

FOUNDATIONS FOR CHILDREN NURSERY SCHOOLS FEDERATION

Croyland Nursery School Highfield Nursery School Camrose Early Years Centre Parklands Nursery School

Behaviour and Relationships Policy

Statement of Intent

Our schools are committed through their aims and practice to provide an environment in which our whole community can work and learn together successfully. We aim to provide an environment where children can grow. We aim for all children to be stimulated and nurtured in an atmosphere where they will be able to develop their own self-discipline and self-esteem and to create an atmosphere where all children will play and learn without the fear of being hurt or hindered by anyone else.

The aims of the whole Federation are:

- To nurture the whole child and encourage a positive self image.
- To provide a safe, happy and welcoming environment in which all have opportunities to develop.
- To support families, carers and children by building positive relationships and working in partnership with others to meet everyone's needs.
- To provide a high quality provision that is inclusive and accessible so that it can be valued and enjoyed by all in our community.
- To promote confidence and well-being in children and adults.
- To understand we are individuals with individual needs.

We expect all members of the school communities to:

- Be enthusiastic and love coming to nursery and having fun
- Be sensitive to everyone's needs
- Give time to listen and respond
- Be supportive of the children and their families
- Value/respect each other's opinions
- Be friendly, open and honest
- Show care and concern
- Be flexible
- Embrace individual differences
- Be interested and motivated to learn alongside the children
- Be encouraging and offer reassurances
- Understand, appreciate and respect children's and families' individual feelings
- Nurture and foster positive relationships

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Behaviour Standards for Staff

We believe that acceptable standards of behaviour, work and respect depend on the example set by all:

- All staff and children have positive contributions to make
- Good order has to be worked for – it does not simply happen
- We should set high standards
- Rules should be applied fairly, firmly and consistently
- Everyone should be treated as a valued individual
- All staff should respect the confidentiality of everybody and any situation that may occur.

All teaching and support staff, students and voluntary helpers will be required to read and to subscribe to our aims, expectations and behaviour standards as they have an important role in promoting good behaviour and are recognised as an integral part of the school communities.

Parents, Carers and Visitors behaviour:

We believe in a good working relationship with parents, carers and visitors to work in partnership for the best interests of the children.

Parents, carers and visitors will:

- Respect the caring ethos and values of our school.
- Work together with staff for the benefit of the children.
- Set a good example in their own speech and behaviour towards all members of the school community.
- Approach our school in a calm and respectful manner to resolve any issues of concern or to discuss and clarify specific events in order to bring about a positive solution;
- Support and reinforce the school's policy on Behaviour.
- When moving around the Centre ensure your children are supervised at all times.
- Respect the learning environment appropriately (both in school and off site).
- Park with consideration and respect for others when delivering and collecting children from school.
- Use Social Media responsibly.
- Not use mobile phones whilst on school site.

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Parents, carers and visitors that use the Schools will be asked to sign the code of conduct to agree to abiding by this policy in our schools so we can create a positive and uplifting environment for not only the children but also all who work and visit. Parents and visitors will be asked to read and sign during a child's home visitor prior to them starting at the School. (Appendix one- parents, carers and visitors code of conduct) Parents, carers and visitors that are unable to follow the key principles of our positive relationships and behaviour will be referred to the separate policy and procedures outlined in our parents and carers code of conduct policy.

Healthy Relationships and the Curriculum

In order for children to feel safe and secure, we believe that children need to have a clear understanding of behaviours that are appropriate and acceptable to the situation. This can be learnt through our curriculum and planned learning.

Children will be encouraged to:

- Take responsibility for their behaviour.
- To develop a sense of self discipline.
- Consider the needs and feelings of others both in words and in actions.
- Learning about others and relationships- this includes conflict and problem solving to reach a resolution.

The curriculum planning reflects the knowledge, skills and attitudes we aim to reach for children's personal, social and emotional development. The curriculum planning will reflect the aim to ensure children develop healthy relationships with their peers as well as how to keep themselves safe. Key topics are planned throughout the year to support children's understanding and views of their self-identity, self-esteem, rights and relationships, along with planned interventions for groups of children identified as requiring additional support.

Staff across the Federation have up to date training on the best practice for supporting children's relationships and behaviours. The Federation also has embedded practice to ensure every child's voice is understood and respected.

Discrimination, Violence and Aggression towards Staff or Community Members

In order for all adults to feel safe and secure, we actively challenge discrimination, inappropriate use of language or behaviour and we have clear expectations of adult behaviour as outlined above. We also have awareness around sexual bullying, sexual exploitation, and domestic violence as an equality issue affecting both genders. Any incidents should be reported following the complaints procedures which can be obtained from reception or the school office.

Behaviour Strategies to support children's learning:

- All staff members will be positive role models for children.

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- Staff members will not shout or raise their voices in a threatening way.
- Physical punishment is never used nor threatened.
- Children will never be sent out of a room by themselves.
- Staff will not use techniques such as the “naughty chair” or the “naughty corner” to single out children.
- Children will never be labelled as “naughty”.
- The staff will praise and endorse positive and desirable behaviour such as kindness and willingness to share.
- If a child shows undesirable behaviour, staff will give attention to the injured party first, giving comfort and attention as required. After this, staff will talk to the child who has displayed unwanted behaviour, labelling the unwanted behaviour and explaining the reasons why we don’t expect that behaviour. For example an adult might say “ I don’t like it when you hurt X. Can you see that X is hurt, sad, frightened. We don’t want our friends to feel like this”
- Staff will work with children on their feelings, to recognise, understand and label them. Staff will work towards encouraging positive behaviours and label them for children. For example an adult might say “ Good sharing X! Well done!”
- Staff will be made aware that some behaviour may arise from children’s special needs.
- Staff will make themselves aware of and respect a range of cultural expectations regarding interactions between people.
- All behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children.

In cases of serious unacceptable behaviour, serious racial or other abuse, the issue will be dealt with in the appropriate way, but with no blame apportioned to individual children.

Serious unacceptable behaviour/harmful towards others

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 their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

In cases of serious unacceptable behaviour, serious racial or other abuse, the issue will be dealt with in a way that is appropriate to the child’s age, stage of development and context of situation, but with no blame apportioned to individual children. We may refer to the Schools Physical Contact Policy in cases where a child is displaying harm towards themselves or others, along with following our Team Teach procedures. In cases where there are concerns regarding a child’s behaviour,

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observations would be analysed and meetings held with parents to agree appropriate interventions risk assessments and support.

If one child causes harm to another, this should not necessarily be dealt with as abuse but reviewed with parents and practitioners and monitored with vigilance.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator. A thorough investigation by the Executive Headteacher will follow any such incident.

Specific procedures for biting

Biting is part of a normal developmental stage for young children who are teething and are still developing their language skills. However, repeated biting requires positive intervention on the part of both the staff and the parents and we will be monitored on an individual basis.

The staff will maintain a close and constant supervision of the children at all times but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening. Our biting policy addresses the actions the staff will take if a biting incident occurs.

When a biting incident happens it is very scary, frustrating and stressful for children, parents and staff. It is also not something to blame on children, parents or staff, and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to stop because it does achieve results: the desired toy, excitement, attention.

Our policy for handling a biting incident is as follows:

- The biter is immediately stopped with a firm “No....our teeth are not for biting/kind teeth”
- The bitten child will be comforted immediately and the bitten area washed. Appropriate first aid action will be taken where deemed necessary.
- The bitten area should continue to be observed by parents and staff for signs of infection.
- The biter will be spoken to in a manner which he or she can understand and will be redirected to other play.

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- A report of the incident will be made in our accident book and the parents of both children will be notified of the incident.
- Confidentiality of all children involved will be maintained.
- We look at the context of each biting incident to see if a pattern can be identified, in an effort to prevent further biting behaviour.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.
- If a child bites more than once, a member of staff will shadow them for as long as is felt appropriate both to protect potential victims and to try to understand why the biting is happening.
- In some cases a protocol; will be put in place to support the biter and to keep children and staff safe.

**Unwanted behaviour harmful
to others, causing injury e.g.
biting and scratching**

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First incident-record (unwanted behaviour form*) and inform parents of both children, line manager and a senior manager. Staff to monitor and shadow child for as long as is felt necessary both to protect potential victims and to try to understand why the biting has occurred.

Second incident-record (unwanted behaviour form*) and inform parents of both children, line manager and senior manager. Inform the parents of the child who is biting that observations will be completed and discussed in team meetings e.g. triggers and support. Inform SENDco.

Observations to be completed by the SENDco and key workers to understand the cause of the biting-discuss with parents.

Cause may be obvious and strategies to resolve; monitor, record and communicate with parents.

Observations may indicate a protocol and risk assessment to be written to reduce risks to other children. Share with parents.

Constant monitoring of the child. If biting persists, a one to one approach may be required. Discuss with SENDco and parents. Referrals to the Specialist Support Services may need to be completed.

Potential triggers for biting/harmful

- Exploration – babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.
- Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- Cause and effect – at around one year old, children become interested in what happens when they do something. For example, they may bang a spoon on a table and discover it makes a noise. This behaviour may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
- Attention – when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.

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- Independence – toddlers are trying very hard to be independent using phrases such as “me do it” and “mine”. If a child wants a toy, or wants another child to do something this could lead to a biting incident.
- Frustration – children can be frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
- Environment – an environment that does not provide challenge, or allows children to become uninterested can lead to displays of negative behaviour such as biting.
- Not having their needs met – children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions.

Other things to consider

- Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during particular times of the day, or by simply reducing the number of large group activities provided.
- Staff should make sure a child who is biting received significant encouragement when displaying positive behaviour, and avoid excessive attention following an incident.
- Staff should evaluate the routine and judge whether it is meeting the needs of the child. A good quality routine should provide experiences and activities both indoors and outdoors that have no waiting times. Whilst group activities should be for the benefit of the children and not as a holding exercise.
- Staff should plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough, shaving foam, cornflour etc.
- Staff should provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand and using sensory equipment.

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This Policy was reviewed and updated January 2022
Lyndsey Barnett

Appendix one:

FOUNDATIONS FOR CHILDREN NURSERY SCHOOLS FEDERATION Parent's, Carer's and Visitors Code of Conduct

(NAME OF SCHOOL) is a caring and supportive school which aims to create a safe, happy and secure learning environment.

We are very fortunate to have very supportive, helpful and friendly parents who recognise that educating children is a process that involves partnership between home and school. Our parents understand the importance of a good working relationship to ensure our children achieve their best. For this reason, we welcome and encourage parents/carers and visitors to participate fully in the life of our school. We have a 'Parent, Carer and Visitor Code of Conduct'. Parents are asked to sign a copy and return to Reception.

The purpose of this Conduct is to provide a reminder to all parents and visitors to our school about expected conduct so that we can work together to ensure a safe and positive school environment for our children. Below is a summary of the key points:

Parents, Carers and Visitors will:

- Respect the caring ethos and values of our school.
- Work together with staff for the benefit of the children.
- Set a good example in their own speech and behaviour towards all members of the school community.
- Approach our school in a calm and respectful manner to resolve any issues of concern or to discuss and clarify specific events in order to bring about a positive solution;
- Support and reinforce the school's policy on Behaviour.
- When moving around the Centre ensure your children are supervised at all times.
- Respect the learning environment appropriately (both in school and off site).
- Park with consideration and respect for others when delivering and collecting children from school.
- Use Social Media responsibly.
- Not use mobile phones whilst on school site.

School will not tolerate Parents, Carers and Visitors:

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- Acting aggressively, using inappropriate language, displaying temper or acting in a threatening manner towards, staff, children or parents on the school premises.
- Threatening harm or physical aggression towards child, member of staff or parent.
- Damaging or destroying school property.
- Smoking and consuming alcohol or other drugs on our school site or accessing the school site whilst intoxicated.
- Dogs being brought onto our school premises (other than guide dogs or other support dogs).
- Social media, phones and emails being used to fuel complaints or concerns against our school, children, staff or parents or being used for libelous or defamatory posts or cyber bullying.

School will take appropriate action in these circumstances.

Thank you for abiding by this policy in our school. Together we can create a positive and uplifting environment for not only the children but also all who work and visit our school.

If you ask any friends or relatives to bring or collect your child from school, please ensure they are also aware of this policy.

Name of child:	Date:
Name of parent:	Parent signature: