



RSC Nursery

Supporting Behaviours and Feelings policy

The RSC nursery believes that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. Where personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for behaviour and feelings are acknowledged and supported.

We aim to work toward a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. In order to achieve this:

- We have a named behaviour support lead, Kate Robinson, who has overall responsibility for promoting positive behaviour strategies.
- This designated staff member will:
 - Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - Access relevant sources of expertise on promoting positive behaviour and for supporting personal, social and emotional development.
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people may vary between cultures and ensure these are respected and valued.
- We familiarise new staff, students, volunteers and parents/carers with our guidelines for supporting positive outcomes for behaviour along with our aims and beliefs which are published in our prospectus
- We work in partnership with children's parents. A child's keyperson regularly engages parents in discussions about their child's feelings and behaviour. If we feel a child needs support around feelings and behaviour, we will ensure we have gathered observations to share with parents and work with them to support the child appropriately in the setting and at home.
- Rules governing the conduct of the group and the behaviour of the children will be discussed, agreed and reviewed within the nursery and explained to all newcomers both children and adults.
- We support children to understand boundaries within the setting and all adults in the nursery will endeavour to ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regards to friendliness, care and courtesy.
- Adults in RSC Nursery will praise and endorse desirable behaviour such as kindness, compassion and willingness to share.
- The Nursery will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

- Staff appreciate that nursery aged children experiment with behaviours that are not considered acceptable in the community. Children are not labelled as 'naughty'. With support of staff and in partnership with parents', children are encouraged to think through cause and effect of their behaviour.
- We work to build respectful relationships between the nursery, our children and their families.
- We anticipate when behavioural issues may occur and all staff work together to agree strategies to support the child.
- We ensure that our routine enables children to feel safe and secure.
- We report achievements and positive behaviour to parents within earshot of the child.
- Most importantly we smile at children and make it clear that we like them and enjoy spending time with them, making time for fun and laughter.
- All adults, parents and carers are encouraged to only use positive statements when talking about children in the setting.

We aim to use positive pro-active strategies to promote positive behaviour in children, working with the Early Years Foundation Stage for personal, social and emotional developmental goals. These include:

- supporting each child in developing self-esteem, confidence and feelings of competence;
- supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- acknowledging considerate behaviour such as kindness and willingness to share;
- acknowledging children's considerate behaviour towards another who is hurt or upset;
- providing activities, games and opportunities that encourage co-operation and working together;
- ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour;
- looking at the children's needs during levels of high intake and adjusting our daily routines accordingly.
- If a child's behaviour is causing concern adults working within our setting will explore why a child's is responding in a particular way and use this information to inform the strategies to be implemented by all.

We do not:

- Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child's well-being.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults
- Shout or raise our voices in a threatening way to children.

At the RSC Nursery we take all reasonable steps to ensure that corporal punishment is not given by any person who cares for and is in regular contact with a child. If we are concerned that this is taking place, we will follow our Safeguarding Children Procedure.

Key strategies

- Where possible we use the conflict resolution – problem solving approach 6 steps
 1. Approach calmly
 2. Acknowledge feelings
 3. Gather information
 4. Restate the problem
 5. Ask for solutions
 6. Be prepared to give follow-up support
- We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else
- Quiet time (as opposed to 'time out') can be a helpful method to modify more serious or challenging behaviours within the home or setting. We will remove the child from whatever they are doing and insisting he/she stays in a safe place for a short period of time giving opportunity for the child to calm and to think and reflect on his/her behaviour. The length of quiet time should ideally match the age of the child, for example, for a three-year-old child this would be three minutes. An egg-timer can be useful in this situation.
- On the rare occasions when physical restraint of a child is deemed necessary (usually only when a child is in immediate physical danger) we will log details within an incident form for that child and inform the parent/carer at the end of the child's session and ask them to sign in agreement that they have been informed. Any such interventions will follow Guidance on the Use of Force and Physical Intervention that is produced by Warwickshire County Council and endorsed by Warwickshire Safeguarding Children Board.
<https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf>

Follow-up support in partnership with parents

We recognise that sometimes challenging behaviour can necessitate advice and additional support from specialist Early years professionals i.e. from the Speech and Language Team or Warwickshire Early Education Team. If additional support or resources for a child are identified this will be carried out in conjunction with our Special Educational Needs, Disability and Inclusion Policy.

Where it is believed a child and family would benefit from co-ordinated support from more than one agency and with parental consent the nursery will use the Early Help Assessment process to identify the required help and support.