



Supporting children's behaviour

Policy Statement

At Clare House Nursery, we believe every child deserves to feel safe, valued, respected and understood. We are committed to creating a nurturing environment where children develop secure relationships, emotional resilience and the confidence to thrive.

Our practice is underpinned by the Early Years Foundation Stage (EYFS), current research into early brain development, attachment theory, neuroscience, and child development. We recognise that children learn best when they feel emotionally secure and supported by trusted adults who understand their individual needs.

We believe that behaviour is a form of communication and that every interaction is an opportunity to strengthen relationships, promote emotional wellbeing and support healthy brain development.

Our Philosophy – Every Behaviour Tells a Story

At Clare House Nursery we believe that children's behaviour is not something to be managed but something to be understood.

Rather than asking:

"What is wrong with this child?"

we ask:

"What is this child trying to communicate?"

Every child arrives with their own experiences, temperament, developmental stage and way of understanding the world. When children struggle to regulate their emotions, we recognise that they are communicating a need rather than deliberately choosing to misbehave.

Our role is to build trusting relationships, remain curious, and respond with empathy, consistency and compassion so that children feel emotionally safe and supported.

Our Understanding of Early Brain Development

The first five years of life are the most significant period of brain development. During these years, every positive interaction, relationship and experience strengthens the neural pathways that support learning, communication, emotional regulation and resilience.

We understand that children are not born with the ability to regulate their emotions. These skills develop gradually through repeated experiences of being comforted, understood and supported by calm, emotionally available adults.

This understanding shapes everything we do.

Our leadership team have undertaken specialist professional development in neuroscience and early brain development and act as Neuroscience Champions, supporting practitioners to embed current research into everyday practice. This enables us to create emotionally secure environments where children feel safe, connected and ready to learn.

We aim to:

- Settle children into nursery life with a sense of 'belonging, being and becoming'
- Support children to learn to consider the views, feelings, needs and rights, of others during their play and the impact that their behaviours can have on others and their environment.
- Recognise the individuality of all our children and to support each child to meet their full potential. No what their developmental stage is in learning and development
- Encourage self-regulation, consideration for each other, our environment.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children and work alongside the British values.
- Work in partnership with parent/carer(s) by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Support children to use their voices during times of negotiation.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide a continued approach and support to the whole nursery.

Why do we do this?

Emotional regulation is important because our emotions are closely connected to how we think and feel. Our thoughts and feelings help us to decide how to respond to a situation and what actions to take.

If we learn to develop the skills to self-regulate we will build up our very own tool kit which may help us to make better choices instead of being reactive within our own behavioural responses.

At Clare House we encourage and support children to develop an understanding of their own and others' Emotions.

In order to help your child to recognise the emotions of themselves and others there are a number of things we do such as We.....

- Have strong leadership team who work cohesively with staff/professionals and families/carers.
- Keep practices up-to-date with legislation and research and support changes to policies and procedures in the nursery;
- Keep up to date with CPD.
- Praise and acknowledge positive actions and attitudes.
- Provide positive reinforcement, encouraging a strong sense of identity and pride in themselves.
- Enable children to express their feelings by naming them e.g. I can see that you are frustrated, you look lonely etc.
- View children as capable and competent and approach situations from an individual strengths based perspective.
- Ensure all children feel secure and let them know that we are here to help and support them.
- Encourage all children to use a range of communication strategies to enable them to express their needs, wants and feelings.
- We use the various colour monster resources to help support children through times of dysregulation.

- Create an emergent learning environment that promotes curiosity and allows the child individual interests to guide the curricula; As when a child is interested and is engaged in meaningful and enjoyable projects then positive engagements tends to be more apparent.
- Verbalise feelings e.g. 'I don't like it' or simply 'Stop'. 'That makes me feel sad'. As the adult, it is our role to help each child understand emotions and also to help them acquire the reasoning skills needed to deal with difficult situations.
- Teach negotiation skills such as 'If you, then I.... or how about if.....? My turn your turn.
- Provide plenty of opportunity when children are given an chance to partake in turn taking/sharing activities.
- Provide a chance for children to have their own ideas and suggestions or to discuss a 'problem' in an open and safe environment.
- Recognise that fighting, hurting, inappropriate use of language and other similar actions are not acceptable behaviour. And we talk openly about this with all children.
- Set developmentally appropriate use of 'rules' which are essentially for the safety and well-being of the all children.
- Use appropriate and respectful language to each child thus modelling positive communication strategies.
- Tell children what they can do as opposed to what they can't. Such as: "feet on the floor"
- Use encourage children to make their own choices. Which would you like to do first? Use Now and next/routine board to help embed understand of what's about to happen.
- Promote routines that will help children develop caring attitudes and respect for others, the environment and equipment eg snack/meal times, circle time, tidying up and helping each other.
- Use a consistent approach and follow the same pattern of rules across all rooms.
- Ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Support each child in developing self-esteem, confidence and feelings of competence.
- Avoid creating situations in which children receive adult attention only in return for inappropriate behaviour
- Help children to understand the outcomes of their actions and support them in learning how regulate when things don't go to plan.
- Do not shout or raise our voices in a threatening way to respond to children inconsiderate behaviour
- Staff will observe children closely where behaviour become challenging to monitor possible triggers and patterns to a child's behaviour in order to prevent further occurrence.

When children behaviours become a risk:

- We never send children out of the room by themselves, nor do we use a "naughty chair" or a "time out" strategy that excludes children from the group, we do however use "reflective time" and "calming time"
- We will not tolerate any parent or carer shouting, disciplining, or humiliating their child within the setting (Please see our parent code of conduct).
- We would only use physical restraint, such as holding, only to prevent physical injury to the child, children or adults and or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the name of the witness) are brought to the attention of the managers and are recorded in the child's personal file. The child's parent will be informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude by means of explanations rather than personal blame.

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use a restraining action in an emergency to prevent personal injury and protect the safety of other children and staff. Where children find their day challenging and this comes out in their behaviours which cause a risk to them self's or others then a clear risk assessment will be carried out alongside appropriate professional sign posting Via the use of an EHA and training will be delivered to staff as necessary.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- Parent/carer(s) will be informed if their child's behaviour has caused an injury to another child via an incident form. Parent/carer(s) will be informed and asked to read and sign any entries concerning their child. In some cases a phone call prior to collection may be necessary.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

Parent/career involvement

We understand the we play an important role in helping families/cares to support and guide their child's behaviour in positive and effective ways. Developing collaborative partnerships involves respectful communication about all aspects of a child's learning and development. Working in partnership with our parents/carers it integral to the success of this behaviour policy. For any intervention strategy to work we need full consistent support so Parents/Carers will be asked to aid.

We will achieve this by:

- Sharing the expectation of behaviour through informal and formal discussions with the staffing team and parents/carers.
- Talking to individual parents/carers about all aspects of all their child's behaviour daily, and at regular parent review meetings.
- Being fair, non-judgmental and consistent when discussing children's behaviour with parents/carers.
- Listening to the families circumstances and supporting families in a no judgemental manner.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through outside agencies.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour, e.g., new baby, moving to a new house, bereavement, divorce, separation, or hospitalization etc.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff by implementing positive behaviour strategies.
- Talk openly to us so we can support and put interventions into place.

