



DOUGLAS VALLEY NURSERY SCHOOL

Self Regulation and Behaviour Policy

Encouraging and supporting positive attitudes and behaviours for learning.

Policy	Self-Regulation and Behaviour Policy
Date	28/02/2023
Reviewed by	Catherine Ardern
Date for Review	Spring Term 2024

Douglas Valley Nursery School is committed to supporting children to regulate and manage their own behaviour.

The key points of this policy are:

- Children learn how to behave. Our constructive approach is grounded in realistic expectations of young children and the adult role of helpful guidance.
- We believe that our role is to co-regulate behaviour through warm and responsive interactions.
- Our approach is part of the early years curriculum and consistent with key principles in our work, including equal opportunities.
- Douglas Valley Nursery School is committed to working in partnership with parents.

1. Key Values

This behaviour policy demonstrates the positive context in which we approach children's behaviour.

Children's personal, social and emotional well-being is at the centre of our practice.

We want the children to develop their:

- Self-respect and growing self-esteem.
- Social behaviour including consideration and empathy for others
- Ability to self-regulate and control their behaviour
- Social skills such as negotiation and problem-solving.

These learning goals influence the strategies adults use to guide children's behaviour and those we will avoid, as outlined in Appendix 1.

1.1 We believe that children and adults are entitled to flourish within an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to encourage self-discipline, self-regulation, and consideration for each other, our surroundings and property.

The agreed principles that underpin our behaviour policy are

- Children are valued as individuals
- Every child is entitled to a positive, nurturing environment where they feel happy and secure.
- Positive relationships between all stakeholders are essential
- There is an expectation of mutual respect between all children and adults in the school including staff and parents



- Staff and parents are vital role models for children's behaviour
- We will be consistent in our approach to teach children to behave appropriately
- The learning environments will be motivating and stimulating to engage children and support appropriate behaviour.

2. Behaviour Expectations

This policy outlines the behaviour that is expected from everyone in the setting to promote a consistent approach and create a positive learning environment.

2.1 Children's Behaviour

We communicate what we expect from the children for example:

- We treat other people kindly and gently
- We take care of the toys
- We take turns when there is not enough for everyone
- We listen to each other and work together to solve problems.

We consult with children and listen to their understanding of how we need to behave to stay safe and be happy at nursery.

Adults 'tune in' to children, supporting emotional well-being and reinforcing behaviour expectations positively.

Interventions are provided to enable children to access learning and learn to manage and regulate their own behaviour, for example children that need support may take part in:

- Sensory activities.
- Emotional Well Being activities
- Communication Group

2.2 Adult behaviour

Staff are familiar with the behaviour expectations identified in the staff Code of Conduct. We work together to consistently reinforce and encourage the behaviour we would like from the children. Staff are also consistent in how they discourage unwanted behaviour.

For example:

- Staff encourage children's efforts, helping them when it is hard to do the 'right' thing.
- Staff show how they want children to behave by setting a good example in their own behaviour.
- Staff recognise the adult responsibility to organise the environment, so that it is easier for young children to be patient or to take turns.
- Staff identify 'triggers' and teach children how to cope and react.
- Staff show children they have noticed assistance to another child.

2.3 It is expected that everyone in the school community will follow and adhere to the self-regulation policy. The senior leadership team will model the social skills and behaviour they expect from staff and children. All adults, including parents, are expected to model the behaviour expected from children.

2.4 All staff will ensure that the behaviour expectations are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. Praising children and acknowledging their positive actions and attitudes demonstrates to children that they are valued and respected.



3. Visitors to School

3.1 All visitors and parents will be treated with utmost respect. They will be welcomed into the caring environment at the school and encouraged to respond to others in an equally polite manner.

3.2 If visitors or parents behave in an unacceptable way they will be calmly asked to adapt their behaviour. If the unacceptable behaviour continues they will be asked to leave the premises by a senior member of staff.

3.3 If a serious situation occurs that threatens the positive atmosphere at the school the police will be called.

3.4 In the event of unacceptable behaviour it is the responsibility of the member of staff involved to make a decision on the circumstances and seriousness of the incident and report to the Headteacher or a senior member of staff.

Unacceptable behaviour at the school includes:

- Verbal or physical abuse of another person.
- Racist or sexist remarks.
- Persistent aggressive swearing.
- Aggressive and violent behaviour.

3.5 Parents/carers are responsible for the behaviour of their own child out of school time and must encourage acceptable behaviour at all times. The school operates a '**Smack Free Zone**' and although we recognise the rights of all parents to choose their own style of behaviour management when dealing with their children, we will encourage and enforce the 'Smack Free' philosophy in school, explaining what we don't do and why.

- **We do not hit or shake children because it is a misuse of adult strength and is utterly contrary to our ground rules for the children's behaviour.**
- **We do not use verbal humiliation or insults, because such a strategy undermines children's self-esteem, it blocks their learning to behave differently and sets a poor example to all children.**

4. Behaviour Management strategies

4.1 Positive reinforcement of good behaviour is more effective than negative punishments. We promote non-aggressive strategies to enable children to stand up for themselves so that adults and children listen to them. Children will be given opportunities to release their feelings in a constructive way. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation etc.

4.2 It is the responsibility of all staff, particularly the key person, to promote wanted behaviours. Every effort should be made to build up positive relationships with the child and their family and to understand the child. This can provide an awareness of any underlying issues a child may have that may affect their behaviour.

4.3 Each key person/teacher will work in consultation and partnership with parents/carers to promote wanted behaviour.



4.4 A well-managed and well planned environment decreases the potential for behaviour problems. The engagement and involvement of the children is monitored to provide a learning environment that is motivating and interesting for the current cohort of children.

Staff will ensure that activities and experiences are well planned and resources organised as this promotes consistency and supports the children to understand what is expected of them and when.

4.5 Personalised planning systems support the development of strong characteristics of learning and meet the needs and interests of individuals.

4.6 Appropriate behaviour is taught as we teach other areas of learning. Provision for personal, social and emotional development includes teaching and supporting children:

- to manage strong feelings;
- how to resolve conflict;
- how to cooperate and work together;
- how to be respectful and considerate.

4.7 Children are taught to recognise that bullying, fighting, hurting, sexualised behaviour and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

4.8 Responses to behaviour incidents will be appropriate to individual children's needs.

4.9 Reasonable Force - In some cases of managing behaviour, as a last resort option it is sometimes necessary for a member of staff to use reasonable force to control or restrain a child. The term 'reasonable force' means 'reasonable in the circumstances', meaning that staff will use no more force than is needed.

All members of staff have a legal power to use reasonable force and nursery staff have taken part in 'team teach' training to ensure they handle children safely.

4.10 **Team Teach** - Team teach is an approach to managing challenging behaviour. Team teach emphasises the importance of preventing and de-escalating potential conflicts but also empowering staff to deal with restraints when necessary. If children's behaviour requires the use of restraint a positive handling plan and risk assessment will be completed. All restraints will be recorded.

Please see www.team-teach.co.uk for all relevant reporting and recording formats.

4.11 The Early Learning and Childcare Team will be contacted if expert support is needed to meet individual needs and to remove any barriers to learning.

5. Exclusions

5.1 In extreme cases, when all other options have been exhausted the child may be excluded from nursery.

5.2 Should it be necessary to exclude a child the DfE guidance 'Exclusions from maintained schools, academies and pupil referral units' will be followed.



6. Anti bullying statement

6.1 All children at Douglas Valley Nursery School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour.

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

6.2 Through our strong key worker relationships with children we will ensure that the personal, social and emotional development of all of our children is supported and remains a strong focus throughout our early years provision. Key workers will be aware of friendships and encourage pupil co-operation and the development of interpersonal skills through play and group work. Opportunities to extend friendships will be encouraged throughout nursery.

6.3 Any reports of bullying will be treated very seriously and will be challenged and never ignored. All reports of bullying will be seriously investigated and the school will work closely with the children and parents involved to resolve the situation.

6.4 Bullying throughout the School of any child, staff member, parent or user is not tolerated. All relevant Local Authority policies will be followed.

6.5 If any parents are unhappy about the way in which matters have been dealt with they must follow Douglas Valley Nursery School's complaints procedure.

7. Racist Incident Statement

7.1 Douglas Valley Nursery School believes that all pupils, regardless of their race, nationality, culture or religion are entitled to an education which is free from racial discrimination and harassment. All staff are expected to take all allegations seriously. The definition of a Racist Incident from Home office advice and the recommendation of the Stephen Lawrence Inquiry is that: "A racist incident is any incident which is perceived to be racist by the victim or any other person".

7.2 All racist incidents will be considered as serious. Due to the age of the children they are often intrigued about the similarities and differences around them, although this is often developmentally appropriate, misconceptions, stereotyping or inappropriate language will be dealt with immediately and children will be supported to develop their understanding. Staff will also work with parents regarding any unacceptable behaviour.

7.3 Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.



7.4 All racist incidents will be reported to the governing body

8. Recording of Incidents

8.1 Whenever an adult has to intervene in a serious unwanted behaviour incident, a child has been hurt or shows signs of being hurt, the circumstances, type of intervention and outcome will be recorded on an incident sheet.

8.2 Parents will be informed if an incident sheet has been completed for their child. In all cases school staff will deal with inappropriate behaviour at the time of the incident. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and school.

8.3 Incidents reported by a third party e.g. a parent, must be logged and recorded on an incident sheet.

9. Monitoring

9.1 The incident file will be reviewed regularly by the Headteacher to identify any patterns or trends. Steps can then be taken towards prevention in the future.

9.2 The senior leadership team will monitor and evaluate how well the self-regulation policy and strategies are being implemented.

10. Putting policy into practice

A self-regulation policy works when the expectations for everyone's behaviour are realistic and when the responsible adults follow the principles and ground rules. Behaviour concerns may be discussed during staff meetings and progress meetings to share information and respond in a consistent manner, keeping our values and principles visible.

The member of staff responsible for behaviour management is: Catherine Ardern



Appendix 1

Strategies for Dealing with Unacceptable Behaviour

We aim to teach and promote positive behaviour at all times. A range of strategies are employed by staff to promote appropriate behaviour detailed below.

1. Intervene as a calm adult to stop children hurting each other or behaving in an unsafe way. Use 'finished' and positive reinforcement of behaviour expectations and offer an alternative to the child.
2. Work to help children to negotiate or solve problems.
3. Use the consequences of children's actions to help them learn.

It is not always appropriate to make a child who has behaved inappropriately say sorry. Children should be encouraged to recognise that they have done something that has affected another person and encouraged to make that person feel better. This may be through a gesture, look or words.

Praise/Children as Role Models

Giving children positive praise promotes positive behaviour as attention is focused on the child when they are behaving appropriately. Praise can be used to highlight wanted behaviour to other children. Eg. Look how helpful _____ is.

Planned Ignoring

When appropriate, by not giving attention to minor, harmless, attention seeking behaviour, these behaviours are likely to die out. Remember it is equally important to praise appropriate behaviour.

Prompting

Gentle reminders to a child of what they need to do or prepare for can help them to adjust to a change. This can be verbal or sensory input.

Active Listening

Sometimes listening to what a child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- Someone else acknowledges their feelings
- They are not alone
- Someone cares

Sometimes this can be enough for a child to stay in control.

Interpretation

Verbalise what has happened and ask the child if there was another way they could have acted. E.g. "It looked like you were really upset before you hit _____. Was there another way you could have let her know how upset you were?"

Backing Away

This is not the same as backing down. You are giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already



angry is likely to make the situation worse. Alternatively allow the child to back away by offering them a verbal or physical way out.

Affection

If a child's behaviour is motivated by fear, anxiety or uncertainty, affection – verbal or physical affection can help head off inappropriate behaviour. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much adults really care for them.

Hurdle Help

Where a child is stuck, providing assistance can help overcome feelings of failure or inadequacy

Proximity

Sometimes an adult moving in the general direction of what is going on can be enough to encourage children to do something else.

“The Look”

Involvement and Interest

Adults becoming involved in a situation or play can diffuse a situation.

Redirecting/distraction

Trying to refocus a child away from what they are doing, onto something else as a way of avoiding conflicts or inappropriate behaviour.

Directive statement/Direct Appeal

A clear instruction can stop certain behaviours and refocus them onto something else

Calming down

Asking children to move away to another or quieter area to calm down.



Appendix 2

Procedure for dealing with unacceptable behaviour

Unacceptable behaviour within this context includes any form of physical or emotional abuse (including racist comments or verbal bullying), swearing and any inappropriate actions towards people or objects, including sexualised behaviour. Any unacceptable behaviour by a child will be dealt with by staff in the following way:

- If an adult has observed and/or intervened in a serious unwanted behaviour incident then an incident sheet is completed by the member of staff and shared with parents when they pick up their child. Parents are asked to sign the form to say that they have been informed of the incident.
- Staff and parents will work together to promote wanted behaviour
- If unwanted behaviour persists an Individual Behaviour Plan (IBP) which is agreed and reviewed regularly by staff and parents in partnership will be put in place.
- If after 3 IBPs have been implemented and reviewed and there was still little progress we follow the Local Authority procedures to apply for additional support
- Everybody, staff and parents, will be consistent in their approach to behaviour management
- In the case of persistent unacceptable behaviour and where other sanctions/strategies have been exhausted, exclusion may occur. Initially any exclusion will be for a temporary fixed term (normally a period up to 5 days) and if necessary a permanent exclusion may be considered (in consultation with the Governing Body). DfE guidance 'Exclusions from maintained schools, academies and pupil referral units' will be followed.
- If an incident involves racist comments or gestures it will be recorded on SIMS.

We will follow these procedures in a way that is appropriate to the maturity of the child and the misdemeanour.