



WETHERBY PEMBRIDGE
MINORS

Positive Behaviour and Self-Regulation Policy

Policy reviewed by: Sam Edwards

Review date: July 2024

Policy actioned from: September 2024

Next review date: June 2025

Reviewer's Signature: 

Headteacher's Signature: 

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Pembridge Minors; 'parents' refers to parents, guardians and carers.

Purpose of the policy

To outline how positive behaviour and self-regulation are promoted at Wetherby Pembridge Minors.

Policy statement

We want every member of Wetherby Pembridge Minors to feel valued and respected. Children learn positive, considerate behaviour when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations and boundaries in place.

During their time with us, we support children's personal, social and emotional development, enabling them to develop their understanding of the views, feelings, needs and rights of others.

Procedures

Our Named Person is Sam Edwards who has overall responsibility for our approach to supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person to:
 - keep up-to-date with legislation, research and thinking on promoting positive behaviour and self-regulation;
 - access relevant sources of expertise on promoting positive behaviour and self-regulation;
 - check that all staff have relevant in-service training on promoting positive behaviour and self-regulation, keeping a record of staff attendance at this training.
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- We recognise that social norms vary between cultures and require staff to be aware of and respect the cultural norms of others, provided that they align with the Fundamental British Values as defined by OFSTED.

- We require all staff and volunteers to treat children, parents and one another with friendliness, care and courtesy and to act as positive role models.
- We familiarise new staff and volunteers with this policy and its guidelines.
- We expect everyone in the nursery - children, parents, staff and volunteers - to keep to the guidelines set out in this policy and make sure that they are applied consistently.
- Parents are regularly informed about their children's behaviour by their key person. We work with parents to address any areas where their child may need support with their behaviour, using our observation records to help us to understand the cause/s and to jointly work together on an appropriate response.

Self-regulation and emotional vocabulary

Throughout their time at Wetherby Pembridge Minors, we broaden children's emotional vocabulary, supporting them to develop an understanding of a wider range of emotions over time, so that they are better able to accurately identify the emotions they are feeling as and when they arise. This happens through:

- Staff modelling (e.g. staff 'thinking aloud' in relation to emotions "oh no, the music player isn't working. This is a little bit frustrating for me. I'll try again and if it still doesn't work then I'll go and ask someone to help me")
- direct teaching, such as circle time, adult-directed activity or group time which explicitly relates to emotions
- supporting children in the moment, as and when emotions arise in them. Staff acknowledge the feeling the child seems to be going through "I can see that you're feeling quite angry now. Let's take some deep breaths together to help you to calm down. Now let's think about where we can put the rest of that anger. Maybe we could go and kick a football or jump up and down outside or sit quietly together for a story. What do you think would help?"

"Name it to tame it" - In tandem with supporting children's understanding of emotions and ability to identify them, we teach children strategies to enable them to cope with the emotions they are feeling. The aim is for children, over time, to be

able to identify the emotion they are experiencing (name it) and then draw upon strategies to help them work through it (tame it).

Promoting positive behaviour

A key tenet of our approach to behaviour is **noticing and praising the positive**. We require all staff to notice and praise positive behaviour.

Praise needs to be specific so that the child is explicitly aware of what it is that they are receiving praise for (eg. 'well done *for sharing your toys with...*'). This reinforces the specific positive behaviour.

All children should receive positive praise and reinforcement regularly.

We promote positive behaviour by:

- Noticing and acknowledging positive behaviours.
- Teaching children positive behaviours and modelling these for them throughout the nursery session each day
- Having clear and consistent boundaries for all children
- Explaining the consequences of behaviours and offering choices.
- Involving the children in problem-solving by using conflict resolution steps (Appendix 1, below)
- Sharing information with parents/carers about their children's behaviour
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour
- Recognising and acknowledging feelings to encourage empathy.
- Broadening children's emotional vocabulary and helping them to identify and name the various emotions they may be feeling at any given time, over and above 'happy' and 'sad' and encompassing increasingly specific emotions over time.
- Creating a calm environment that minimises conflict e.g. ensuring there are sufficient resources and that the environment is not over-stimulating for children
- Providing planned opportunities to explore and deepen children's understanding behaviour and feelings

Strategies for helping children to manage their behaviour

- We require all staff and volunteers to use positive strategies to help children engage in positive behaviour, helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We ensure that there are enough 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. Where needed, staff may from time to time plan to set out limited resources as a means of supporting children to grasp the appropriate strategies for sharing.
- We encourage considerate behaviour, kindness and willingness to share through deliberate modelling and specific praise.
- We support each child in developing self-esteem, confidence and feelings of competence by helping them to develop positive relationships with their teachers and their peers
- We support each child in developing a sense of belonging to the nursery, acknowledging them as an individual and ensuring that they always feel included, so that they feel valued and welcome.
- We support children to understand the outcomes of their actions and how these impact upon others around them
- We show disapproval towards a particular behaviour, not towards the child themselves and never label a child by, for example, saying that they are 'naughty'. Discussions should focus on the behaviour.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes or 'singles out' children from the group.
- We never use physical or corporal punishment and children are never threatened with these.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults as per the group's Physical Restraint in Nurseries Policy, located on the Staff SharePoint.

- Details of instances of particularly challenging behaviour/ racial/other abuse (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and a record is made of such incidents. The child's parent(s) must be informed on the same day. We immediately make clear to the child that the behaviour and attitudes are unacceptable, by means of explanation.
- We never shout or raise our voices in response to a child's behaviour, except where this would prevent another child/adult from coming to harm. *"When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos"*.

Children under three years

- We recognise that babies and very young children need support to manage their own emotions, that this is part of child development, and that they require calm adults to help them do this.
- Common behaviours at this age may include tantrums, biting and being physical. Staff must remain calm and patient, and support children to regulate emotions that they are not yet able to regulate for themselves.
- If tantrums, biting or physical behaviours are frequent, we try to find out the underlying cause and work with the parents to support the child.
- We encourage the child's key person to build a strong, secure relationship with the children in their group.

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, especially if they are experiencing strong emotions at the time. For children under five, hurtful behaviour tends to be momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt, therefore 'bullying' at this stage is highly unlikely to occur.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage the intense feelings they experience.
- In the first instance staff must show concern for the individual who has been hurt, thinking aloud so that the child who did the hurting can hear the thought process. We make the child aware of how their behaviour has made the other feel and then explain to the child that the behaviour was not acceptable, then helping the child to calm down, if needed. Once the child is calm, a conversation should be had with them, providing them with developmentally appropriate strategies to deal with the situation or emotion next time it arises. The strategies given will vary according to the situation and the child's individual abilities and needs.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' 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 are aware that skills such as sharing and turn-taking take time to develop. Children need repeated experiences with problem solving, supported by patient adults and clear boundaries. We support social skills through a wide variety of means, including modelling behaviour, role play and stories.
- 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 encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When a pattern of hurtful behaviour occurs (rather than just a 'one off' instance), we work with parents to try to identify the cause/s and support the child. Where children engage in a pattern of hurtful behaviour it may be that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home or in the nursery;

- their parent or Key Person in the nursery is not responding appropriately and therefore patterns are developing where hurtful behaviour is happening in response to anger
 - the child may not yet have developed the communication skills to enable them to express themselves in the way that they want to, and may therefore feel frustrated;
 - the child sees or experiences aggressive behaviour at home
 - the child has additional needs which impact upon their behaviour
- Where we have developed strategies in school and alongside parents but feel that the child needs further support, we will make the appropriate referrals to outside agencies (for example, educational psychologists) whilst continuing to support the child and family.

Bullying

We take bullying very seriously. Bullying involves deliberate and persistent physical or verbal abuse targeted at another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying tends to occur in children five years old and over and is as such extremely rare at nursery age. However, in the extremely unlikely event of an episode of bullying, the following approach would apply.

If a child bullies another child or children we take the following steps:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.

- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions and provide them with the relevant support that they need, never labelling them as a 'bully'
- We make sure that children who engage in bullying behaviour receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.

- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being supported appropriately and that the situation is being closely monitored to prevent any further harm from occurring to any involved party.

APPENDIX 1 – CONFLICT RESOLUTION STEPS

1. Approach calmly and with an open mind

Walk over and get down to the child's level.

2. Acknowledge feelings

Say "I can see you're feeling hurt/cross/upset/angry"

3. Gather information from both sides

Say "What's happened?"

4. Restate the problem

Say "so what's happened is..."

5. Ask for solutions and choose one together

Say "I wonder what we can do to solve the problem/help you feel better?"

6. Be prepared to give follow-up support

Observe what happens next and give further support if needed.

APPENDIX 2 – Inspired Parent Code of Conduct

Inspired Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.

- Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
- Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.