

## **Relationship Policy**

Building and nurturing positive relationships is at the heart of a successful and happy nursery. At Bushy Leaze, we want everyone to work together to create a climate of mutual respect and openness. We promote positive relationships through trust, compassion and an appreciation of the rights and views of others.

This policy is for all staff, children, parents and carers, governors, visitors and partner agencies working within the centre and provides guidelines and procedures as to how our school supports and responds to behaviour.

We want our children to be ready to learn, to be respectful of each other and to feel safe. This is reflected in our golden values:

- **Be ready**
- **Be kind**
- **Be safe**

We aim to:

- To promote a happy, safe and inclusive environment
- To develop a positive self-image for all
- To develop an awareness of the needs and feelings of ourselves and others
- To encourage pride in, and respect for our surroundings
- To promote an ethos of kindness and consistency.

We value our relationship with our families and work with them so that children receive consistent messages. We actively involve parents and share their child's achievements and celebrations, as well as any difficulties that might arise. We know that if parents and nursery work together then we can more effectively support a child's emotional needs.

At Bushy Leaze, all adults work hard to establish caring and secure relationships with our children. Each child also has a key person, a named member of staff, who knows them really well and helps them to feel safe and cared for.

As an **attachment and trauma aware centre** we know that securely attached children have:

- A good sense of self-worth
- Regulated emotional responses
- Improved language skills
- Improved cognitive development
- Improved social skills

We use a trauma aware approach to underpin our practice:

**Regulate** – help the child to regulate and calm their fight, flight, freeze response, this could include having some 'safe' time with an adult

**Relate** – connect with the child through an attuned and sensitive relationship

**Reason** – support the child to reflect, learn, remember, articulate and become self-assured, if appropriate

In order for children to feel safe, they need predictable routines, expectations and responses to behaviour. We use consistent language and responses to support our children to understand and regulate their emotions (see appendix 1 – Emotion Coaching script). Emotion coaching allows us to:

**Step 1:**

**Recognise the child's feelings** and empathise with them

**Step 2:**

**Validate the feelings** and label them. Adults speak calmly and use a non-judgemental tone of voice.

**Step 3:**

**Set limits on behaviour** (if needed). Remember we are disapproving of the behaviour, not the person.

**Step 4:**

**Problem solve** with the child, if appropriate, this could include how to make things right.

Natural rewards and consequences will follow behaviours, without the need to enforce sanctions. It is important for adults to differentiate their expectations and responses to ensure all children get what they need to be successful.

We use the book 'The Colour Monster' by Anna Llenas to give our children the skills to name, recognise, talk about and use strategies to manage their feelings. For those children that require more support, our Emotional Literacy Support Assistants (ELSA) provide individualised programmes to meet their emotional needs.

### **Restrictive Physical Intervention**

Restrictive physical intervention is "when a member of staff uses physical force intentionally to restrict a child's movement against their will" Hampshire County Council guidance for schools. It is **not** when an adult gives a child physical guidance, physical touch or personal care.

We recognise that all behaviour is communication. Our relationship policy provides the strategies we need to effectively support our children's behaviour and wellbeing for the majority of the time. As a last resort, when a child is in crisis, we need to take safe, rapid control of the situation.

Staff will make all reasonable efforts to avoid the use of restrictive physical intervention by removing/minimising triggers and using short, clear instructions. Staff will make the space safe for the child, this could include

removing other children, and give them the opportunity to de-escalate. To support this, staff will:

- Continually assess the situation
- Empathise and respond to the feelings being expressed
- Reassure and sooth
- Use short, clear and positive phrases
- Communicate clear expectations – what do you want/need the child to do?
- Give choices and supportive consequences
- Distract
- Reduce stressors in the environment

If a child needs to be held, to keep them or others safe, then staff:

- Will give the child a warning to prepare, **not** threaten
- Will ask for help from another member of staff, either to provide physical support or as an observer
- Will use side by side contact with the child, avoiding being in front or behind the child
- Will aim to have no gap between the adult and the child's body
- Will keep their back straight, with their legs against the side of the child
- **WILL NOT** lift children
- Will be aware of the child's head position
- Will hold children by the long bones, **not joints**
- **WILL NOT** hold a child around their chest, stomach or on the ground.
- Will talk to the child, if it helps
- **Will only use minimum force, for the minimum time**

To keep themselves safe in these situations, staff will:

- Stay well away and close the gap very rapidly, leaving no space for strikes or clashes
- Continually risk assess the situation
- Be aware of their own and the child's personal space
- Ask for help if they need it

Any incidents requiring restrictive physical intervention need to be recorded on an Incident Report Form and given to the Headteacher, who will notify parents.

### **Anti-bullying statement**

"Bullying is behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally." [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying)

At Bushy Leaze we seek to create an environment where all children and adults feel happy and secure and that no-one should have their time with us spoilt by words/and or actions or another.

All staff take reports/incidents of bullying seriously, responding calmly and taking action as soon as possible to establish exactly what has happened by listening to, and talking with those involved, including witnesses. We will use our trauma aware approach to support all involved in any bullying incident.

There is a grievance procedure in place for any adult who feels they have experienced bullying within the centre.

### **Anti-racism statement**

We work to ensure that Bushy Leaze is inclusive. Everyone is respected and any incident of a racist nature is taken very seriously. Often very young children are unaware of what racist terms mean, so we discuss why their use is unacceptable, with parents and the child, if appropriate. We ensure that all involved in any sort of racist incident are supported using our trauma aware approach.

Our curriculum challenges stereotypes and promotes cultural inclusion. We provide our children with opportunities to find out about and celebrate the diversity within our nursery, local area and the wider world.

Signed:   
Chair of Governors

16/05/23

Date: Summer Term 2023  
Next Review Date: Summer Term 2025

## **Appendix 1 – Emotion coaching script**

### **Step 1: Recognise the child's feelings and empathise with them**

Stop – Think – Attune - Reflect

### **Step 2: Validate the feelings and label them**

- (Name) is (name emotion) e.g. Bob is sad
- You look...
- Label emotion with sign/action/visual/colour monster spoon
- I wonder if you feel...
- I can see you feel...
- That must have been very...
- It's OK to feel angry about... when... happens to you

### **Step 3: Set limits on behaviour (if needed)**

- Use your words
- We use kind hands
- We... to stay safe

### **Step 4: Problem solve with the child**

#### **Explore (feelings)**

- Show me...
- You were sad...
- That made you sad
- You were happy when...

#### **Scaffold**

- Next time...
- What about if you...?

#### **Empower**

- You could...
- Next time you feel...

