



## **Behaviour & Relationships Policy (incorporating Anti-Bullying) Policy**

**Article 29:** The right to an education that develops every child's personality, talents and abilities to the full, and also helps children to live peacefully, protect the environment and respect other people.

**Article 31:** Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

### **Introduction**

The Early Years Foundations Stage (EYFS, 2025) requires that all children must be supported to learn and develop through a focus on positive behaviour management. It is recognised that a key element of this policy is the consistent understanding and implementation of it by all staff.

**The EYFS further emphasises that there are 4 guiding principles that share early years' practice (p7), these are:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in enabling **environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

### **Supporting and understanding children's behaviour (EYFS, 2025, p38)**

**3.73** Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

**3.74** Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years' provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an

offence) if physical intervention<sup>53</sup> was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

**3.75** Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

At **Bloomsbury Nursery School**, our values underpin our practise. We believe that the ethos of the School will influence the behaviour of our children. Children become part of a bigger community where they learn to develop an awareness of other people's feelings and also to learn to accept the consequences of their own behaviour.

Our vision is to ensure;

- **Everyone** feels welcomed, safe, respected, included and valued
- Relationships and the **Rights of the child** are at the heart of all we do
- We provide **quality provision** that responds to the individual needs of **children and families** in our **community**
- We create a **learning community** where individuals are **nurtured to achieve** their dreams and **hopes**.

As a team we realise that the models of behaviour we exhibit will have a major impact on the ethos of the School. We must demonstrate effective relationships and respect for one another which, in turn, will create the kind of working environment which is so important. We promote an ethos, which encourages caring and sharing: concern and respect for children, educators and parents. We understand that children's personal, social and emotional development, of which behaviour is an aspect, is central to the learning process and is a vital element of education.

## **Context**

As a team we have identified key language, **Makaton Signs** and nursery rules, which are embedded into our daily practise in order to ensure a well-educated, healthy, happy future for all by encouraging the following behaviours;

- Good Listening
- Good Looking
- Good Thinking
- Good Sitting
- Good Sharing
- Consideration and care for each other
- Being polite at all times
- Respecting each other
- Caring for the learning environment.

## Aims

Bloomsbury Nursery is an inclusive setting; our ethos and curriculum enables children to be independent learners- making choices and building strong relationships particularly with their peers. We encourage this through our Continuous Provision environment, as well as our Adult Directed teaching, where individual needs are addressed through different strategies, opportunities and differentiated to meet the needs of each child.

### We aim to achieve this through:

- Building on children's previous experiences and work in partnership with home to ensure a consistent approach.
- Foster each individual child's self-esteem.
- Support each child in developing self-discipline.
- Encourage respect for other children and adults.
- Offer appropriate role models for good behaviour.
- focus on praise and positive affirmations

We have certain rules that children and adults must follow. Thus, enabling a safe learning environment. All of these form our framework for promoting **British Values-Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faith and beliefs.**

### Code of Conduct statement for all educators

At Bloomsbury Nursery all adults in our community of learning adhere to the following statements:

- **Democracy:** Everyone has a voice and a say in what we do and how we do it
- **Mutual Respect:** We admire and acknowledge everyone's abilities, qualities and achievements
- **Liberty:** We have the freedom to make our own choices
- **Tolerance:** We accept that everyone has a right to their own views and opinions
- **Rule of Law:** We have community rules and practices which keeps our learning community safe

### Procedure and Practice - Our Approach

Conflict amongst young children, whether it is over toys, space or friendship is an inevitable part of a child's life at nursery. We therefore recognise the approaches that educators adopt when helping to resolve conflicts, can have a great effect on children's behaviour, interaction and ability to resolve their own conflicts.

In our day to day practice at Bloomsbury, we are confident in our approach to behaviour management, by following the 6 steps of Conflict Resolution;

## **Conflict Resolution**

Deal with an observed behaviour as promptly as possible by following the conflict resolution procedures:

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together
6. Be prepared to give follow up support

By engaging in this process, we strive to foster responsibility and independence within children, in order to help develop their confidence to deal with problems/conflicts.

If a child is presenting with more complex needs and requires additional support to appropriately manage their behaviour, the keyworker, in consultation with the SENCo and Head teacher will adopt the **Graduated Approach** with **Four Stages** of action:

- Assess
- Plan
- Do
- Review

At Bloomsbury we understand that a child's behaviour is a form of communication. We aim to support each child and family to understand the reasons for this behaviour and how to manage this more calmly and appropriately. When necessary, and in consultation with parents and carers, nursery educators may feel it necessary to involve outside agencies for support. Parent/ Carer consent will be gained with each new referral.

## **Positive Relationships and Approach**

Positive teacher-pupil relationships are key to combating challenging behaviour.

Our nursery school focuses heavily on forming strong attachments and relationships to allow educators to understand their pupils and create a strong foundation from which behavioural change can take place.

Educators will ensure a number of strategies to establish positive relationships with their pupils. These may include:

- Welcoming pupils as they enter the classroom - creating a warm and welcoming environment **with a home from home feeling**
- Ensuring pupils understand what is expected of them - consistency from all
- Putting in place consistent and clearly understood classroom routines using visual timetables and systems; such as snack time, group time, group behaviour expectations etc.

- Creating a tidy, organised, cared for environment which promotes learning opportunities
- Creating a positive, calm environment where every pupil feels comfortable and respected and where routines are established early on
- Giving time to listen to children and help them understand their emotions using 'The Colour Monster' by Anna Llenas as a stimulus.
- Having an emotion zone in every classroom that children can visit independently or with an adult to self-regulate or co-regulate.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Using the TIAAS principles of 'connection before correction approach.
- Positive Reinforcement - always adopt a positive attitude in body language and verbal language. When a child is displaying positive behaviour tell him/her what they are doing that is good

### **TIAAS – 'Trauma Informed Attachment Aware' Practice**

Bloomsbury Nursery School is a TIAAS school. An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others.

### **We Use Emotion Coaching & Co-regulation.**

Children's behaviour is a form of communication and a way for them to express an emotional need. Staff will respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than on the behaviour itself.

- **Look** beyond children's behaviour and think about children's needs.
- **Recognise** the child's feelings and empathise with these feelings and not the behaviour.
- Verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way.
- **Use co-regulation** activities with the child to help them regulate their emotions and calm down e.g. reading a book together, using squishy toys, running on the spot, yoga.
- **Set limits** on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then.....
- **Aim to problem solve** with the child supporting them to identify how to make the situation better and identifying what needs to happen as a result e.g. next time someone takes a toy from you, you could ....

At Bloomsbury we work with a range of services that also support us to ensure children's individual needs are identified and met using a range of strategies and resources:

- **Educational Psychology**
- **Communication and Autism Team**
- **Speech and Language Therapists**

- **Occupational Therapy**
- **LLSS**
- **Family Support**
- **Early Support Service**
- **SENAR**

## **Roles and responsibilities**

It is crucial that all members of staff work as a team to implement the guidelines for the management of behaviour throughout the nursery. This consistency ensures that it is effective and successful.

### **Therefore, all staff must;**

- Reinforce appropriate behaviour inside and outside the nursery building.
- Be aware of the expected approach to dealing with children's behaviour.
- Record incidents when necessary.
- Inform other staff and the behaviour co-ordinator when there are concerns.
- Inform parents about children's behaviour.
- Allow space for the individual child time to calm down, to talk about their feelings and to reflect on his behaviour following an incident.

## **Rewards and Sanctions**

We recognise the importance of reinforcing appropriate behaviour. Praise and positive affirmations are used rather than rewards. We are specific when we praise children, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. We use positive affirmations such as 'good listening' or 'good sitting' and reinforce these using gestures, signs and facial expressions; including smiles, thumbs up, group approval for instance clapping. We do not use sweets or stickers as a reward.

## **Safeguarding**

Conflict Resolution should be used as our key strategy for resolving any issues.

Some behaviour 'management' strategies could be construed as being abusive, especially where sanctions maybe seen as punishments e.g. time out and removing shoes. Time out, or time together with a key person, should only be used to support a child to become calm or to prevent a child from hurting themselves or others.

On the very rare occasion that physical intervention in the form of positive restraint is required, all Educators Bloomsbury Nursery have accessed TEAM Teach training. Team Teach is an internationally recognised, accredited positive behaviour management framework focused on de-escalation, preventative strategies, and safe, proportionate physical intervention. Physical restraint or intervention is only used when absolutely necessary, to prevent injury, pain, or significant damage, and when the risks of not intervening outweigh the risks of doing so.

Sanctions are implemented to be appropriate for the individual child and the circumstances. Each time sanctions are implemented, the member of staff explains their reasons and it is emphasised that it is the behaviour and not the child that receives the adult's disapproval. When rules are broken we show our disapproval of the action by facial expression or gestures.

### **The SENCo**

- Supports educators with implementing **Conflict Resolution, TIASS, Emotion Coaching, Principles of Nurture** and the **Graduated Approach**
- Liaises with parents and outside agencies
- Informs all educators, general assistants and lunchtime educators, when appropriate, about individual SEN Support Plans or Education and health Care Plans.

### **The Head Teacher:**

- Is to be involved in any serious cases,
- Liaises with the Educational Psychologist in conjunction with the SENCo

### **Bullying**

#### **Anti-Bullying Statement**

Bloomsbury Nursery School will not tolerate any form of bullying.

All behavioural problems are dealt with as a whole school. Bullying can be physical and mental.

It can take many forms, such as: -

Teasing, name calling, thumping, pushing, tripping, kicking, ignoring, hair pulling, threatening, biting, any other form of behaviour designed to make someone frightened, or upset.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the Nursery. Although bullying in the strongest context of the word does not generally occur at Bloomsbury, it is recognised by educators that children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality. Practitioners minimise occurrences by being observant and recognising that some children prefer the company of others and some do not.

Fully understanding each child and observing them helps to combat any issues promptly. If any level of bullying is suspected, observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly.

This will involve working towards a shared understanding of the causes of the behaviour. Bloomsbury understands that all behaviour is a form of communication and should be recognised as such.

Matters will be documented as necessary and reported to keyworkers, Head teacher and SENCo or/and parents if deemed necessary.

## **WHAT IS BULLYING?**

Bullying can occur through several types of anti-social behaviour. It can be:

- **PHYSICAL** - child can be physically punched, kicked, hit, spat at, etc.
- **VERBAL** - Verbal abuse can take the form of name calling.
- **EMOTIONAL** - A child can be bullied simply by being excluded from discussions/activities or play, with those they believe to be their friends.

### **Action to be taken if Bullying is suspected;**

We will support children by following the **six steps of conflict resolution** as mentioned above. We will speak openly with parents/carers in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs. If necessary, outside agencies will be contacted in order to support the setting, child and parents/carers.

### **Racist behaviour**

Racist behaviour is not tolerated. Any incidents, including children or staff, should be dealt with immediately and recorded and discussed with parents of children involved.

### **Extremism**

We aim to ensure that children are protected from extremism in any form. Where this is observed it is logged and immediately referred to the Security Partnership Officer and CASS.

### **Partnership with Parents**

We involve parents as partners, sharing concerns about children in order to best support the child and family. Where possible, we will work closely alongside parents to suggest strategies and ideas that can also be used at home so that the child is receiving a consistent approach from all adults.

### **Summary**

At Bloomsbury we have a positive approach to discipline by reinforcing appropriate behaviour. All members of staff work as a team to maintain a consistent approach to behaviour management. Regular staff meetings, where information and observations of individual children are shared, to ensure that all staff are informed about individual children's needs. The Graduated Response is implemented and by focussing on the behaviour environment we hope to eliminate inappropriate behaviour.

Related policies include all Safeguarding Policies, particularly the Child Protection Policy and Persons in a Position of Trust, the Teaching and Learning Policy and Special Educational Needs and Inclusion Policy.

Refer also to Birmingham Local Authority Local Offer & Bloomsbury Nursery School Local Offer as well as Bloomsbury Nursery Schools SEND Policy.

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