the child to think of ways to repair the relationship. This could include rebuilding a tower that has been knocked down or apologizing.

What we expect of the children to promote positive emotional wellbeing and behaviour

- 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 to try and show empathy towards their peers.
- 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.

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- 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.

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 for example 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.

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 attends 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 .

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- 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.

Unacceptable behaviour: This can take the form of:

- Physical violence – hurting others for example 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 for example 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.

If an incident occurs the adult will:

- 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.

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- 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 for example 'that was an unkind thing to do' instead of 'you unkind boy/girl'
- Encourage the child to show empathy 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 for example 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.
- Give the child the opportunity to reflect their actions before talking with them about the incident and how they could have dealt with it more appropriately.
- Share concerns with other members of staff and parents and discuss strategies for encouraging good behaviour

Strategies to assist the adult if an incident occurs.

- 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

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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.
- Sometimes tangible rewards, such as smiley face stickers with praise, can help in modifying a child's behaviour
- Make reasonable adjustments.

If the Problem persists

- Discuss at team or staff meetings, talk to the manager in consultation with the SENDCo.
- Talk to parents to discover if this behaviour is repeated at home.
- Investigate further possible reasons for the persistent unwanted behaviour with the use of 'Roots and Fruits', ABC forms and Anxiety mapping.

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.
- Monitor behaviour and record observations.
- If the behaviour persists, consult outside agencies in consultation with parents.
- Significantly unacceptable, dangerous and violent behaviour will trigger a referral to the Early Years SEND Specialist Advice and Support (SAS) and procedures to set up a 'team around the child' will be instigated. For serious behaviour or repeated occurrences and after planned interventions, the Manager and Church Elders have the right to exclude a child from the pre-school.

Difficult and Dangerous Behaviour

Generally difficult and dangerous describes behaviour or circumstances which will predictably result in imminent injury or serious harm. This includes harm to self or others, damage to property. We must always remember that behaviour can serve a purpose and all behaviour has a function. We need to always consider what the child is trying to communicate for example the environment is too

- noisy for them.

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 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 for example outside. Where necessary to protect the safety of the child or other children, a risk assessment will be completed and put in place.

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. 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.
- 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.

Physical Intervention / safe touch

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances for example comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise. In all situations where physical contact takes place staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location. Adults will only pick up children in circumstances where deemed necessary, for example to remove a child from danger. If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Details of such an event are recorded Parents/Carers will be informed. Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand why their behaviour was inappropriate. Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice.

Agencies

The pre-school has established links with support agencies, the educational psychologist, Behaviour Outreach Family Centres, Health visitors and Inclusion officers. Please refer to the ISL SEND Specialist Advice Support Offer for Emotional Well Being and Behaviour in Early Years

Sometimes it is necessary to use the Code of Practice to support the child and family, making the appropriate referral to a Emotional Health and Well Being Team where necessary.

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.

Rough and tumble play, and fantasy aggression.

Young children often engage in play that has aggressive themes- such as superheroes 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.

Placement Breakdown

If we feel after making reasonable adjustments for the child and putting interventions in place i.e. getting support from outside agencies and working together with the parents that things are still not improving then other measures might need to be explored. It is then down to the manager in conjunction with the church Elders to decide 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 preschool community.

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 viewed: September 24