

Behaviour, Personal and Social Development Policy

Wheelwright Lane Nursery



Learning For Life

Principles

Everyone connected with children under five plays a unique and critical role in their learning. In the early days, the establishment of positive attitudes to learning and good behaviour patterns are crucial to future educational and social development.

As Tina Bruce quotes in her ten principles of early childhood education, 'childhood is seen as valid in itself and not simply as preparation for adulthood, and the whole child should be considered to be important, their health, physical and mental, is emphasised, as well as the importance of feelings and thinking and spiritual needs.'

Children develop in a number of ways, physically, intellectually, socially and emotionally and a child's personal and social development is an intrinsic part of their whole learning process. Children need to experience success to build a positive image, and the environment the nursery and school provides is of paramount importance.

We believe that all children should have equal opportunities regardless of gender, race or special needs.

Partnership

The partnership between nursery and home encourages a deeper understanding of the needs of individual children and enables us to plan more effectively for their learning. We aim:

- To provide a curriculum that caters for the needs of individual children by supporting and extending their learning which encourages the child to become independent and self-confident.
- To develop attitudes and skills which encourage the children to become happy, questioning, creative, and competent individuals.
- To ensure continuity of experience for children through the partnership with parents and by making links with the school and other groups.
- To foster and maintain links with the wider community through a variety of activities.

We value children's past experiences from home and we value parents' contributions to their children's learning, and we aim to build and consolidate this by the use of:-

- Nursery Rules - Be Safe, Be fair, Be gentle
- Thoughtful use of praise
- Setting good examples

- Celebrating children's achievements, intellectually, physically and socially
- Through the school's record of achievement system, where parents and staff work in partnership to celebrate all areas of a child's development.

Curriculum and planning

Through careful planning, we ensure that children are able to achieve the guidance statements in Development Matters for personal and social development and are taught and experience important values that should enable them to take an active role in their school life and beyond.

- To have respect and consideration for themselves, each other, adults and their surroundings.
- To show kindness to others.
- To show respect for other cultures.
- To develop perseverance and concentration.
- To share and take turns and work together.
- To begin to establish relationships with other adults and children.
- To learn to be self-confident and independent.
- To understand what is right and wrong.
- To be polite to adults and peers.
- To behave appropriately in a variety of different situations.
- To begin to express their own feelings in appropriate ways.
- To try to understand the feelings of others.

Behaviour Expectations

In order for Wheelwright Lane Nursery's Personal Behaviour policy to be successful, we as adults need to provide a suitable environment where children can develop to their true potential, we aim:-

- To be consistent and fair.
- To provide a safe secure environment.
- To provide appropriate resources.
- To provide children with quality adult time.
- To give praise, rewards and positive encouragement.
- To work closely with parents.
- To ensure continuity of approach whenever possible e.g. home visiting.
- To act as good role models.

- To acknowledge and celebrate the good positive behaviour of others.
- To plan an appropriate curriculum to enable personal and social skills to develop.
- To show sensitivity.
- To be flexible to the needs of individuals and to the dynamics of the whole group.
- To provide appropriate stories and opportunities for children to talk, to enable them to share feelings and ideas with each other.
- To Provide opportunities for children to reflect & learn about their emotions and those of others.
- To celebrate the children's achievements of the characteristics of effective learning

General rules of the Nursery

As part of this policy, we have developed Three main simple rules which we will teach and encourage the children to use every day. These rules will be shared with parents during the home visiting programme. They have been designed for the Health and Safety and well-being of all the children and we value the support of parents and governors.

- Be Safe (children are taught how to be safe when moving around the setting and when using different resources/equipment)
- Be Fair (staff teach children how to be fair to another by sharing resources with peers and taking turns etc.)
- Be Gentle (children are taught how to be gentle with one another and when using resources/equipment)

Other rules that are embedded during time in the setting

- To use, share and care for equipment appropriately and begin to understand that at nursery toys and equipment belong to everyone.
- To be polite and respectful to adults and peers.
- To walk, not run, inside nursery.
- To use quiet voices inside.
- To use good manners, 'Please' and 'Thank-you'.
- Aggressive play is discouraged.
- To listen to and respect both adults and peers
- Not to go into the Nursery Kitchen.
- Not to go out of the school gate without an adult.
- Children can only play under supervision of an adult.
- To help with tidying up and caring for the Nursery environment.
- To learn and implement 'being safe being gentle and being fair'

Dealing with behaviour problems

If it becomes necessary to reprimand a child we will use a positive approach to emphasise that it is the action which is unacceptable and not the child.

We will encourage children to say that they do not like being hurt and to express their feelings to each other. We will encourage children to negotiate their way out of conflict wherever possible. We will encourage children to say sorry by helping them to realise how others feel and apologise for their actions.

For any dangerous situations that require immediate action, e.g. throwing bricks or sand, or very aggressive antisocial behaviour, children will be given clear reasons and told the consequence if their behaviour persists. They will then be removed from the situation under adult supervision for a specified time. Children may be given this few minutes time out with an adult to think about, talk and reflect on their behaviour.

We will inform and involve parents about any problems that are causing persistent concern and work together to address them.

Where appropriate, after consultation with parents, it may be necessary to seek the involvement of other agencies e.g. the School's Educational Psychologist, Health Visitor etc. In extreme cases, exclusion may be considered and the Local Education Authority's Exclusion policy will be followed.

Use of Reasonable Force Principles advised from DFE guidance on the use of reasonable force (July 2013)

- 1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.*
- 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*
- 3. 'Reasonable in the circumstances' means using no more force than is needed.*
- 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*

5. *Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*
6. *School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.*

It is recognised that there may be situations where physical contact may be necessary in order to stop a child from hurting another child, hurt themselves or wilfully cause damage to property. Wheelwright Lane staff follow guidelines set out in the Warwickshire 'Guidance on the use of Force and Physical Intervention,' and the DFE guidance on 'Use of Reasonable Force (2013).'

Personal Intervention Plans (PIP-attached to this document) and an individual Risk Assessment will be put in place for children with complex needs who may need an individual response to a crisis situation. The PIP is designed to support everyone involved in returning to a calm stage as effectively as possible. Plans will be shared with key staff and parents/carers who will be encouraged to contribute. Any use of Team Teach strategies will be discussed with parents/carers and recorded. Where possible, staff will use non-contact interventions to diffuse potential difficult situations.

All members of staff are trained in restraint techniques through the 'Team Teach' programme in order to restrain children with very complex needs. All staff have received training, including bespoke training for Early Years and Nursery staff, in October 2016. Records of 'Restraint intervention' are kept in the Head teacher's office.

Approaches to Bullying

'Bullying' is the behaviour arising from the deliberate intent to cause physical or psychological distress to others or to extort something from them' Maccoby 1980

All staff, parents and children should be made aware that bullying is not a normal part of growing up and is a totally unacceptable form of behaviour. It is important that the children have a trusting environment where they can openly discuss their worries with a sensitive member of staff. Help and guidance will be given to both the bully and their victim. The child who bullies must be helped to understand what they have done and the hurt, whether physical or mental, that they have caused to others.

Consequently, all children are encouraged to develop respect and tolerance for each other in order to prevent bullying arising. Parents

of all parties will be informed to assure everyone involved that bullying incidents are treated seriously.

All incidents will be recorded by the Nursery Manager and the Head Teacher informed.

This policy was ratified by Wheelwright Lane Nursery Governing Body

On April 2022

To be Reviewed April 2023

Signed on behalf of the Governing Body Committee.....

Name of Signatory.....

Positive Intervention Plan - based on stages of a crisis (Team Teach workbook)

This plan is intended to support everyone in returning to a calm stage as effectively as possible.

Pupil _____

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	ALL CALM Pupil on task and behaving appropriately	0	

1	Low level behaviours which signify observable tension/anxiety	1	Supportive responses
2	Medium level behaviours	2	Limit setting responses
3	High level behaviours	3	High level responses JUDGEMENT re use of Physical Intervention

4	Recovery behaviours	4	Recovery responses
5	Depression After serious incident people can become depressed, may not want to interact	5	Depression supportive handling responses
6	Pupil ready to respond and communicate - Positive Debrief	6	Follow up

Agreed by

Pupil _____

Parent/Carer _____

School staff _____

Support/agency staff _____

Date _____ To be reviewed
on _____