



Nursery School and
Children's Centre

Belonging and Behaviour Policy

To be reviewed

April 2024

MANAGING BEHAVIOUR & DEVELOPING CHILDREN'S SELF-ESTEEM

Rationale

Wentworth Nursery School and Children's Centre Nursery School recognizes that children's social and emotional development is paramount to children being thoughtful and reflective learners. As such, we want all members of the school community to demonstrate and have a sense of belonging and show mutual respect and recognition of the rights and responsibilities of others. The member of staff responsible for the social and emotional well-being of children and staff and the behaviour and overall management of the children is the Head Teacher.

Purposes and Objectives

All members of the Nursery School have the right to be treated with respect and to be part of a welcoming, supportive, stimulating, calm, clean and safe community environment. We aim to concentrate on fostering all children, parents, and staff with a positive sense of belonging and demonstrating positive behaviour for all. We strive for an environment that is inclusive of everyone, valuing and appreciating everyone as a unique individual with individual needs whilst working towards a common ethos. We aim to create an environment that promotes sense of belonging and appropriate behaviour through the following key objectives:

- Allowing a child time to adapt to a new environment and transitioning throughout their day.
- Enabling children to develop key relationships with both peers and adults
- Enabling partnership working between parents and the school
- Enabling children to progress and be inspired in their learning journey.
- Fostering a positive disposition to learning and social interaction.
- Providing a learning environment that is calm and purposeful.
- Promoting independence with a clear sense of responsibility

Broad Guidelines

As a school we recognize that young children are constantly learning and developing both their understanding and expectations of the world in which they live. It is in this context that the school does not accept the following behaviours, but will address them within a context of learning:

- Aggressive behaviour whether physical or verbal, towards other children or adults, or

equipment or property.

- Bullying in all its forms: i.e. physical, verbal and emotional intimidation.
- Physical behaviour that puts the child or others at risk.
- Discriminatory comments, behaviour, talk and prejudice.
- Retaliation as a way of resolving conflict.
- We have three basic rules in the nursery. Children need to learn about actions that might hurt themselves, hurt other children/staff/adults or cause unnecessary damage to equipment.

Whenever we ask children not to do something we always explain why e.g. 'Please walk inside, as you might bump into someone'. **Our focus is on promoting what we want children to do:** *well done for helping your friends in carrying the large bench.*

We encourage children to listen to each other, negotiate and reach mutually agreeable solutions. We will also model language and strategies to support this process: for example if you would like what the other child is using, you could say: "can I please use this when you have finished?"

- We support children to develop their ability to self regulate (the ability to regulate modify thinking/behaviour in light of changing circumstance as well as displaying a sense of resilience). We achieve this through a process of co-regulation, working with the child and where appropriate with the parent and outside agencies.
- We support children in developing empathy towards each other, 'I noticed you saw your friend was lonely and you asked her/him if she/he would like to play with you that was very kind'.
- All staff display a sense of compassion, empathy and respect at all times within Wentworth. We recognise displaying a calm disposition that promotes a strategy where children are enabled to achieve is the pedagogical strategy we prioritize.

Self Regulation

We do this through our knowledge of the child, partnership with parents and where appropriate engagement with outside professionals. We use our pedagogical knowledge understanding what the child can do, what the next steps are and scaffolding support to enable the child to achieve a greater capacity in both their executive function (cognition) to:

- hold information in their mind
- focus their attention
- plan what to do next
- modify their behaviour

and self regulation to:

- focus their thinking
- monitor their emotions

- adapt if things are difficult

The above will be achieved through:

Observations of children

Evidence based strategies which will include one or more of the following: sharing information amongst professionals, Makaton, visual cues, the child's interests and strengths, use the sensory box which is in each room, descriptive praise and or redirect the child's emotional behaviour to something that is more purposeful e.g a child kicking a door to be directed to kick a ball. Within in all of this we will also consider the wider learning environment and consider whether the environment could be resulting in excessive stimulation and therefore moving to greater ecological congruence a better fit for the child.

In short we see self regulation as a journey for children and our role is to scaffold support through a well thought out programme of interventions.

Bullying

At Wentworth, we see bullying as something that is extremely unlikely to be taking place within the early years. Bullying involves the persistent physical or verbal abuse of another child or children (this can also include abuse via the internet). It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If however, a child bullies another child or children:

- we focus on the child who has been bullied
 - we intervene to stop the child who is bullying from harming the other child or children;
 - we explain to the child doing the bullying why her/his behaviour is not acceptable;
 - we give reassurance to the child or children who have been bullied;
 - we help the child who has done the bullying to recognise the impact of their actions;
 - we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;
 - we do not label children who bully as 'bullies';
 - we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour;
- and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Restraining a child should only be used as a last resort, where the child is in immediate danger or the wellbeing of others is being severely compromised.

- The Head Teacher needs to be informed immediately after this has happened, parents informed by Head/Deputy Head Teacher.
- Parents will be informed and where necessary as determined by the Headteacher parents may be requested to come and collect their child.
- Any dangerous behaviour towards members of staff must be reported to the Head

Teacher. Staff should seek support from colleagues. It may well be necessary that the child is provided with some time out. Once Head Teacher/Deputy Head Teacher is informed a strategy will be put in place in partnership with the parent concerned.

Excluding children

• In extreme situations where the wellbeing of a child or the wellbeing of other children or staff is severely threatened it may be necessary for a child to be sent home. This will only be done in exceptional circumstances; on such circumstances the Head Teacher will inform Governors as part of the Head Teacher's Report to governor's, Hackney Education and the parent. The Head Teacher will meet with the parent to discuss the concerns and what actions are needed to ensure the child is safe or the well-being of others is protected. Where exclusion takes place, a record will be kept in the Head Teacher's office and a copy sent to Hackney Education. An agreed date as to when the child can return will be agreed along with expectations of behaviour with the parent. Where necessary a staggered return will be planned in conjunction with the parent/child and school.

The importance of high Self Esteem and belonging

Self-esteem is the feeling of value or worth. We agree that every child needs good self-esteem in order to fulfil their potential and as such demonstrate a sense of belonging. Self-esteem is linked with academic performance (Goodman et al 2015, Goswami 2015; Pascal et al, 2019, Riley, 2019). Children with low self-esteem feel inside that they cannot do things. If you believe you can do something you're more likely to succeed.

Self-esteem is learned from past and present experiences and from relationships with other people. Children learn about their value to the outside world by being told about it. If they often hear negative things about themselves, they will feel negative about themselves. If they often hear positive comments about themselves they will grow in confidence and try harder to achieve more. It is important that we take every opportunity to praise children's good behaviour, and when behaviour is unacceptable, that we manage it in a positive way; using descriptive praise; 'I really liked how you helped your friend put all the blocks away very carefully and precisely, well done'.

Programme for International Student Assessment (Pisa) data indicates that the most significant factor for young people, in terms of whether they experience a sense of belonging or exclusion in school, is how they perceive their relationships with their teachers. (Riley, 2019)

Children with low self-esteem may appear:-

- Fearful
- Anxious for approval
- Self-conscious
- Isolated
- Reluctant to join in

Under-achieving
Never satisfied with their efforts
Over-sensitive to criticism
Disruptive

In light of this Wentworth will ensure children's sense of belonging is enhanced by the following strategies:

- Learning key phrases in the child's first language if not English
- Learning and using the names of the parent/carers
- Ensuring resources including books, images reflect our school population
- Providing opportunities for parent/carers to engage with the school and children's centre

What we at Wentworth Nursery School do to build children's self-esteem and sense of belonging:-

1. We utilise children's interests and strengths in our curriculum delivery.
2. We greet children as individuals and utilising a key working system to establish relationships with our children. A Keyworker is a special person who develops a secure relationship with a specific group of children.
3. We respect and support our colleagues, parents and other adults. A clear model of mutual support and respect is a very powerful influence on children.
5. We are approachable, we provide eye contact, we listen to children, show interest in them, value what they say, and respect them. We walk holding children's hands (not wrists).
6. As far as possible we encourage children to be independent and make their own decisions. We respect their ideas and initiatives. This makes them feel trusted, which increases their self-esteem.
7. We try to establish positive links between home and school, particularly by reporting a child's successes to their parent/carer this is done through informal chats at the end of day, the headteacher's blog which gives a summary of learning that took place in the nursery and through termly meetings with parents/carers.
8. We recognise the value of diversity and celebrate differences as a means of not only celebrating children's cultural identity but also see it as a means of extending all children's understanding of the world around them.
9. We encourage children to talk positively about themselves and their work. Talking positively will help them to think positively. Different ways of being positive include:

- a. Giving performance-based information: - “You did that very well, you’re good at drawing”.
 - b. Eliciting information: - How did you do that? Which bits did you do well? Which bits would you like help with?
 - c. Giving attributional feedback: - You’ve been working very hard, I’ve seen you working very hard at the Could you do the same with this? Why do you think you’re good at this?
 - d. Making the child an ‘expert’ at something – getting them to show/help other children.
10. Encouragement is important. Sometimes when a child says “I can’t do it”, the appropriate answer is “Yes you can”. Another time, it might be appropriate to say, “No you can’t do it yet, but maybe we can help each other” or let’s try.
11. We praise and celebrate children’s achievements as much as possible – all children in all situations. We praise:-
- a. On a one to one basis.
 - b. In front of other children.
 - c. To the parent/carer.
 - d. To other staff.
 - e. We use the child as a model e.g. “Look how is doing it. It’s wonderful. See if you can do it too”.
 - f. Non-verbally e.g. smiling, clapping.
12. If a child is failing at an activity, whenever possible the adult will take the blame e.g. “I didn’t make it clear”.
- 13.** Failure is OK, it can be useful. We can use ourselves as examples, “I didn’t do that very well, never mind, I’m going to think about it again and try to get it right”.

When children's behaviour is unacceptable,

- (a) We point out that it is the behaviour we don't like, not the child e.g. It is alright to be angry but we do not hurt others, we can stamp our feet or shout”.
- (b) Unless you saw it happen, assume positive intent, e.g. “Did you do that by accident? How can we clear it up?”

(c) It is a good idea to itemise our response, saying one or two positive things before the negative e.g. “You tidied up really well just now, but what you’re doing now is not helping”.

(d) Identifying the behaviour and its consequences often helps. There are three parts to this:-

(i) Identifying the behaviour

(ii) Describing its effects

(iii) Explaining your feelings

e.g. “Please don’t call out during story, its disturbing the other children, spoiling the story and that is making me sad”.

(e) If behaviour is still persistent we might ask them to sit by themselves for a short time. If they still do not respond, they may be brought to the Headteacher’s office to sit and reflect. Sending a child to the headteacher’s office should be done as one of the last resorts. Our strategies in supporting children in addressing their behaviour is outlined in the following steps: (please note throughout these steps staff will engage in strategies to support co regulation which could include a child being offered a squidgy ball, a book or any other resource that can support the child in regulating their emotions).

1. Developing relationships with all children and getting to know their interests.

2. Making requests which are clear incorporating gestures and or visual cues as appropriate: please put the blocks back on the shelves please (pointing as you are saying) or alternatively provide a choice.

3. Supporting the child who may not be doing this by offering to lets do this together. Incorporating task analysis approach.

4. If the above has not been successful, requesting the child to reflect on their behaviour for no more than 1 minute within the room.

5. If the child is still not complying to continue with the time out and then have a discussion with the keyworker.

6. If the child is still not adhering to requests, consider engaging with another colleague. Sometimes another practitioner may resolve the situation.

7. If the keyworker has been involved. Share what has happened with parent to establish a shared strategy.

8. Children should only be sent to the Headteacher’s office if they are displaying behaviour that is either compromising their well-being or the well-being of others including both learning and safety.

Changing Children

Children who may require support in changing whether it is requiring the changing of soiled clothes or nappies or indeed changing a child who may have wet their clothes; all changing by staff is undertaken in the assigned changing area within the school. **No children should be changed by an adult in an isolated area that is not within the nursery.**

Monitoring of policy

The behaviour and learning of all within the school will be monitored through the following strategies

- Head Teacher's monitoring walks
- Observations of staff
- Peer observations
- Governor visits
- School Development Advisor observations

Summary

In summary; the school has high expectations of its children, staff, parents and visitors as a means to ensuring all children are best placed to learn within a calm and purposeful environment.

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