



Wallace Road Nursery School
Relationships Policy
(Behaviour Policy and Statement)

Our aims:

To support children to be caring towards others and living things

To encourage children to be proud of their environment and look after it

To model taking care with resources and supporting children to do the same

To support children to share with others

To work with children to build their self-esteem and recognise their own uniqueness and worth

To help children understand that at nursery, home and in the wider community their opinion counts, as does the opinion of others.

We acknowledge that children within the nursery are at different stages of development and understanding and have different experiences of relationships and behaviour.

It is important to us that all staff support children as individuals and work with families to enable children to be resilient individuals able to build relationships and work in the environment in a positive way.

We support children by acknowledging and allowing the feeling of the child, but ensuring we set the limit of acceptable ways of displaying the feeling. We see it as our role to support our children to understand their own emotions and the emotions of others, plus find positive ways to show how they are feeling.

We believe children are able to cope better with emotion if they understand it, plus it supports self-regulation that will support them for the rest of their lives. We also acknowledge that behaviour is a form of communication.

We want to make it clear we do not condone unacceptable behaviour and the safety of all children is paramount, however we understand that behaviour is a developmental stage and all children are at different stages and have different experiences.

It is important that all staff are fair and consistent with their expectations and of behaviour, and are also consistent when dealing with behaviour.

At Wallace Road Nursery School, we use a three-step approach. The steps do not necessarily go in the same order each time as all children and situations are different. For example, staff might have to set the limit first and then acknowledge the feelings of the child.



<p>Acknowledge the feeling of the child</p>	<ul style="list-style-type: none"> Name it Sympathise with the child 	<ul style="list-style-type: none"> <i>You look a bit cross/sad</i> <i>I wonder what made you so cross/sad</i> <i>I wonder whether you are sad because ___ is playing with _____</i> <i>It's not nice when you can't have something, it can be difficult to share</i>
<p>Set the limit</p>	<ul style="list-style-type: none"> Make it clear it is acceptable to feel cross/sad/angry/, however the way in which they chose to show it was not acceptable 	<ul style="list-style-type: none"> <i>I know you are sad that ___ is playing with _____, but we can't hurt our friends.</i> <i>I know you are cross about the train, but we don't throw toys, it could hurt someone</i> <i>I know you are really sad today, but we can't throw things-you might hurt somebody, or even yourself, we don't want that.</i>
<p>Problem solve</p>	<ul style="list-style-type: none"> Consider positive ways of showing emotion If another child involved, how can we make them feel better? Find a solution to the problem 	<ul style="list-style-type: none"> <i>I wonder what you could do when you are cross next time? Go play somewhere else? Go outside and run around? Stamp your feet?</i> <i>Poor ____, she's hurting now, I wonder what we could do make them feel better? Give a hug, checks she is alright?</i> <i>If you can't have the bike now, maybe ask if you can have it next? Find another bike? Do something different whilst you wait?</i> <p><i>If child developmentally able, support them to consider solutions</i></p>

The level of understanding a child has is an important factor when dealing with behaviour. Communication is adjusted accordingly, such as body language, tone of voice and level of language being used.

For some children we recognise that the three-step approach may not be as effective. In these rare cases we take a restorative practice approach. This is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

At Wallace Road Nursery School, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour and there are logical consequences.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?



- Who has been affected/hurt and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

For that age and stage of development of our children we use visual prompts to reflect and discuss the steps above (See appendix 1)

Logical consequences

Staff are able to keep pupils in a 121 space should they need it and when it is appropriate to talk through the logical consequences to the behaviour with them. Often this is not in the period immediately after an incident as the child(ren) concerned may need time to emotionally regulate first.

- Where a logical consequence is deemed necessary, this will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect on their behaviour, however this will need to be during the same session as the behaviour occurred.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- Logical consequences include **reflection time** (where the focus is on the child's own bodily and emotional state and **reparation time**, where the person that has been affected by the child's action is the focus and actions are taken to repair the relationship. This can be in the form of verbal, written, picture or action e.g. build a lego model together, make a card, etc. Through this, the child **MUST** be supported by a regulated and supportive adult.
- If the context is repeatedly problematic (e.g. always outside), the child will work with an adult to ensure subsequent participation can be successful e.g. having reduced time/ supervision/ or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

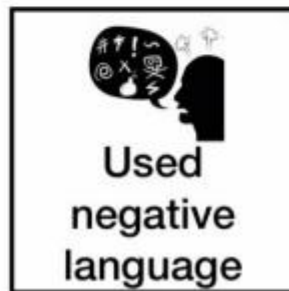
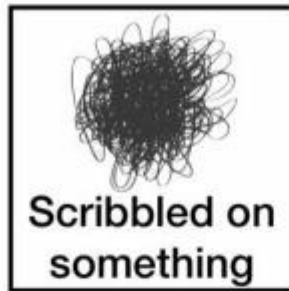
1. Related – Consequence must be related to the behaviour.
2. Respectful – The consequence must not involve blame, shame or pain and should be kindly and firmly enforced. It is also respectful to everyone involved.
3. Reasonable – The consequence is reasonable from the child's point of view as well as the adult's
4. Helpful – it helps rather than hurts.

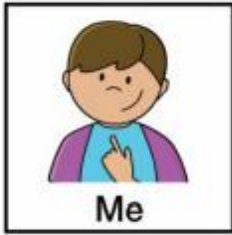
Partnership with parents

It is important we continue to communicate with parents about their child's behaviour. This may be in the form of feedback from your child's key person, or from time to time will involve the headteacher. We recognise that it can be difficult to accept that your child is finding certain aspects of nursery difficult, however, we want to assure you we want to work with you and your child to enable them to be happy and thrive in nursery.

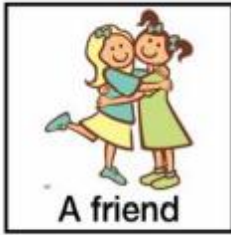
Appendix 1

Restorative justice visuals





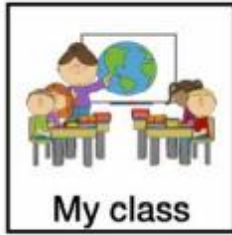
Me



A friend



A teacher



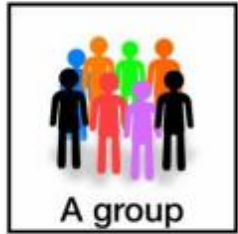
My class



Other children



My Dad



A group



My Mum



My family



Animals



Community members



Someone else



Confused



Worried



Sad



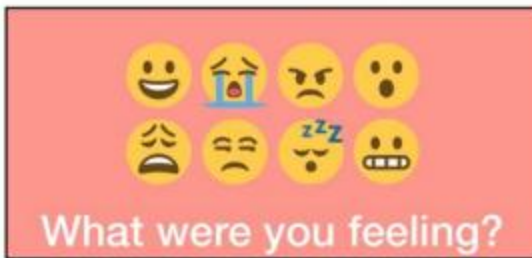
Excited



Distracted



Something different



Scared



Angry



Anxious



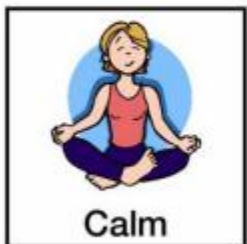
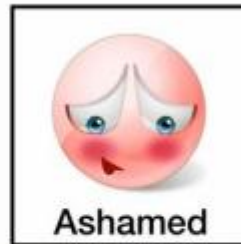
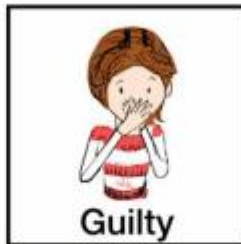
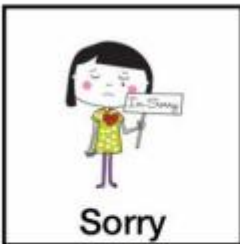
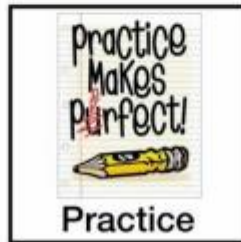
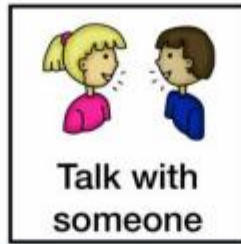
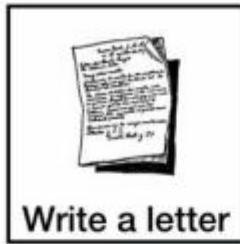
Giggly



Silly



Fizzy





Something else



Ask to go outside



Go to a calm space



Get a fiddle toy



Tell someone how I feel



Count to 10



Next time I could...



Tell an adult



Walk away



Play with someone else

I need help



Ask for help



Make a change



Take deep breaths