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Behaviour, relationships and Emotional health policy

This policy, based on theoretical research and perspectives, shall function as a guide to practice.

It will clearly set out how all children will be kept safe, cared for, belong, included and supported to learn. It will outline our high expectations for behaviour and our clear pathways for resolving difficulties.

This policy is linked to and supported by our Supporting children's wellbeing, social and emotional development at Grandpont Nursery school and Childcare guidance document.

**“Underpinning children’s personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.”
(EYFS Statutory Framework 2021)**

Rationale

At Grandpont Nursery and Childcare, we believe children flourish best when they are mentally healthy.

We all have mental health, just as we have physical health. In the same way that we can be more or less physically healthy from time to time, we can also be more or less mentally healthy from time to time too.

The term ‘mental health’ for babies and young children describes their wellbeing in terms of their personal, social and emotional development.

We recognise that each baby or child will have had different experiences with their mental health when they arrive at our door. Many factors can influence their personal, social and emotional development and wellbeing. This includes things like the quality of their relationship with their parents and carers, nutrition and early experiences, including experiences whilst in the womb.

Aims of the policy

We recognise that behaviour is a form of communication. In the Early Years Foundation Stage, children are learning about boundaries and what is acceptable in terms of behaviour.

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We teach tolerance and patience to help our children develop into kind and well-behaved members of society.

We are all learners and we understand that:

- All behaviour is a form of communication - children show us how they feel through their behaviour and will be supported appropriately
 - Children have the right to be heard and respected; therefore, adults will respect and listen.
 - Children have the right to talk/ communicate and express how they are feeling
 - Children need to feel safe and secure in order to learn effectively. They have the right to feel safe.
 - Children need to develop positive relationships with other children and adults.
 - Children need positive role models to learn from and co regulate with, to promote positive behaviour
- To provide a respectful, nurturing, equitable, consistent and safe environment for all
 - To provide an environment where effective teaching and learning can take place
 - To help children develop their self-esteem, sense of self and sense of belonging, to achieve their potential reflecting a child's stage of development and emotional needs.
 - A clear understanding by all of what is acceptable behaviour and how it is maintained
 - Staff modelling positive behaviour and language through empathy and kindness.
 - A consistent whole setting approach to reinforce and maintain high standards of behaviour
 - Close, respectful and strong parent partnership with families.
 - The Grandpont Nursery school curriculum for personal, social and emotional development outlines how children are supported to develop their sense of self, belonging and awareness within a nurturing environment that reflects the values of our community.

Responsibilities

The Governing Body has overall responsibility for the implementation of the Early Years Behaviour Policy of Grandpont Nursery School and Childcare. The Governing Body has overall responsibility for ensuring that the Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation. The Governing Body has responsibility for handling complaints regarding this policy as outlined in Grandpont Nursery and Childcare complaints

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policy. The Headteacher and Nursery manager will be responsible for the day-to-day implementation and management of the Behaviour. All staff and volunteers will be responsible for following the Behaviour Policy.

Implementation of the policy

We understand children's behaviour is a form of communication and take into account individual needs and the possible impact of trauma and circumstances when managing behaviour.

We want children to be able to...

- Be strong, resilient and to feel safe.
- Develop a positive sense of themselves and to have confidence in their abilities
- Be responsible and care for and respect others and their environment.
- Show emotional literacy and be able to communicate their needs.
- Have high self-esteem and have a sense of themselves as competent learners.
- Able to form positive relationships.
- Have some knowledge and understanding of their own and others' feelings. Move around the setting safely and appropriately
- **We want adults who are...**
- Good role models in their language and actions.
- Self-aware and empathetic to respond to children in a calm reflective way.
- Friendly, welcoming and respectful of others.
- Model positive relationships that reflect the nursery values.
- Embedding the core values of the learning community.
- Able to use a range of strategies sensitively, according to different situations.
- Clear that supporting children is about changing behaviours, not changing children.
- Supportive of each other.
- Able to listen and show interest.
- Support children to co regulate their emotions by 'tuning in' and being responsive to the child's needs.
- Confident in understanding children's developing emotional needs.
- Support children through their learning, using different strategies depending upon the situation and child.

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- Good role models in their language and actions towards others
- **We want an environment that is...**
- Safe, secure, welcoming and well organised.
- Predictable, nurturing and developmentally appropriate.
- Challenging, nurturing and positive.
- Rich and provides opportunities for collaborative play.
- Appealing, inspiring and entices children to want to learn.

Transition.

A child's individual personal characteristics, their family background and experiences will have an influence on how well they adjust to the challenges of the new situation of beginning nursery or moving into a new room.

We will not expect babies and young children to immediately settle into unfamiliar routines or playroom layouts without careful preparation. Such preparation will include well considered settling in arrangements being discussed and agreed with parents. This will play an essential part of a child's transition and support their wellbeing.

Through the transition process we will find ways to support each child's social, emotional and mental wellbeing by engaging meaningfully with parents as equal partners. During settling visits we will plan for playful learning experiences which are child-led, responsive, flexible, and continuous, including the voice of the child and family.

The focus of our collaborative work at this time, builds on what the child already knows and can do, avoiding completely the 'fresh start approach'. Adopting developmentally appropriate experiences will support children's social, emotional and cognitive development during these times of change.

We support children's social, emotional and mental wellbeing by engaging meaningfully with parents as equal partners in the transition process.

The Key Person Approach.

At Grandpont Nursery School we adopt a keyperson approach that develops secure, respectful and trusting relationships with children and their families.

Before children start attending the nursery, a gentle and sensitive transition process takes place, where the partnership with parents/carers begins through conversations and a 'Home Hello.' Sharing information about their child, ensures that the keyperson develops an understanding of the children's interests, likes, dislikes, development and wellbeing.

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Planning for a smooth and successful transition into nursery helps children to begin to develop a positive and nurturing relationship with a familiar adult, who is 'tuned into' their feelings, emotions and how they learn best.

The child's keyperson will continue to foster a nurturing and respectful relationship through sensitive and effective interactions, observing wellbeing and involvement throughout the child's session. Reflective practice and discussions between the staff team, will highlight any concerns or difficulties within all areas of development, with a focus on personal, social and emotional development. Key people know their children well, noticing and responding to any changes to behaviour.

Supporting Children in situations where they are experiencing feelings of overwhelm or dysregulation.

- Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance. The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation.
- We feel it is important to remember that a child who is feeling dysregulated and showing behaviours such as distress, freeze, flight or fight 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.
- The Grandpont Personal, Social and Emotional Curriculum Document outlines how we as partners in learning can support a child's emotional health from their earliest days. The document is written from the voice of the child, and discusses what each child needs from their interactions, experiences and spaces, which is developmentally appropriate.
- Adults use the Leuven Scales to observe a child's Well Being and Involvement during a session and look for patterns in behaviours. Following this, interventions will be planned responsively with the needs of the child at the centre.
- Interventions and strategies are consistently implemented to help children to begin to acknowledge how they may be feeling and start to recognise what this feels like.

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Adults use Emotion Coaching approaches to support children to express their feelings and emotions in a safe and calm way.

- Adults 'tune in' to how a child may be feeling, by observing and noticing all attempts at communication.
- Adults will remain calm and responsive, listening to children with their eyes and ears. This will ensure all children are understood and valued, with their voice heard.
- Quieter spaces are made available for children who may benefit from a less busy environment for a small part of their session. This is called the 'Nurture Nest.' It is a relaxing space with a sensory element, growing garden and Mindfulness experiences.
- If a child continues to show feelings of distress or dysregulation through their behaviour. The keyperson will communicate and work in partnership with parents to support the child together. The SENCo will be included in discussions and future planning.
- Strategies, such as visuals, Social Stories and ABC documents may be implemented to understand possible triggers and pre emptying situations, before they arise.
- Adults will be trained in de-escalation techniques, to sensitively and responsively support children when feeling dysregulated.

Acceptable physical contact

Physical contact needs to come from the child e.g. if a child wants/needs to sit on an adult's lap for comfort/security. If a child instigates or needs a hug, staff may hug children until the child is comfortable. If a child kisses an adult, we would remind them "kisses are for home not nursery" and offer to blow a kiss. Staff will not kiss or blow raspberries on children. Staff may use appropriate pressure, massage and sensory integration therapy as long as the child is comfortable with this.

Play fighting, superhero play and weapon play can be a natural part of children's development. This play should not include any physical contact and should only involve children who wish to be actively engaged within it.

Extreme or serious behaviour incidents

If there is a case of serious or extreme behaviour, staff may need to give a verbal instruction whilst approaching the situation. If necessary, staff will intervene using as little physical contact as possible. Staff will not restrain children unless there is an immediate risk of injury to the child or others. If restraint is used it must be recorded on CPOMS and reported to the Headteacher or Nursery Manager.

In the case of persistent concerning behaviour, the key person would follow the graduated approach which may result in a therapeutic behaviour plan to be put in place. The plan would be agreed by the SENDco, key person and the child's parents/carers. If it is necessary to reduce a child's time in nursery, we will report this to Governors and the Local Authority. A therapeutic behaviour plan will be shared with parents/carers giving clear aims and

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strategies to be used. The plan will be regularly reviewed with parents/carers and the SENDco during pre-arranged meetings. The plan will also be shared with relevant staff to ensure a consistent approach across the setting.

If children fail to make progress with their behaviour plan and their behaviour is challenging, dangerous or having a detrimental impact on other children or staff it may be deemed necessary to make a decision to whether we can meet the child's needs. This may result in a reduced timetable or in extreme cases the place withdrawn. This decision would be reported to the Local Authority and the Government.

This policy will be reviewed every three years or earlier if needed.

Links to other policies

Safeguarding, Staff Code of Conduct.