Tanglewood Nursery School

Play Learn Grow Together

BEHAVIOUR FOR LEARNING POLICY

Written by	SLT/Class teams
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Date Reviewed	By whom?	Changes made (major/minor/re-written)
Spring 2018	Debs Watson Donna MacDonald	Policy created
Spring 2019	Donna MacDonald	No changes
Spring 2020	Donna MacDonald	No changes
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Summer 2022	Donna MacDonald	Changes to rationale to include Trauma Perceptive practice.
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Behaviour for Learning Policy

"Everyday, in a hundred small ways, our children ask "Do you see me?",

"Do you hear me?", "Do I matter?" Their behaviour often reflects our response."

L.R Knost

INTRODUCTION

At Tanglewood Nursery school we believe it is important for children to be able to access the curriculum with enjoyment, feeling safe and secure and approaching activities with confidence. It is recognised that a key element of this policy is the consistent understanding and implementation of it by all staff

RATIONALE

At Tanglewood, we value the well-being of all who work, play and visit here. We recognise the impact of adult behaviour models on children and the importance of mutual respect in all our interactions. We aim to ensure the positive mental health and well-being of all our children. The school follows the Essex TPP (Trauma Perceptive Practice) approach to understanding behaviour and supporting well-being. This approach uses the values of Compassion, Kindness, Hope, Connection and Belonging to support children and is embedded throughout our school systems and practice. As a school we know that if pupils have a consistent experience of feeling safe, cared for and respected then they will be able to develop the skills and systems to be to deal with difficult experiences.

AIMS AND OBJECTIVES

- To ensure a consistent approach throughout the Nursery, with appropriate, clear and high expectations of children's behaviour.
- To support children in developing self-esteem, self-awareness and self-control.
- To work in close partnership with parents and carers to develop effective behaviour support for all children.

OUR CODE OF CONDUCT AROUND THE SCHOOL

Within our school we encourage children to:

- Be kind and caring
- Listen to others when they are speaking
- Always walk in the school

Each class has a set of classroom expectations (See Appendix i). Encouraging good behaviour will be effective in developing self-esteem in our children. Strategies for supporting children with challenging behaviour **will be consistent** throughout the school.

BEHAVIOUR MANAGEMENT THROUGH POSITIVE RELATIONSHIPS

At Tanglewood Nursery School we foster a friendly, caring supportive and happy atmosphere. We consider that the good relationships established between the staff, children and parents and carers are one of the most important features of our school. In order to achieve this children, need access to adults who:

- Are reliable and responsive,
- Value all children,
- Work to protect and develop individual children's self-esteem.
- Are aware of the language they use and the impact it has.
- Use of positive language with thought being given to the use of eye-contact, and tone of voice.
- Have clear and realistic expectations of children
- Recognise the importance of separating the behaviour from the child
- Are sympathetic to the child's stage of development
- Try to understand what children are trying to do or what they are seeking.
- Set challenges and boundaries which allow children to take risks within consistent limits which in turn helps the child to feel safe.
- Build children's resilience by supporting them in decision making and problem solving and encouraging their independence.

CLASSROOM MANAGEMENT

In order to achieve effective learning and positive behaviour management at Tanglewood Nursery School the following must be carefully considered, planned for, put into practice and regularly evaluated:

- A positive, calm and purposeful classroom tone.
- Positive and realistic expectations about learning and learning outcomes which allow children to develop at a pace which takes into account their age and stage of development.
- The appropriate use of visual timetables, objects of reference and/or other suitable tools for enabling each child to know what is happening during the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment which pupils can navigate without unnecessary barriers.
- An environment which gives thought to the needs of the children within that classroom.
- Classroom organisation and planning for teaching in individual, small group and whole class group sessions in relation to individual needs, staff strengths, space and curriculum content.
- Developing communication systems between all staff through use of regular meeting times to ensure consistency of approach.
- Actively encourage positive interactions to develop mutual and reciprocal relationships.

CO-REGULATION

"Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships where the caregiver and baby or child are closely attentive to each other and engage in sensitive, responsive exchanges." – Birth to 5 Matters 2021

Co-regulation – our attuned, attentive, and loving exchanges with children – are key to their emotional growth and ultimately support children in growing and strengthening their self-regulation skills over the years.

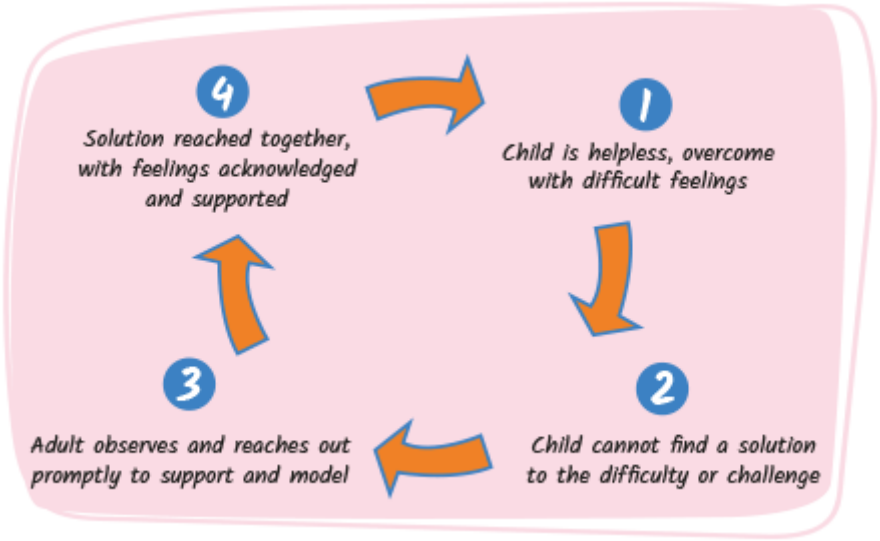
Those children who are not adequately co-regulated may well become overwhelmed by their feelings. Unregulated, they struggle to cope with the daily challenges of life, unable to navigate the feelings or behaviours that are so intrinsically linked.

Co-regulation is vital for young children because it provides the crucial support that helps them to understand powerful or unpleasant feelings and return to a place of calm. It makes sense that co-regulation is placed firmly at the heart of our practice.

Brain development and co-regulation

Co-regulation is the warm interaction between adult and child, where adults help children to understand their feelings and behaviours. Co-regulation needs to be tender, intentional, and focused. As early years practitioners, we must pay the closest of attention to children's emotional cues, understanding their body language, and responding swiftly, consistently, and sensitively to these. Part of co-regulation's complexity is giving the right amount of support at the right time and knowing what each child needs at any given time. Promptness and consistency are key.

Co-regulation, then, is an ongoing cycle of observation, interaction and collaboration:



PEDAGOGY OF CONNECTION

At Tanglewood we put co-regulation at the heart of our pedagogy and support children in developing self-regulatory skills.

We can best achieve this through:

- Connectivity – a culture of tenderness towards children builds warm, responsive relationships. Such a culture has a powerful impact on children's capabilities, helping them to feel loved and comforted, as well as supported and respected
- Predictability – when we are consistently and reliably kind, children feel able to meet challenges and difficult feelings more readily, feeling supported in each circumstance
- Enablement – supporting children through observing, modelling and suggesting strategies helps children to build their emotional intelligence and practice their self-regulation skills

An environment of connection:

We provide a solid framework into which co-regulation sits comfortably. This means that each day we provide:

- A predictable and enjoyable daily routine and schedule
- Careful observation of children's emotional cues – any child in a place of tension and anxiety will clearly find it more difficult to find solutions to everyday challenges
- Plenty of fresh air and physical activity – research demonstrates over and over that fresh air and exercise helps children's self-regulatory abilities (and adults)
- Time and place for adults to encourage each other – supporting children is rewarding but draining

Co-regulation has a vital role because it helps grow children's emotional competence, self-direction, and executive function. And yet co-regulation isn't just about building self-regulation skills. It is about building capable and confident children. Children become increasingly more capable the more we understand them, and progressively more confident the more we show them the exciting possibilities and options in their world. And the wonderful thing is that any child can become an expert in their own world when adults understand their needs, observe their emotional cues and support their search towards solutions or goals.

Through co-regulation, children can become powerful learners and competent thinkers.

Ref: Parenta.com

HOW WE PROMOTE POSITIVE BEHAVIOUR

Staff use a variety of methods to foster good social skills. As adults engage with children, they model behaviours needed to work through situations such as sharing equipment, recognising the needs of others and addressing their own needs. Through explicit teaching using stories, puppets and role-play, staff can present situations which children recognise and identify with. Allowing children to identify the 'problem' themselves and consider possible solutions empowers them and helps them to internalise skills which they can apply in similar situations. Staff re-inforce these skills by talking through incidents which arise between children during the session.

Young children are subject to powerful feelings which they may find hard to articulate. Staff recognise the need to help children understand these feelings and develop strategies to help them manage them. Children

are taught simple techniques to develop the confidence to deal with situations independently. These include how to negotiate turn-taking or how to deal with unwanted attention from another child (see Appendix ii).

SPECIFIC BEHAVIOUR MANAGEMENT STRATEGIES

Specific behaviour management strategies are in place to be used when a child has developed more entrenched behaviours which do not respond to the practices given above.

These strategies, such as forced alternatives -"sitting with me or with your friends?" and 'first and then' give the child an element of choice to support them in taking responsibility for what happens next. See Appendix ii for further strategies used.

The strategy being used with a particular child is explained to them in clear and simple language. This enables the child to recognise what behaviours are acceptable and why they are unacceptable. The strategies are applied consistently by all staff.

REWARDS

Extrinsic rewards, such as stickers and star charts, are not generally used at Tanglewood. Such methods might achieve some limited success in specific situations, but they fail to encourage in the child a sense that they can take the initiative and control their own behaviour. Intrinsic reward, such as specific praise for the effort they have made to control their behaviour is empowering and builds towards a robust set of social skills and emotional intelligence which can be applied more generally over time.

ADULT CHILD RESPONSE PLANS

Sometimes it is helpful for parents and key staff to draw up an "Adult Child Response Plan" for a child identified as having particular challenges. This records particular triggers, indicators and strategies agreed for a child. The process for this is outlined in the school's Positive Handling Policy.

Specific behaviour management issues can be stressful for all staff involved, and the need to support them at all times is recognised.

However, if a child's behaviour continues to escalate and staff have tried everything on the Adult Child Response Plan but the behaviour continues parents may be called in to school to help de-escalate the situation and the child may be sent home.

WORKING WITH PARENTS AND CARERS

Parents and carers are made aware of our approach to behaviour management through the school prospectus. A copy of the Behaviour for Learning policy is available via the school office or website. When a child exhibits persistent behaviours which require specific management strategies, these are discussed with parents. They are kept informed about what is happening with their child and their contribution and involvement is welcomed and encouraged.

This policy should be read in conjunction with the following policies:

- Positive Handling Policy
- Health and Safety Policy
- Child Protection Policy
- Equality Policy

Appendix i

Class Behaviour Expectations

We use gentle hands and kind words

We listen to each other

We share and take turns

We play in our classroom or outside

We use quiet voices inside

We walk inside

When we have finished with something we put it back where it belongs

We take care of things

This list is not exhaustive and classes should choose which expectations are most important to their current cohort. There should be no-more than 5 expectations for each class.

Appendix ii

Specific Behaviour Management Strategies

For children to use:

- **Please Stop I don't like it."** The child holds up their hand and says "Please Stop" or "Please Stop, I don't like it" if they are subject to unwanted attention by another child or group of children. If the unwanted behaviour persists, the child seeks out an adult for support

For adults to use:

- ***Anticipating Behaviour*** Observing children and intervening before behaviour escalates.
- ***Ignoring Behaviour*** The adult monitors the behaviour of the child, ignores unwanted behaviour and uses positive praise with children who are making the right choices
- ***Distraction*** A child is showing signs of frustration, over-excitement, upset and the adult steps in to distract with another activity or uses an object to gain their attention.
- ***Discussion*** Adult models language by giving the child the language of how they feel. 'It's really frustrating when you can't have the toy you want'. Adult then models the language needed to solve the problem. 'Let's ask if we can have the toy when they have finished'
- ***First and Then*** **(Giving the child a choice)** The child is anxious to start or continue an activity, or is reluctant to do what is being reasonably asked of them. The adult says "First (non-preferred activity), then (child's preferred activity)".
- ***Following up on choices*** If a child will not make a choice the adult intervenes, 'You choose or I will'.
- ***Verbal Warning of consequence*** The adult talks to the child about what will happen if. This is dependent on the behaviour and the child in consultation with classroom staff who know the children well.
- ***Thinking Time*** Thinking time is used in conjunction with the above. The length of time depends upon the child's stage of development.
- ***Removal from the activity.*** If the child is engaged in behaviour which is unacceptable (e.g. throwing sand) the adult tells them to stop, explaining why. If the child persists, they are temporarily moved away from the activity.

*When dealing with any child all staff remain calm and seek support from other colleagues where needed.