

The Slade Nursery School and Children's Centre Relationships policy

The aim of this policy is to give principles and guidelines to enable adults to develop the 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 take into account 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
- Children have the right to be heard and respected; therefore adults will respect and listen.
- Children need to feel safe and secure in order to learn effectively
- Children need to develop positive relationships with other children and adults.
- Children need positive role models to learn from.

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...
Feel safe within meaningful boundaries. Reflect on their actions.	Good role models in their language and actions.	Safe, secure, welcoming and well organised.
Be strong, resilient and to feel safe.	Friendly, welcoming and respectful of others.	
Be responsible and care for and respect others and their environment.	Able to use a range of strategies sensitively, according to different situations. Clear that supporting children is	Challenging and positive.

	about changing behaviours, not changing children. Supportive of each other.	
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Show emotional literacy and be able to communicate their needs.	Able to listen and show interest. Confident in understanding children's developing emotional needs.	Is flexible enough to allow for the differing needs of individuals.
Have high self esteem and have a sense of themselves as competent learners.	Support children through their learning, using different strategies depending upon the situation and child.	Appealing and entices children to want to learn.
Able to form positive relationships. Have some knowledge and understanding of their own and others' feelings.	Good role models in their language and actions towards others.	Rich and provides opportunities for collaborative play.

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 particular behaviour. **Praise needs to be specific and clear** based in 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 nursery 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 nursery.

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 nursery, 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 nursery**.

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

Guidance for managing relationships and behaviour within the nursery.

Interactions with Children

- 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
- Go over to the child, rather than calling across the room or garden if you need to get their attention
- No shouting – 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
- Resources should be collected before the start of the session
- 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.

Supporting Children in Dealing with Conflict

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...'
2. Refer directly to the Code of Behaviour '...but do you remember at nursery we ask you to be kind and friendly?'
3. Comfort the child who has been hurt
4. Ensure each child has a turn to speak - Do not ask "why did you...?" Simply ask "What happened? What did you do?...etc?"

5. 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....."
(E.g. "You scratched me, I feel hurt, I want a turn...")
6. Re-state / frame the problem – focusing on the problem rather than the behaviour and remaining objective and non-judgemental
7. Help children make things right e.g. bathe a wound, fetch a tissue, mend a book. Give them time for this, do not get stuck in demands i.e. that a child must say sorry before the situation is resolved. Let the "victim" dictate what they want the other child to do to make things right.

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 nursery, 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.

Further strategies

Thinking Time

If the child is angry and upset it may be that "thinking time" is necessary. This means a short spell away from other children and activities in the company of one adult who can provide space and calm – to enable the child to come to terms with the situation. The child needs to know:

- That such behaviour will always be stopped
- The reasons why it is not acceptable to behave that way
- That the child is still wanted and valued
- 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 SMT should be asked to support._

