



## **Wallace Road Nursery School**

### **Relationships Policy**

#### **(Behaviour Policy and Statement)**

##### **Our aims:**

To support children to be caring towards others and living things

To encourage children to be proud of their environment and look after it

To model taking care with resources and supporting children to do the same

To support children to share with others

To work with children to build their self-esteem and recognise their own uniqueness and worth

To help children understand that at nursery, home and in the wider community their opinion counts, as does the opinion of others.

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We acknowledge that children within the nursery are at different stages of development and understanding and have different experiences of relationships and behaviour.

It is important to us that all staff support children as individuals and work with families to enable children to be resilient individuals able to build relationships and work in the environment in a positive way.

We support children by acknowledging and allowing the feeling of the child, but ensuring we set the limit of acceptable ways of displaying the feeling. We see it as our role to support our children to understand their own emotions and the emotions of others, plus find positive ways to show how they are feeling.

We believe children are able to cope better with emotion if they understand it, plus it supports self-regulation that will support them for the rest of their lives.

We know that behaviour is a form of communication

We want to make it clear we do not condone unacceptable behaviour and the safety of all children is paramount, however we understand that behaviour is a developmental stage and all children are at different stages and have different experiences.

It is important that all staff are fair and consistent with their expectations and of behaviour, and are also consistent when dealing with behaviour.

At Wallace Road Nursery School, we use a three step approach

Steps do not necessarily go in the same order each time, all children and situations are different. For example, staff might have to set the limit first and then acknowledge the feelings of the child

<p><b>Acknowledge the feeling of the child</b></p>	<ul style="list-style-type: none"> <li>Name it</li> <li>Sympathise with the child</li> </ul>	<ul style="list-style-type: none"> <li><i>You look a bit cross/sad</i></li> <li><i>I wonder what made you so cross/sad</i></li> <li><i>I wonder whether you are sad because ____ is playing with _____</i></li> <li><i>It's not nice when you can't have something, it can be difficult to share</i></li> </ul>
<p><b>Set the limit</b></p>	<ul style="list-style-type: none"> <li>Make it clear it is acceptable to feel cross/sad/angry/, however the way in which they chose to show it was not acceptable</li> </ul>	<ul style="list-style-type: none"> <li><i>I know you are sad that ____ is playing with _____, but we can't hurt our friends.</i></li> <li><i>I know you are cross about the train, but we don't throw toys, it could hurt someone</i></li> <li><i>I know you are really sad today, but we can't throw things-you might hurt somebody, or even yourself, we don't want that.</i></li> </ul>
<p><b>Problem solve</b></p>	<ul style="list-style-type: none"> <li>Consider positive ways of showing emotion</li> <li>If another child involved, how can we make them feel better?</li> <li>Find a solution to the problem</li> </ul>	<ul style="list-style-type: none"> <li><i>I wonder what you could do when you are cross next time? Go play somewhere else? Go outside and run around? Stamp your feet?</i></li> <li><i>Poor _____, she's hurting now, I wonder what we could do make them feel better? Give a hug, checks she is alright?</i></li> <li><i>If you can't have the bike now, maybe ask if you can have it next? Find another bike? Do something different whilst you wait?</i></li> </ul> <p><b><i>If child developmentally able, support them to consider solutions</i></b></p>

The level of understanding a child has is an important factor when dealing with behaviour. Communication is adjusted accordingly, such as body language, tone of voice and level of language being used.

We value the importance of supporting other children to understand the communication behind any behaviour to help them recognise why a child may have reacted in a certain way. We believe this helps children build positive relationships with others and helps them to recognise the feelings of others, plus help them to feel safe and be able to cope with unpredictable behaviours.

When children become very frustrated and clearly unable to move on from a situation, staff will move the child away in order to help them to calm down. If appropriate the child may go another area within the learning area of the nursery, a change of scene can help regulate emotions. A staff member will remain with the child until they are calm. If the child is willing the adult might share a book with them, play a game or carry out an activity to enable the child to refocus their energy elsewhere. **Moving a child to another area must not be used as punishment or as a way of an adult removing a child from their responsibility due to adult frustration.**

Physical restraint is only permissible in circumstances where staff are attempting to prevent a child from harming him/herself or others, or to prevent serious damage to property. ***Please see Physical Intervention Policy***

At Wallace Road Nursery we recognise that part of development is learning about others and relationships, and this includes conflict and problem solving to reach a resolution. As much as possible we try and allow children to resolve their own issues and intervene when it is evident that an adult is needed to diffuse a situation, or when conflict has a physical aspect.

Strategies that involve shouting, humiliating children or punishment are not used at Wallace Road Nursery School. We recognise the importance of supporting and working with our children to understand the boundaries in the nursery, at home and the wider world in order to build successful and positive relationships. It is important to us that children understand why a boundary is in place and why certain behaviours are not acceptable.

Positive behaviour is acknowledged in a meaningful non patronising way. Praise is specific to the behaviour-in the same way praise is specific to learning. Behaviour is part of their learning and should be treated the same way.

At Wallace Road Nursery School, we acknowledge that some children find attending nursery with other children a challenge. Sharing resources, being away from home, along with barriers to development in the form of language can cause children to become physical and/or display challenging behaviour. It is important to us to understand the triggers for certain behaviours to be able to successfully support that child to understand how they are feeling, help them to understand the impact their behaviour has on others, and consider alternative reactions. We also feel it is important to get to the bottom of any behaviour and recognise the child is trying to communicate something to us. To help us with our understanding and to enable us to best support them we will complete a behaviour chart that allows us to see patterns in behaviour and gain an insight into what that child is trying to communicate to us through their behaviour.

## **Partnership with Parents**

It is important we continue to communicate with parents about their child's behaviour. This may be in the form of feedback from your child's key person, or from time to time will involve the Headteacher. We recognise that it can be difficult to accept that your child is finding certain aspects of nursery difficult, however we want to assure you we want to work with you and your child to enable them to be happy and thrive in the nursery. Being happy and secure in the setting enables development in all areas.

Reviewed with whole team October 2023