

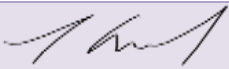
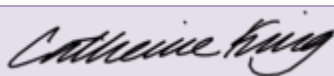


Comper Foundation Stage School

Behaviour and Relationships Policy

2022-2024

(Draft – To be ratified at FGB on 13.10.22)

| | | |
|-------------------|---|-------|
| Updated: | October 2022 | |
| Review: | October 2024 | |
| Signed CoG |  | Date: |
| Print CoG | JESPER EKELUND | Date: |
| Signed HT |  | Date: |
| Print HT | CATHERINE KING | Date: |

We believe everyone has the right to feel safe all the time.

The aim of this policy is to give principles and guidelines to enable adults to develop strong and positive relationships with children which will support them in their emotional and social development. Children's behaviour stems from their feelings, which in turn arise from their needs. Behaviour, feelings, and needs are directly related to children's age and experiences and support for behaviour must always consider children's developmental stage.

Rationale

We believe that...

- We are all learners.
- All behaviour is a form of communication - children show us how they feel through their behaviour and will be supported appropriately.
- Children have the right to be heard and respected; therefore, adults will respect and listen.
- Children have the right to talk about how they are feeling.
- Children need to feel safe and secure to learn effectively. They have the right to feel safe.
- Children need to develop positive relationships with other children and adults.
- Children need positive role models to learn from.
- It is important for children to develop the skills to self-regulate their own behaviour, rather than behaviour being enforced by others.

PURPOSES AND OBJECTIVES (What we want to achieve)

| We want children to be able to... | We want adults who are... | We want an environment that is... |
|---|--|--|
| <p>Feel safe within meaningful boundaries.</p> <p>Reflect on their actions, helping to develop the skills to self-regulate their own behaviour.</p> | <p>Good role models in their language and actions.</p> | <p>Safe, secure, welcoming, and well organised.</p> |
| <p>Be strong, resilient and to feel safe.</p> | <p>Friendly, welcoming, and respectful of others.</p> | |
| <p>Be responsible and care for and respect others and their environment.</p> | <p>Able to use a range of strategies sensitively, according to different situations.</p> <p>Clear that supporting children is about understanding and changing behaviours, not changing children.</p> <p>Supportive of each other.</p> | <p>Challenging and positive.</p> |
| <p>Show emotional literacy and be able to communicate their needs.</p> | <p>Able to listen and show interest.</p> <p>Confident in understanding children's developing social and emotional needs.</p> | <p>Is flexible enough to allow for the differing needs of individuals.</p> |
| <p>Have high self-esteem and have a sense of themselves as competent learners.</p> | <p>Support children through their learning, using different strategies depending upon the situation and child.</p> | <p>Appealing and entices children to want to learn.</p> |
| <p>Able to form positive relationships.</p> <p>Have some knowledge and understanding of their own and others' feelings.</p> | <p>Good role models in their language and actions towards others.</p> | <p>Rich and provides opportunities for collaborative play.</p> |

Rewards

We believe that it is the responses that children receive from others that are valued, and at the nursery we believe it is these responses that need to be focused upon as these are what provide motivation to repeat behaviour.

Praise needs to be specific and clear based on the behaviours that we want children to emulate and develop. Therefore, we do not advocate the use of stickers or charts as a means of reward for behaviour. In our experience, children learn and feel rewarded from positive interactions and positive relationships. Whilst material forms of reward may work for some, they cannot be sustained easily and can lack lustre for the child over time.

Managing unacceptable behaviour

We feel it is important to remember that a child who has “lost control” (disruption, throwing, swearing etc.) is demonstrating that they are not ok. They may be scared, hurt, confused, angry, anxious etc. It is important to confirm their feelings and let them know that it is your job to help. As already detailed, this is to be achieved through positive interactions between child and adult, and through sharing and implementing our code of behaviour throughout the centre-with adults and children.

Our Code of Behaviour:

- Be kind and friendly
- Be helpful and thoughtful
- Keep yourself and others safe.

This code is displayed clearly around the setting and is used by all children and adults. We believe it is important for children and adults to understand the reason behind the code, which is to ensure the individual and others around them feel safe and have a positive experience at the setting. Feeling safe includes physical safety, personal and psychological safety (including verbally).

Sharing Concerns with Parents

When there are ongoing concerns about a child’s behaviour this will have been shared at a team meeting. Part of that discussion will be how to work in partnership with the parents and share information and discuss strategies that will support the child.

If a child has been marked at the setting, this will be shared with the parent through the accident form.

If the injury was caused intentionally, the Key Person will take the other parent to one side and inform them **objectively and in confidence** about the incident. They will reassure the parent that the **incident was fully dealt with at the setting**.

There may be issues that are not common knowledge in regard to concerns (regarding child protection, domestic situations, etc.) so check with a member of SLT prior to meeting with parents.

How do we support children to feel safe?

We encourage our children to have a support network, we discuss with the children who these people might be for them;

- We will use the key person approach as part of a child's network of safe people.
- We use stories, circle times, puppet play and role play to highlight examples of safe networks.
- Our nurturing environment offers safe spaces for children to go to.
- We may also use visual prompts to reinforce positive behaviours and relationships. This will particularly be used when there are identified communication and interaction difficulties, or the child is at the very earliest stages of language development.
- Staff will use some key Makaton signs with children to support them with developing relationships and understanding their emotions e.g 'help' 'stop' 'sad' 'angry' 'happy'

Interactions with Children

We understand that our interactions with children are the most powerful way of teaching and supporting children with positive behaviour and relationships. During these interactions we:

- Listen to children when they are telling you something.
- Attempt to understand from the context what a child is telling you if you don't understand what they are saying.
- Engage with them at their level – i.e. sitting on the floor or on a low chair
- To get a child's attention we will always go to them, move to their level and speak calmly, rather than calling across the room or garden if you need to get their attention.
- Will never shout – unless there is an urgent need to do so – i.e. if a child is in danger
- Engage children's attention in a playful and positive way.
- Discussions with other adults should be related to children or activities and be brief. We will not discuss children's difficulties, family situations or have any other important conversations in front of them or any other child. These adult-to-adult information sharing discussions will be had in a private space and/or when the children are not at school.
- Resources should be collected and ready before the start of the session, so the focus is entirely on the children during school hours
- Staff should be aware of the flow of children, and if there are too many or too few in any area, they should take responsibility for supporting a neighbouring member of staff. For example, if there are only one or two children in an area invite others to join you or ask the children to invite a friend to join the activity or move the children to where the greater number are to support the other adults.

Supporting Children in Dealing with Conflict (Emotion Coaching)

Before intervening consider what you know about the children involved (the stresses in their lives, level of understanding, needs etc). If the behaviour is dangerous intervene immediately, if not decide whether to observe to see if a solution can be found.

1. Stop the play and acknowledge the child or children's feelings-e.g. 'I can see you are angry...' 'I wonder if you are feeling worried.....'
2. Depending on age and stage and what time of year refer to the zones of regulation. Can you support them to identify where they are and how they feel?
3. Refer directly to the Code of Behaviour '...but do you remember we ask you to be kind and friendly?'
4. Comfort the child who has been hurt first but also acknowledge that the child who has hurt someone might also be hurt and upset. You might say 'I understand you all upset. We can talk together to try to make it better.' Remember, you do not know what happened before, all behaviour is communication!
5. Ensure each child has a turn to speak - Do not ask, "Why did you...?" Use TED Simply ask "Tell me what happened....." 'Can you explain what happened.....' Can you describe what happened....'
6. Talk through the situation with the children (try to get them to see the other's point of view. If this is not possible then model the appropriate behaviour. "You did....., I feel....., I want.....I wonder if that made X feel..... (E.g. "You scratched me, I feel hurt, I want a turn...)
7. Re-state / frame the problem – focusing on the problem rather than the behaviour and remaining objective and non-judgemental.
8. Where possible encourage children to think how they can repair the situation/makes things better e.g. bathe a wound, fetch a tissue, mend a book, clear up some toys. Give them time for this and offer support with it. Ask both children – to the hurt child 'what would make the situation better for you?' to the child that hurt 'What could you do or say that might make X feel better?'
9. Do not get stuck in demands. **Do not demand that the child says sorry to the hurt child.** Remember even adults find it difficult to say sorry. It is a complex concept. Encourage the child to think about how they could show they are sorry through their actions e.g 'I think if we got X a tissue for her bump she would feel much better and know that we feel sorry for hurting.
10. Managing any situation will always start with the above procedures. If the behaviour becomes unmanageable or dangerous to the child or others, ask a colleague for support and implement the strategies listed here. Children should not be brought out of the class unless the child's behaviour is dangerous or inappropriate to other children within the nursery. Extra support can be obtained from the SLT if needed.

Anti-Bullying

At Comper we define bullying as having the four key aspects outlined below:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance

At Comper we believe that children have a right to play in a safe and supportive environment. We acknowledge that bullying can cause long term damage to both the person on the receiving end and the person bullying. We are committed to working hard to prevent bullying from happening and tackling it 'head on.' The behaviour and relationship policy is written to help us all to live in an anti-bullying community. We will take the following age-appropriate actions to try to ensure that bullying does not happen at Comper School.

- Children will never be told to just ignore it, or to change who they are. We will work with the child/ren that are bullying to support them to change their behaviour.
- We will create an environment where children have strong relationships with the key adults at school and feel safe and supported to speak out if they think someone isn't being nice to them.
- We will never label a child a 'bully'. This is an unhelpful label and says that bullying is something you are rather than a behaviour choice you can change. Instead, we will talk about bullying behaviour.
- We will consistently praise positive behaviour and interactions amongst children
- We will role model positive behaviour amongst staff in our interactions with each other and with parents
- We will use a variety of age-appropriate resources to support children to have positive relationships with their peers, understand their feelings. We will use storytelling, read books, role play, puppets, creative activities such as art and music and circle times
- We will always try to challenge stereotypes such as 'these are boys' toys' in a positive and friendly way

- If we do identify instances of bullying or conflict in a setting, we will first take it to a team meeting to discuss. We will then agree actions we will take to tackle it and improve the situation. For example, is there areas that are less supervised than others or are there ways to empower children to alert you to issues as they arise? Or do you challenge negative language? What resources we might need. If staff think there are issues with bullying, they will always alert their setting lead, who will bring the issue to an SLT meeting.
- At Comper we will encourage restorative approaches including supporting children to express their feelings in a safe space and to apologise to each other in meaningful ways as outlined above.
- We will use the Zones of Regulation where and when appropriate to support children to understand how they are feeling and what an appropriate response might be.
- Through our PSED curriculum, we will undertake empathy building activities which help young children learn how to express their feelings and recognise emotions in others, discussing the way that people are different, talking about kindness and helping others to feel better when they are upset.
- Through our PSED curriculum we will encourage assertiveness in children who might find it difficult to stand up for themselves. For example, you could role-play scenarios or undertake activities that show children how to express their emotions clearly and calmly. We will teach children the importance of setting boundaries with their peers and having the confidence to tell each other when they are unhappy with a certain interaction. E.g saying, 'stop I don't like it/when you do X behaviour/talk like that.'
- At Comper we highly value working with parents to ensure they understand our approach to bullying and relational conflict. We will ensure they understand how to report to school should they have concerns. It is important that children are not told to fight back as this will make matters worse
- Through our PSED curriculum we will help young children make sense of differences: present positive attitudes and messages about differences amongst us all and the benefits such attitudes bring to all people.

We will always take any incidence of repeated, targeted behaviour that is intended to hurt someone either physically or emotionally very seriously. However, we acknowledge that at Comper all the children are in the very early stages of social and emotional development and that the incidence of bullying in the Early Years is low.

Further choices to support regulating behaviour

Young children find it difficult to express themselves and will often find it difficult to share and can become very upset. Learning to share is a normal part of child development for the under 5s. This is a common catalyst for upset amongst children. We will use a range of strategies to support children to learn to share. Sometimes if a child becomes very upset, it may be appropriate to take them for some 1:1 time with a key adult to support them to calm.

The child may need their key person to:

- Distract them or by encouraging them to take part in another activity.
- Give them an opportunity to spend time in a quieter space. This helps children to regulate their behaviour by being in a calming atmosphere which doesn't offer too many stimuli.

The child needs to know:

- That it is safe to feel upset and angry and their feelings will be acknowledged
- A calm and consistent boundary so they understand that unkind behaviour towards other children in the school is not acceptable
- That the child is still wanted and valued despite having behaved negatively
- That adult help will be available to help the child avoid such behaviour in the future
- That if the unacceptable behaviour arose from strong feelings of anger or frustration, there is nothing wrong with the feelings themselves, only the way in which they were expressed.

Adults need to show united support for each other in front of children even if they later need to question what has happened. If there are serious concerns about the way a child's behaviour is managed, then a member of the Senior Leadership Team should be asked to support. It may be appropriate to go through a 'back track' exercise with a member of the SLT to understand how a situation escalated and how it could be managed better next time.

Respectful relationships and names

To support the development of respectful relationships at School, staff will use the name chosen by parents/carers for their own child. The reason for this is:

- To help children develop their identity.
- To avoid confusion for the child and family
- To show respect
- To keep children safe

Help children develop their identity.

Children who are young need to know and expect people to call them by their own name. The youngest of children are still learning to respond to their own name. This will help children to identify with their name and to give them time to develop their own character and identify which is unique to them. It is a right of a child to be known by their given name.

Nicknames are to be avoided to prevent confusion for the child and family. Some children and families would prefer to be the ones who decide if they will have a nickname as part of their identity. If a parent adds a shortened form of their child's name to the registration details or lets us know that they would like us to call their child by a shortened version of their name, then we can use that name to refer to the child.

Nicknames are to be avoided because research has shown that nicknames can come to stand for how we see ourselves. Some nicknames can reduce children's confidence and self-esteem and occasionally be devastating to their development.

Nicknames can reflect how others see the person. Nicknames can become very powerful within a small group. Some can take advantage of that position. They can separate them from the group.

Practitioners should observe group dynamics between children. If a child uses a nickname for another child, it can be because they feel inferior, lost their position or have a poor self-image and require support. Staff would need to encourage the child to relate to their peers by using their names. Positive support should be given by the key person to help the name calling child's feeling of belonging and to see them-selves positively.

To show respect

Names can be very important cultural traditions. It can be seen as a family honour to receive a name and as a result disrespectful to a family to change or shorten the name. We will only shorten a name if a parent has informed us of this. Practitioners need to ask if they are unsure of the pronunciation and spelling of a child's name. It is important to get it right.

Terms of endearment

Terms of endearment are to be avoided at school. Children are very aware if some are called by a term of endearment and if they are not. This could cause feelings of inequality amongst the children and/or be seen as favouritism by children, staff or parents. Children need to know we give them equal attention by listening to them, spending time with them in purposeful play and experiences which encourage learning and development in their chosen interests.

The Oxfordshire County Council (OCC) Local Authority Designated Officer (LADO) has stated that at no time should staff say to a child 'I love you'. Terms of endearment can be seen to single out a group of children or individuals, so therefore is discriminatory.

All staff will model using the names of children, staff and parents in a respectful way without prejudice.

