

Curry Rivel Church of England Primary School and Little Pips nursery



'Healthy trees bearing good fruit' – Matthew 7 v 17

Positive Relationship and Behaviour Policy

January 2025

Vision and Values

'Healthy trees bearing good fruit' – From Matthew's Gospel chapter 7 vs. 17

At Curry Rivel Church of England Primary School and Little Pips Nursery we nurture our children to flourish and grow. We have chosen a tree to symbolise our vision and values. The tree represents our school community, the fruit our children living out our core values, all rooted in Jesus' teachings.

Building on these core '5-a-day' Christian values of **forgiveness, kindness, respect, thankfulness and perseverance** we care for each other and our world. We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum, inspiring and motivating everyone to thrive.

Our core Christian values underpin our school, providing the best possible environment for these fruit to grow and ripen within our children and whole community.

Principles

Curry Rivel Church of England Primary School and Little Pips Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. **Everyone** is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. Relationships with children and their families are key. Respectful communication is vital to these relationships. Our policy is based on the 'relational approach', which is evidence based, driven by research and was developed as a result of our school's participation in the 'Pathfinder Project'.

Our aims

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, are shown **respect** and promote good **relationships**;
- Help learners take control over their behaviour and be responsible for the consequences, developing **compassion** for others;
- Build a community which values kindness, **peace**, care, good humour, good temper and empathy for others;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of **justice**;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable;
- Encourage a culture of **forgiveness**;
- Create a positive environment to enable play and learning to take place successfully;
- Ensure that children, parents, staff and volunteers know the school and nurseries behavior management policy
- Promote an ethos of **community** throughout the school and nursery;
- Ensure all staff act as role models for children
- Encourage staff parents and other visitors to be positive role models and challenge any unacceptable behavior witnessed
- Praise children and acknowledge their positive actions and attitudes ensuring children feel respected and valued

This policy includes all children in our nursery and may be differentiated according to the age and stage of the development and to support children with SEND, if appropriate.

How will staff behave?

1. Staff will demonstrate relentless **kindness**
2. Staff will demonstrate relentless **consistency**
3. Staff will demonstrate relentless **clarity**


Our School and nursery Rules (The three b's)






1. Be Ready
2. Be Respectful
3. Be Safe



Living the Values

We link our behaviour to our core '5-a-day' Christian values:


Our '5-a-day' values

	Kindness
	Thankfulness
	Respect
	Perseverance
	Forgiveness

Procedures

We have a named person who has overall responsibility for our nursery for supporting personal, social and emotional development, including issues concerning behavior

The named person for managing behaviour is Hollie Westlake and she is responsible for ;

- Advising and supporting all staff and volunteers
- Support changes to policies and procedures within the nursery
- Access relevant external support where required
- Ensuring consistent practice

Staff training

- New staff and volunteers are familiarized with the nursery behavior policy at induction
- All staff and volunteers are expected to be positive role models of behaviour by treating all children, parents and one another with kindness, care and courtesy
- All staff and volunteers will be expected to implement the setting behaviour policy and relevant procedures

- Staff have regular supervision and staff meetings with their line manager

Partnership with parents

We are committed to working partnership with parents and carers in supporting children's development in all areas. We always consider children's age and stage of development and are understanding that the expectation of behaviour may be different at home and at nursery. Where behaviour may be challenging we will always communicate verbally with parents of our observations from our nursery setting, if behaviour is persistent we will use an ABBC chart to track and monitor any behaviour. Where challenges continue we will invite parents in for an informal meeting to discuss strategies that can be used to support behaviour both at home and within the nursery setting, this meeting will be minuted and actions will be shared with both parents and/or carers.

Expectations

At Little Pips nursery we aim to ensure all children's individual needs are met by providing clear, consistent and developmentally appropriate expectation through;

- **Respect:** to encourage all children and adults to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment and resources
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards each other
- **Responsibility;** to enable children to have an increasing ability to make choices and take responsibility for their own actions
- **Fairness and equality:** to give children an understanding of how to be fair to all : how to share and give everyone an equal chance. All staff will demonstrate this in their actions too
- **Kindness:** to promote acts of kindness to each other and to assist children in ways to be gentle with each other. Staff will demonstrate kindness between themselves
- **Support and the use of positive reinforcement:** to always acknowledge children's considerate behaviour, reinforcing positive behaviour which in turn will develop children's confidence and self esteem

The use of sanctions and rewards in our nursery

- All children require consistent messages, clear boundaries and guidance in order to manage their feelings and behaviour
- Rewards such as excessive praise and stickers will not be used in our nursery. Whilst they may give immediate change in behaviour they will not teach children how to behave when a reward is not offered
- Children in our nursery will never be labelled, criticized, humiliated, punished, shouted at or isolated by removal from a group and left alone in a 'time out'. However, if necessary a child can be accompanied from a group in order to calm down or re-regulate

Strategies to encouraged positive behaviour

We help children look after themselves by

- Praising them: focusing on the positive things they do
- Helping children to recognize their feelings and express themselves
- Building independence through self help skills
- Encouraging children to learn from each other

We help children care about others by

- Using conflict resolution and keeping calm as adults
- Modelling appropriate behaviour consistently as adults
- Naming and making feelings clear including the consequence of their actions: reflecting back to children
- Being self- aware as adults of the power of language e.g. not been negative or confrontational in front of children
- Boosting self-esteem
- Giving time to listen to children and respond sensitively to their thoughts and feelings

We help children to be polite by

- Saying 'good morning' to every child who arrives at nursery
- Where appropriate modelling 'please and thank-you'
- Encouraging turn-taking using a visual queue such as a sand timer where appropriate
- Talking one-at-a time, listening to each other
- Always giving children clear message and setting an example, always

We encourage children to have respect for their environment by

- Encouraging children to use equipment appropriately
- Reflecting and reviewing our set-ups and room set-up regularly
- Teaching children about health and safety
- Reminding children to share with us if something breaks or requires fixing
- Looking after equipment ourselves as adults and therefore role modelling our expectations
- Making our environment as attractive as possible
- Displaying children's work and giving them ownership of their environment
- Providing labelled storage that children can self-access
- Sharing responsibility

Strategies we use with children in our nursery

- We do not use strategies that single out or humiliate children
- We do not use a 'naughty chair, naughty spot or time out' strategy within our nursery however children may be moved away from an activity to re-regulate if required. The child may then re-join the activity with staff support
- We support every child in developing a sense of belonging in our nursery so they feel valued and welcomed
- We never use physical or cooperate punishment
- We do not shout or raise our voices in a threatening way to respond to any type of behaviour

In our baby room

- We recognize that very young children and babies are often unable to regulate their own emotions such as fear, anger or distress and require sensitive adults to help and support them to do this
- Staff will always be calm and patient offering comfort to help children manage their feelings and behavior
- We focus on ensuring the child's key-person is always building a strong relationship with their child and their family

Biting

We understand that some children may display behaviour such as biting as part of their development. Biting is a common behaviour in some children.

The nursery uses the following strategies to help prevent biting: a range of sensory activities, teethingers and biting toys, adequate resourcing and observant staff who are trained to react to triggers of behaviour.

In the event of a child being bitten we use the following procedures. The most relevant staff will:

- Comfort any child who has been bitten and check for a visual injury. Administer First Aid where necessary. Complete an accident form and notify parents via telephone if deemed appropriate. We never disclose the name of the child who caused the bite to parents.
- Tell the child who has caused the bite, in simple terms, which they understand that biting (the behaviour not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- If a child continues to bite, use an ABBC chart to observe cause of biting
- Arrange a meeting with the child's parents to develop strategies together, this meeting should be recorded and a date set to review strategies

Supporting behavioural strategies and procedures

The use of physical intervention

The term 'physical intervention' is used to describe any forceful physical contact by an adult to a child such as; grabbing, pulling, dragging or any form of restraint by a child such as holding down. Staff in our nursery should not use physical intervention, or the threat of physical intervention to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others' (EYFS)

If reasonable force has been used for any reason named above, a manager or the school headteacher must be informed immediately. The child's parents/ carers must be informed on the same day this is used. The incident will be recorded in 'the red book' stored within the safeguarding cupboard.

Initial intervention approach

We will use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. Where we have considered all possible reasons, then a focused intervention approach should then be applied. This approach allows the key-person and the Behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

The nursery will follow the ABC method which uses key observations to identify:

- an event or activity (antecedent) that occurred immediately before a particular behavior
- what behaviour was observed and recorded at the time of the incident, and
- what the consequences were following the behaviour.

Once analyzed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied

Strategies we use:

Babies 0-2 years	<ol style="list-style-type: none"> 1. Stop and sign method using a clear hand signal 2. Praise positive behaviour 3. Distraction from the situation with another toy or activity. Removal from an activity should always be a last resort and only for a few seconds
Toddlers 2-3 years	<ol style="list-style-type: none"> 1. Stop and sign method using a clear hand signal 2. Using a calm down bottle or sand timer 3. Praise for positive behaviour 4. Distraction from the situation with another toy or activity. 5. Giving reminders of our '5 a day' 6. Giving choices
Pre-school 3-5 years	<ol style="list-style-type: none"> 1. Stop and sign method using a clear hand signal 2. Using a calm down bottle or sand-timer

	3. Praise for positive behaviour 4. Distraction from the situation with another toy or activity 5. Give reminders of our '5 a day' 6. Giving choices
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Children with additional needs

A small number of children may require additional support. Support for these children may involve setting up an 'Individual Education Plan' (IEP) in conjunction with the setting SENDCo. Where appropriate this may include a referral to external agencies for further support with parental consent.

