



Rockwood Nursery School

Positive Relationships
and
Behaviour Policy

Purpose

Our Behaviour and Relationships Policy is a statement of good practice that contributes to the positive ethos at the school and to ensuring better outcomes for young people are achieved.

“Emotional regulation is important as it allows learning to occur and enables a greater variety of thinking strategies to be available.” (Schofield et al 2012)

At Rockwood Nursery School, we aim to create a culture that promotes excellent behaviour so that all children can learn in a calm, safe and supportive environment.

At Rockwood Nursery School,

‘We aim to make the years the children spend at Rockwood happy and fulfilling so that, by the time they move onto the next stage, they will be competent, confident learners who take pleasure and pride in their achievements.

We create environments that are happy, safe and fair for everyone where each individual is listened to, valued and is supported to develop to their full potential. We place strong emphasis on developing children’s emotional literacy preparing them to talk about and manage their feelings and behaviours in a range of contexts as they develop and manage relationships day to day with peers. We recognise all behaviour is communication and support children to understand and respond to their feelings with appropriate actions.

At Rockwood Nursery School every individual is valued for who they are, our differences are appreciated. We aim to ensure everyone feels included and understood, whatever their personality, abilities, background or culture and this gives children the cultural capital required to become citizens of the future.

Our Image of the Child is to support our children to be:

***Loved
Creative
Curious
Independent
Confident
Motivated
Resilient***

Our Aims:

- We aim to give all children the best opportunities to succeed and learn in a calm, safe environment
- We aim to support children to better understand their own feelings and learn how to manage their emotions / emotional responses.

- We aim to support children to understand the feelings of others and how their actions can impact on the feelings and emotions of others and will be guided by our restorative approaches
- We aim to support children on a journey through co-regulation with trusted adults so that they are able to learn the skills of self-regulation.
- We aim to support children to develop the skills needed to interact positively and build positive relationships with their peers.
- We aim to work in an attachment and trauma aware way to ensure that we are sensitive to children's prior experiences and vulnerabilities

We expect children in nursery to use behaviours which are acceptable for their age and stage of development and to help them to learn how to cope in situations outside the family.

Any behaviour which could be dangerous will be stopped immediately and the child's attention drawn to the danger.

School Systems & Routines

At Rockwood Nursery school we ensure we know our children well through thorough our personalised induction process, our positive relationships with families and our key person approach. We build positive relationships daily by welcoming every child into nursery and making them feel valued and acknowledged.

We have an open-door policy to ensure effective communication and build parental confidence and trust. Our daily rhythm and routines remain consistent across nursery which supports children sense of belonging and knowing. All young children need the security of a familiar environment and routine, therefore giving children warning of impending changes help them to cope with new events. Children will have access to a simple visual timetable to support their understanding of the rhythms and routines of the day.

Our children are supported to understand our list of positive behaviours in school. With our youngest children we support their developing understanding by adults modelling, reinforcing and naming these positive behaviours when they are noticed. As children progress through nursery school we expect them to develop a growing understanding of these promises so that they can articulate and follow them as part of nursery life.

At Rockwood nursery school we actively teach children about emotions and how to respond in a range of situations using resources linked to 'The colour Monster' by Anna Llenas. Children are encouraged to take turns, share toys, work together and show consideration for each other. Games and activities that support children to understand and practice turn taking and working together will be regularly planned.

The nursery curriculum will contain opportunities for play situations, stories, activities and discussions that enable children to explore emotions and feelings. As well as developing an understanding of the need for rules or to illustrate moral and ethical points. All adults in nursery are trained to support children's emotional literacy using the emotion coaching approach.

In their relationships with each other, the children and their parents, staff will lead by example in order to create a climate where people, living things, materials and the environment are treated with care and concern. Through a wide range of activities and the day to day routines of the nursery, opportunities will be provided for the encouragement of positive behaviours, for children to 'shine', help others and begin to develop personal values and self-respect.

All staff actively support and promote equality and any incidents of racist name calling will be addressed immediately in a way that is appropriate to the child's age and developmental stage. As part of the nursery curriculum staff will endeavour to help the children to become sensitive to the needs of others, express their feelings and respect different religions, beliefs and customs.

Positive Interactions and the Use of Restorative Practices

This involves working through a problem or conflict in a way that does not physically, emotionally or socially hurt anyone involved. Working in this way provides children with opportunities to feel competent in handling situations and relationships. It fosters feelings of respect for the self and other people as well as respect for new ideas.

Promoting Positive Behaviour Management

We see children as role models and good citizens and use opportunities to reinforce positive behaviour within school.

We will always label actions/feelings rather than the child.

We will take opportunities to talk to families about positive behaviour/learning together whilst supporting each other and ensuring that we talk about the processes and examples.

Intrinsic versus Extrinsic Motivation

Children enjoy and are motivated by the feeling of achieving or learning something new.

When children automatically feel good about their achievements this should be celebrated and where possible adults can reinforce this through their conversations and talk.

Adults can also support children to enjoy their individual successes and achievements by offering positive support during the process or talking about the process at the end.

Adults will always aim to praise action and process rather than linking it to a person or end product.

When giving praise it will always be **SPECIFIC**

HAVE MEANING

RELATE TO AN ACTION NOT A PERSON

At Rockwood Nursery School consistent, good behaviour is always recognised and celebrated in nursery and we share this with families verbally.

Sanctions / Consequences

When adults notice behaviours not in line with our agreed class promises children are:

- Provided with an explanation
- Given opportunity to discuss our promises and behaviours
- Supported to follow our class promises appropriately

Some actions/incidents may involve sanctions developmentally appropriate to age, e.g. with an explanation, a practitioner may / ask a child to leave an area / activity and play elsewhere.

This is **time limited, with an adult** and is not time out. In each classroom, quiet, calm spaces have been identified where children can reset and return to emotional state where they are **calm, alert and ready to learn**.

If children are continually requiring support to follow our class promises this will be discussed with families and next steps will be agreed.

Pupil Support – Targeted Support

At Rockwood Nursery School, we understand that some children may need a tailored approach to support their behavioural needs. This will take the form of an **adaptive approach** for individuals. This is **not** about lowering expectations of pupil's behaviour.

Nursery will observe children's behaviours and seek to identify potential causes and patterns of behaviours using ABCC assessments. This will inform an Individualised Behaviour Plan which will be discussed with families.

In some circumstances, this may lead to a Targeted Learning Plan being put into place (TLP), involvement of other agencies or an Early Help Assessment.

If behaviours are likely to cause damage or harm others adults will calmly and quickly move other children and items away, so the space immediately around the child is safe.

Where required, for the safety of the majority of the children the child will be moved to a safe, calm space.

Once the child is calm staff will talk to the child about the actions and consequences.

All instances of extreme/unusual behaviour must be discussed with HT so that further strategies can be agreed and recorded. The Headteacher will liaise with both sets of parents in the event of aggressive behaviours that have caused injury or distress to another child. In the absence of the HT, the teacher in charge or class teacher will talk to the parents. Each incident will be logged on the CPOMS system.

Where individual children/groups of children deliberately damage or break equipment - it will be dealt with using restorative approaches. The actions/consequences may be discussed by the class group (citizenship).

Where a Child has an Identified Special Education Need

If a child's special educational needs is linked to the displayed behaviours, additional support strategies will be agreed and these will be highlighted in their individual **Targeted Learning Plan**. All staff will be informed and use the adaptive approach for the identified child.

Anti-Bullying Policy

Rockwood Nursery School understands bullying to be a deliberate, persistent attempt to hurt or humiliate someone, and this is unacceptable within nursery.

This could be

- Physical e.g. hitting, punching, kicking, pushing, biting
- Psychological e.g. name calling, threatening, teasing, excluding
- Racial e.g. racial taunts, negative stereotyping and gestures
- Sexual e.g. inappropriate physical contact, use of sexist language, negative stereotyping
- S.E.N./Disability Name calling based on disability or SEN [special educational needs]

As a nursery school, we understand that for children under 5 years it is extremely unusual for children to deliberately and persistently hurt or humiliate other children. However, where parents have concerns about this will be taken very seriously and referred to the Headteacher. Incidents and agreed actions must be recorded on the CPOMS system.
(Please see the school's Anti- Bullying Policy)

Transitions

We understand that transitions can be an emotionally challenging time for children. Please see our transition information for further information.

Roles and Responsibilities

- **Role of School Leaders**

Our school leaders are highly visible on a daily basis. They form relationships with parents and families through daily interactions and know all children well. Our school leaders' presence around school ensures our high expectations for school culture and relationships are upheld and that all staff understand the importance of maintaining them.

As part of staff induction, new staff will undertake training around attachment, trauma, emotion coaching and restorative approaches to better enable them to fulfil their role in following the positive relationships and behaviour policy.

All staff will have opportunities to regularly reflect on previous training and identify areas for further development as part of staff supervision.

Our governing body agree our positive behaviour and relationships policy and will observe the policy in action during school visits. We have a designated school governor with responsibility for PSED and behaviour.

- **Role of Practitioners**

Our practitioners are fully trained in attachment, trauma, emotion coaching and restorative practices and implement them consistently across nursery school. Our practitioners understand and follow any targeted, adaptive approaches that have been developed for children in their care.

Adults will:

- Provide emotional warmth
- Sensitively support play, exploration and thinking
- Model positive language and talk
- Model naming emotions and dealing with situations in a positive manner

- Communicate through positive, encouraging language
- Provide challenge
- Encourage thinking and talking together
- Create positive environments where children have time and space to explore and make choices in both thinking and doing.
- Listen to children's voices (verbal and non-verbal) and respect opinion.
- Celebrate and share desirable actions.
- Always give time and attention to positive actions.

- **Role of Parents**

Our nursery school culture and behavioural expectations will be shared with all families and a copy of the policy will be discussed at Induction. The policy will be posted on the school's website

Parents will also have the opportunity to attend PSED workshops and will be encouraged to support the implementation of the school's policy and begin to implement strategies at home.

- **Role of Pupils**

Our pupils are supported to understand and uphold our class promises to ensure our nursery is a calm, safe and supportive place to be.

Linked Policies

- Key person policy
- Anti-bullying policy
- SEND policy

Policy Agreed: September 2024