

The TLC Nursery Federation



Behaviour Regulation Policy

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This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.	

Slough Centre Nursery School & Chalvey Nursery School

Behaviour Regulation Policy

Introduction

This behaviour regulation policy has been created with advice, training and guidance from our Educational Psychologist to ensure it is 'trauma informed', 'attachment aware' and founded on effective practice for meeting the needs of all children. It is also based on guidance from Slough Borough Council and has had input from members of the school staff at all levels and the governing body.

Policy Links

This behaviour regulation policy links to the following other policies we hold in school:

- Anti-bullying policy
- Equality statement and objectives
- Health and safety policy
- Safeguarding policy
- Restraint policy
- E-Safety policy
- Superhero and weapons play policy

Purpose and Scope of the Policy

The nursery schools are committed to the social and emotional well-being of its staff, pupils, parents and carers. The purpose of this policy is to outline our approach to supporting children regulate their behaviour in the nursery and beyond.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our behaviour regulation policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos. We also recognise the difficulties adults face if they are working with children with complex social, emotional and mental health needs and behaviours that challenge. We therefore aim to implement a whole school approach founded on evidence based principles shown to work in helping children regulate their behaviour.

Our aims are to:

- ✓ Ensure members of staff feel supported and equipped in helping children to regulate.
- ✓ For all staff to have consistent expectations and approaches to children's behaviour.
- ✓ Strengthen relationships between staff, children, parents and carers and members of the wider school community.
- ✓ Ensure children feel safe, secure and ready to learn.

- ✓ To promote positive behaviour, support the development of emotional-regulation and positive well-being and mental health.
- ✓ For parents to know there is a well evidenced, consistent and equitable approach.

Ethos and Approach

We are a trauma informed practice school. We recognise the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity.

(Traditional vs modern view visual)

We aim to embed a holistic approach to behaviour regulation. We strive to be a trauma informed practice school adopting strategies underpinned by the following evidence based principles.

Trauma Informed Practice

This is an approach to working with children that takes into consideration any experiences of adversity. It focuses on establishing a sense of safety and security that may be missing for some children. Trauma informed practice is an effective way of supporting all children, including those with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills.

Key principles

1. Behaviour as a special educational need
2. Behaviour as a form of communication
3. A curious, empathetic, non-judgemental approach
4. Relationships first
5. Structure, boundaries and realistic expectations
6. Restoration and natural consequences

Statement of Aims

The staff at the nursery schools encourage children to have consideration for others, respect for themselves, other children, staff & equipment. We aim to encourage good behaviour & accept children as individuals. When inappropriate behaviour improves we aim to reinforce this with support & praise. It is the **act** that is wrong, not the child.

We believe that **acceptable behaviour will include the following:**

- Moving with care through the nursery.
- Walking in with parent/carer, settling at home base.

- Caring for equipment & animals.
- Learning to follow 'rules' & routines & having clearly defined boundaries.
- Listening to each other & addressing them politely.
- Participating positively & appropriately at their chosen activity, with regard to others there.
- Learning to share & take turns.

We believe that as staff we would be encouraging this behaviour by:

- Example
- Letting the child know that they are behaving well.
- Talking to parents about the positive actions of the child in front of the child.
- Talking to the group & other staff about the positive actions of the child.
- Giving a child special jobs to do.
- Recording improving behaviour.
- Empowerment - knowing you have the right to say 'no' & expressing that right.
- Acting out/working through examples through puppets & circle time.

Staff should act as role models of behaviour for children & should encourage visiting adults such as students to be the same. Examples of good relationships & manners in the way we address each other & adults, carers & visitors in front of them should be constantly evident.

We take a holistic view of each child, taking into account their learning, social, emotional and mental health needs. We recognise that each child is unique and has different experiences that they bring to nursery and that all children develop at their own pace and in their own individual ways. We are aware that many different factors can influence how a child behaves at particular times (a new baby, changes at home, illness etc) and that all behaviour is a form of communication. Some behavioural incidents are caused by a child's frustrated attempts to express emotional needs, such as feeling loved and cared for, being included, feeling important and valued, having friends, feeling safe and secure. At other times, children simply don't have the skills and experience yet to cope in different situations or manage everyday interactions in a positive manner. We are an inclusive school and must have realistic expectations for all children and understand that children need to be taught how to behave in different situations and manage their emotions to develop self-regulation and be successful in their interactions with others and their environment. Our aim is to help children to learn the skills they need to manage a range of everyday situations, through careful guidance and modelling. We recognise that it takes much practice to fully embed this learning and be able to apply it successfully in a range of everyday situations and sometimes mistakes will be made while children are learning; this is perfectly normal and to be expected (see **Appendix A** for further details of how staff typically support children in a range of daily conflict situations and address everyday behaviours for this age group).

We believe that some behaviour is **unacceptable** at school & this includes:

- Action or behaviour which can be a danger to themselves or others.

- Anti-social behaviour with peers or staff, e.g. not sharing/co-operating, fighting/trying to dominate peers, not listening when spoken to, rude vocabulary or gestures used to peers or staff.
- Inappropriate behaviour, e.g. disrupting activities, deliberately damaging equipment, distracting others that are settled either at group, activity or lunch, incorrect use or treatment of equipment.

Attention seeking & provocative behaviour that could involve any of the above. In these cases this should be dealt with on an individual basis.

We believe we should deal with such behaviour by:

- Talking quietly to a child (unless they are in imminent danger). Voices may be raised or firm, showing surprise or disappointment, but shouting should be avoided.
- Speaking to an individual on a one-to-one basis & in private, quietly, rather than across a room.
- Explaining the potential consequences of dangerous behaviour. Using the child's perception of good & bad, right & wrong as a starting point - they may not realize or understand potential dangers or the inappropriate nature of behaviour or language.
- Encouraging the child to reflect on their action. They should spend a short time thinking about what they have done. Remove the persistent offender from his/her audience.
- Encouraging the child to apologise to either peer or staff that they have hurt or upset.
- Ignoring attention seeking behaviour but re-directing the child & giving attention for positive reasons.
- Considering appropriate 'action' with the child e.g. withdrawal of 'privilege' or temporary exclusion from an activity.
- As members of staff we should ensure that incidents are dealt with by one person & others not join in along the way, unless help is requested as in the TEAMTEACH approach.
- Allow children to sort out their own disagreements if possible, supporting them if necessary.
- Not embarrassing the child in front of his/her peers. This leads to resentment & lack of willing co-operation & respect.
- Avoid labelling children. Children may have problems (which can cause us problems in terms of successfully managing them or situations) but they should not be labelled as problem children.
- Avoiding talking about them negatively to others, in front of them.
- Avoiding nagging & sarcasm.
- Focusing on the positive to prevent confrontation, which you can rarely win. Using positive redirection & change of focus to distract the child.
- When a child has been told that a member of staff is displeased with them, the relationship with the child should return to normal before the end of the session & not carry forward to the next day.

- Explaining clearly that certain behaviour is totally unacceptable. At the end of the day there are no 'whys', 'ifs' or 'buts' - we just don't do this in nursery. If there is any doubt, we will speak to parents to reinforce this.

Rewards

- We aim to ensure that good behaviour at the nursery schools is rewarded by praise & encouragement. This includes children whose behaviour is usually good.
- We aim to always acknowledge good behaviour.
- We aim to celebrate helpfulness, kindness & consideration for others. We will strive to treat children in a positive & consistent manner in an environment where they can learn & achieve.
- Children may be rewarded with a sticker if they have worked hard on a particular task with an adult.
- Children may be encouraged to tell their parent/carer about their good behaviour or overhear a member of staff reporting back to them.
- Children who are experiencing particular difficulties may have a star chart on which their good behaviour is recorded for all to see.

Babies & children under 2

The above policy applies to & meets the requirements of babies & children under the age of 2.

Reference to OfSTED Standard 11

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare & development.

Appendix A

How staff address 'typical' and 'everyday' behaviours with children at nursery

Tantrums

- ✓ Children who are having a tantrum are angry, confused and frustrated. Whilst the child should be left to calm down, an adult should stay near throughout.
- ✓ The adult should reassure other children within hearing of the distraught child that you understand the anger being expressed by this child and that the child will calm down when ready, then the child will be comforted.
- ✓ The child should be given responsibility for saying when he or she is feeling better and comfort and reassurance given.
- ✓ Sometimes it may be necessary to remove the angry child to a quieter place to help the child calm down and avoid distressing other children.

Sharing and Turn Taking

- ✓ Staff will think developmentally - if a child is at an early stage of development, then sharing resources will be very challenging.
- ✓ Make sure we have enough resources for everyone.
- ✓ Setting up experiences for 2-3 children, to avoid large groups crowding round.
- ✓ Modelling language/approaches like "me next", "can I have a turn", "wait a minute", "you can have it next, when I've finished"
- ✓ Model sharing and learning like "I'll do one, you do the next."
- ✓ Support and promote open-ended experiences that promote collaboration, e.g. block play.

Interrupting Behaviour

Learning to wait for a turn in conversation is an important skill and some children need more support with this than others. Staff will consider children individually when determining how long that should have to wait for a turn.

- ✓ If children are confident communicating the staff member will say something like "I'd love to hear about... when I'm finished..."
- ✓ If a child needs simplified language in order to understand the staff member could simply say "waiting" (supplemented by the Makaton sign).
- ✓ If stopping to say either of these things would adversely affect the child who the adult is already interacting with, the adult will continue listening, but acknowledge that have noticed the child waiting; they will get eye contact and signal non-verbally that they should wait (perhaps by holding up a hand to indicate stop).
- ✓ Children finding it challenging to wait for a turn in conversation will be discussed in planning /reflection time so that consistent strategies can be put in place to support the child waiting for a turn.

Conflict over toys and resources

- ✓ The adult should stop both children and take hold of the disputed object.
- ✓ If children are able to talk about it, the adult will discuss with them how the situation can best be resolved.
- ✓ If children need support resolving the situation:
 - Remind both children of the need for sharing and suggest taking turns.
 - Get a sand timer (the duration of the time depends on the age and development of both children).

- Explain to both children that it is one child's turn until the timer is finished. When the timer is finished it will be the other child's turn.
- Encourage the child waiting to hold the sand timer.
- When the timer is finished support the child with the time to say to the other child "the timer is finished and now it's my turn."
- If necessary support the child with the toy to pass it across to the other child.

Dealing with other forms of conflict between children or children who have been hurt

Encourage children to be assertive and to clearly say/sign "no" or "stop it, I don't like it" etc. Where a child appropriately asserts "no" or "stop" and the other child responds, it is not usually necessary for an adult to get involved.

If adult support is needed to help resolve the conflict, our approach is:

- ✓ Listen to both children.
- ✓ Encourage the child to look at the facial expression of the upset individual.
- ✓ Encourage children to say how they feel ("it hurt" or "I'm sad" etc) or voice this for the child if needed and explain the reasons too so the child can begin to connect and understand the effect of their actions on others and develop empathy.
- ✓ Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- ✓ Children who have been hurt by another child's actions or behaviour need to be comforted. If necessary, they need an opportunity to talk about the experience with their key person.
- ✓ If necessary, state the rule or a clear boundary "Remember, no hitting in nursery."
- ✓ The child who performed the behavioural actions that lead to the conflict or upset should be helped to explain the reasons for his or her behaviour. If they are unsure, they may need this to be suggested by the adult to help them begin to understand their emotions and begin to learn to self regulate.
- ✓ The child should be helped to think of a way of making the other child feel better. This could involve saying "sorry", comforting the other child or agreeing to be friends etc. Avoid a situation where a child expresses a grudging "sorry."
- ✓ The child whose behaviour lead to the conflict could be encouraged to comfort or assist with minor first aid, if needed, whilst the adult soothes and helps restore a positive relationship between those concerned. It also provides the adult with the opportunity to praise and be positive towards what had originally been a negative activity.
- ✓ If necessary move one child away from other's play.
- ✓ It is important to spend time settling children back into positive play - don't deal with the incident and walk away too soon.
- ✓ Where possible, notice positive behaviour shortly afterwards and praise it "I can see you are playing nicely now, that good to see you sharing."
- ✓ Bilingual staff play a key role in helping with incidents where children are at early stages of learning English.

Destructive behaviour

- ✓ If a child destroys another child's play, the child should be encouraged to assist in putting matters right.
- ✓ It can on occasion be helpful to steer the child towards a legitimate "set up and destroy" activity, for example making a tower to knock down.
- ✓ Encouraging a child to mop up water he or she has deliberately poured on the floor or helping them to Sellotape a page ripped from a book will help them to understand cause and effect and to acknowledge that he or she is capable of creating order.