

# Bedford Nursery Schools Federation



## Wellbeing

Reviewed by: Julie Smith

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**Next Review October 2024**

## Children's Wellbeing

### What we believe

At Bedford Nursery Schools Federation we believe that children's behaviour (the way in which one acts or conducts oneself, especially towards others/the way in which an animal/person behaves in response to a particular situation or stimulus) is reflective of their wellbeing & emotional state of mind.

Wellbeing is defined as the state of being comfortable, healthy or happy. We aim to provide an environment where children are encouraged to consider and take responsibility for their own behaviour and where the wellbeing of children is considered a priority by all adults. We know that high levels of wellbeing contribute directly to children's learning and that high wellbeing can present as high levels of involvement and nurture a life-long love of learning.

At Bedford Nursery Schools Federation we use the Leuven Scales to assess children's levels of Wellbeing and Involvement (please see appendix1) and ensure that our provision encourages children to be the best they can be. We use the guidance and advice set out in ECERS with regard to the environment and adult interactions (see appendix 4)

We believe that a well ordered, positive environment supports and encourages children to respect the needs and feelings of others and enables them to celebrate their own and others' successes.

We believe that behaviours we observe in nursery can also be linked to the children's Characteristics of Effective Learning (COEL) and Schemas. (Appendix 2).

The positive reinforcement of appropriate behaviours by adults around them helps children learn to manage their own behaviour and to respect their environment. They learn to value each other as individuals regardless of race, colour, culture, belief, ability, age or gender.

By working in partnership with parents to identify triggers we can ensure that children learn to manage their behaviour and feelings in the most appropriate way and learn strategies to help them cope when they may not fully understand why they are acting in a certain way.

### What we will do

Bedford Nursery School pays full attention to the "5 Ways to Well-Being" and reflects this in its practice at all times.

**CONNECT** – with friends and family; develop the relationships you already have.

**BE ACTIVE** - go for a walk or run; dance or cycle; be outside; exercising makes you feel good.

**TAKE NOTICE** - Be curious; notice the changing seasons; be aware of the world around you; enjoy the here and now; savour the moment.

**KEEP LEARNING** - try something new; set yourself a challenge; learn an instrument; learn to cook; be inquisitive.

**GIVE** - a smile; a hug; a "Thank You"; your time to your friends or someone in need.

We will uphold our shared values of being BOLD, NURTURING, STRIVING & FEARLESS.

We will have an understanding of Schemas within children's wider development.

We will promote COEL and provide a rich, safe, well organised, positive environment.

As part of this collaborative approach to children's wellbeing we will begin a 'wellbeing log' where appropriate to identify patterns of behaviour and introduce strategies to help children manage their behaviours. This document will be considered a joint working document between school and parents and any external agencies we feel can support both.

Physical punishment is never an acceptable practice and will never be used. However, a physical intervention with a child may be necessary to prevent them causing a serious injury to either themselves or another person. We will move other children to a place of safety and remove resources and furniture where possible to prevent damage or injury. If an incident that necessitates physical intervention occurs a senior member of staff will be notified immediately.

**At Bedford Nursery Schools Federation children learn to**

- manage their own behaviour
- articulate their needs and feelings, both verbally and non-verbally
- care for their environment, their peers, and all living things
- respect themselves and others regardless of need, race, colour, culture, belief, ability, age or gender.
- be independent and take responsibility for their own actions
- develop strategies to manage conflict
- be part of a community
- be part of a group
- negotiate
- understand rules may be different within different environments
- understand what is and is not acceptable behaviour within the school
- understand the reasons for rules within the school environment

**At Bedford Nursery Schools Federation adults support children's learning by:**

- acting as positive role models
- listening to children when they talk and acknowledging what they are saying to us
- acknowledging and respecting individual children's feelings
- respecting a child's perspective of a problem
- treating children as individuals
- celebrating specific achievements to raise children's self confidence
- challenging specific inappropriate behaviour, language and attitudes (see appendix 3)
- offering children strategies to enable them to deal with difficult and inappropriate situations (see appendix 3)

**At Bedford Nursery Schools Federation we believe that children learn by example and adults model the language and behaviour that we expect from our children. We achieve this through:**

- sensitive, timely and appropriate interventions
- acknowledgement of the different levels of development in different age ranges. (Appendix 3)
- developing positive relationships with parents
- sharing information with parents
- working together as a whole school team
- taking into account the relationship between children and parents with particular regard to attachment
- respecting parents' views and wishes
- ensuring that IWBP's (Individual well-being plan) are available to support the child through behaviour difficulties
- the use of a wellbeing log as a tool to identify triggers
- making clear what the school regards as unacceptable behaviours which include but are not limited to:
  - Snatching
  - Swearing

- Biting
- Name-calling
- Aggressive play
- Damaging school resources
- Damaging other children's property
- Hitting/smacking other children or adults

### **Management of unacceptable behaviours**

Physical punishment will never be deemed an acceptable management technique. Where a child has displayed unkind or unacceptable behaviours to another child the adult will attempt restorative behaviour techniques. This includes talking to both children and helping them to understand the effects of their behaviour and showing empathy where appropriate.

Children will be spoken to about the way their actions impact on the other child's/adult's feelings, and adults will be sensitive in their approach, using words similar to:

"when you (state action) it made (say other person's name) feel (explain how the other person felt e.g. angry, upset, sad)"

"why did you do this?"

Explain "you didn't make a good/the right choice/made a bad choice when you (state action) because it made (say other person's name) because you (state effect of action: hurt them/upset them/hurt their feelings)

"What will you do next time?"

"What can we do to make (person's name) feel better?"

Encourage child to ask "are we ok now?"

The Leuven Scale for wellbeing

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scale for involvement

Level	Well-being	Signals
1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are a few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly the observed period.

## Characteristics of Effective Learning

How children learn is categorised into three distinct areas:

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning – motivation

- Being involved and concentrating,
- Keeping trying ,
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas,
- Making links,
- Choosing ways to do things

## Schemas

'Schemas are patterns of repeated behaviour in children. Children often have a very strong drive to repeat actions such as moving things from one place to another, covering things up and putting things into containers, or moving in circles or throwing things. These patterns can often be observed running through their play and may vary between one child and another. If practitioners build on these interests, powerful learning can take place.'

These schemas need to be understood in relation to children's behaviour and adult responses to certain behaviours should also be well considered with schemas in mind.

### Trajectory

Dropping / throwing objects  
Playing with running water in the bathroom  
Climbing, jumping, sliding, swinging, sweeping  
Bouncing, kicking and throwing balls  
Building and knocking down towers  
Lining items up  
Making arcs in spilt food

### Connecting

Joining things together  
Attaching ropes, string, wool round chair legs, door handles ...  
Fascination with using string, tape, split pins, treasury tags, nails, elastic bands...  
Building dens  
Using construction toys  
Sharing out objects/toys - 'giving and receiving'

### Transporting

Interested in containers - boxes, pockets, purses and bags  
Filling, packing and moving!  
Taking 'passengers' on bikes/trolleys/buggies  
Moving sand with dumper truck

### On top

Putting objects on top of each other  
Lying on backs of sofas  
Climbing

**Rotation**

Fascination with objects that turn  
Running in circles, rolling, spinning  
Drawing circles  
Stirring, whisking, mixing ...

**Scattering/Disconnecting**

Taking things apart  
Emptying  
Splashing

**Enveloping**

Covering, burying, wrapping up objects  
Putting things inside bags, boxes or containers  
Dressing up  
Wrapping, covering self with scarves, sheets, sleeping bags, blankets...  
Covering over a painting or drawing  
Posting objects in or under something else

**Enclosure**

Building boundaries (pillows, cushions, blocks, bricks...)  
Cardboard box play  
Filling and emptying

**Positioning**

Preferring their food not to be mixed together?  
Interested in making patterns or rows  
Lining up objects  
Positioning objects in front, behind, around each other

**Transforming**

Adding milk to the water or snack  
Putting sand into the water tray/vice versa  
Making mixtures – dough, mud, cooking

**The adult role – interaction is the key!**

Communicating and modelling language, introducing and explaining new vocabulary, showing, explaining, demonstrating with resources.

Exploring ideas, 'I wonder ...'

Encouraging - 'You kept trying even though that was really difficult to...' 'I like the way you ...'

Questioning, recalling, providing a narrative for what they are doing.

Facilitating and setting challenges – providing additional/different resources/opportunities.

## Suggested guidance/strategies for dealing with incidents of unacceptable behaviour

Practitioners should use their experience and knowledge to deal with situations in the most appropriate manner, according to the child/children involved.

Action/Behaviour	2yr old	3 – 5yr old
Snatching	Ensure there are enough resources for the number of children within the provision. Hand the toy back to the child and support them, model how to ask for the toy. Talk about both children's feelings. Model turn-taking games	Give child opportunity to give toy back. Explain how it made the other child feel when they snatched the toys away. Ask what they could do instead. Model turn taking games Ensure that there are systems in place for turn taking with popular resources
Swearing	Initially ignore and do not make a fuss. If repeated incidents tell them it was a bad choice of word. Model appropriate words.	Tell them it was a bad choice of word. Tell them to use alternative words that are socially more acceptable. Model appropriate words.
Biting	Monitor for a pattern. Show the injury sustained by the other child with the consent of the other child. Talk to both sets of parents, a phone call may be needed before collection.	Monitor for a pattern. Show the injury sustained by the other child with the consent of the other child. Talk to both sets of parents, a phone call may be needed before collection.
Spitting	Explain not allowed, explain dirty and about germs	Explain not allowed, explain dirty and about germs Child to stand with adult whilst it is cleaned up and adult explains what they are doing .
Name Calling	Encourage empathy from the child: say something like 'Look at (name child) face, he/she is upset now because .....	Encourage empathy from the child: say something like 'Look at (name child) face he/she is upset now because .....
Aggressive play	Stop the play. Establish if both children are happy with play and redirect to a more appropriate area such as the Jabadao mats. If one child does not want to continue encourage them to use the <b>"STOP"</b> strategy. Support child to explain that they do not like the play.	Stop the play. Establish if both children are happy with play and redirect to a more appropriate area such as the Jabadao mats. If one child does not want to continue encourage them to use the <b>"STOP"</b> strategy. Support child to explain that they do not like the play.
Damaging school resources	Explain we won't have toys to play with If toys are damaged/broken, Share with parent	Explain we won't have toys to play with If toys are damaged/broken, Share with parent



	Support child to help with repairing/cleaning	Encourage child to help with repairing/cleaning
Damaging other children's property or work	Support child to look and see the effect on the other child when they damaged their work. Support the child to offer to help repair/rebuild etc.	Encourage child to look and see the effect on the other child when they damaged their work. Encourage the child to offer to help repair/rebuild etc.

Hitting other children	Explain clearly that we don't hit other children. Move them away to a different area. Hold an adults hand. Encourage child to think of what they could do to make the other child feel better. Model language to apologise with accompanying explanation. Show child appropriate things to do with our hands	Explain clearly that we don't hit other children. Move them away to a different area. Hold an adults hand. Encourage child to think of what they could do to make the other child feel better. Model language to apologise with accompanying explanation. Show child appropriate things to do with our hands.
Hitting adults	Explain clearly that we do not hit each other. Eg. 'Hitting hurts, we can't hit in our group' Move child to a clear space or provide space around the child to calm down. As for hitting other children.	Explain clearly that we do not hit each other. Eg. 'Hitting hurts, we can't hit in our group' Move child to a clear space or provide space around the child to calm down. As for hitting other children.
Throwing sand	Explain that it hurts people's eyes It feels bad in your hair. Model how to use sand resources and toys.	Explain that it hurts people's eyes It feels bad in your hair. Model how to use sand resources and toys.
Throwing toys	Explain we won't have toys to play with if they are thrown, as they will get broken. Model how to play with toys correctly. Put resources/toys away if continually mistreated.	Explain we won't have toys to play with if they are thrown as they will get broken. Model how to play with toys correctly. Put resources/toys away if continually mistreated.

Children's behaviours and wellbeing should be discussed with parents as they happen and monitored by key people. If necessary involvement should be sought from the SENDCO, Health Visitor, Family Support Worker or a member of the SLT.

We assess each incident with regard to severity, circumstances and frequency when considering the appropriate time to telephone a parent to provide support within the school or to collect their child.

We do NOT use stickers or other measures as a reward. We believe that children need to be self-motivated to follow the rules and boundaries within school. We support children to aspire to meet these expectations.

Where appropriate we use group times as a way to address behaviour. We talk about making good choices and how our behaviour impacts on others.

We will not use negative language with the children. For example we never use the word 'naughty' when talking about or to children.

We try to use positive language at all times. For example we will not say "no running" we will ask children to "please walk inside" or ask "where do we go when we want to run?".

Adults will model quiet voices when inside, we will not shout or raise our voices to children, , all the time encouraging the child to think for themselves about what is appropriate and to make the choice.

Some children may need to have a space and some time to think and reflect following incidents of unacceptable behaviour.

FROM ECERS:

Ensuring a safe, rich, positive environment, with high wellbeing and involvement:

Space and Furnishings Subscale (items 1-7)

Personal Care Routines Subscale (items 8-11)

Language and Literacy Subscale (items 12-16)

Learning Activities Subscale (items 17-27)

Ensuring adult interaction and the structure of the day promotes high wellbeing and involvement

Interaction subscale (Items 28-32)

Program Structure (Items 33-35)

Some key points for staff to bear in mind:

- Staff math talk is never observed being used in a threatening or punitive manner with children, e.g. 'I'm going to count to three, and if you do not do it....' (Item 24)
- Staff should always actively seek out children's positive social behaviours towards one another (item 31)
- Staff supervision and awareness ensures that any negative peer interactions are quickly intervened (Item 31)
- In all cases, staff should call attention to children's feelings and the relationship between the child's action and other's response (Item 32)
- Staff are never observed responding with anger or negatively towards children's inappropriate behaviour (Item 32)
- Staff actively involve children in solving their conflicts and problems without telling them what to do (Item 32)

## Staff Wellbeing

### What we believe

At Bedford Nursery Schools Federation we believe that as adults we are responsible for our own wellbeing and acknowledge that our work environment and conditions can play an important role in how we feel. We also know that how we are feeling as adults can have an impact on the children in our care.

We believe that we should also be aware of the wellbeing of those around us: children, our colleagues, parents and visitors to the Federation.

### What we will do

Bedford Nursery School pays full attention to the "5 Ways to Well-Being" and reflects this in its practice at all times.

**CONNECT** – with friends and family; develop the relationships you already have.

**BE ACTIVE** - go for a walk or run; dance or cycle; be outside; exercising makes you feel good.

**TAKE NOTICE** - Be curious; notice the changing seasons; be aware of the world around you; enjoy the here and now; savour the moment.

**KEEP LEARNING** - try something new; set yourself a challenge; learn an instrument; learn to cook; be inquisitive.

**GIVE** - a smile; a hug; a "Thank You"; your time to your friends or someone in need.

As adults we:

- will be aware of our own wellbeing and ensure that we are in an appropriate frame of mind when we are at work
- will ensure that we are physically and mentally fit to work and will address any symptoms at the earliest opportunity to maintain our wellbeing

As a workspace we:

- offer supervision to all staff as requested to enable them to share any concerns with a member of staff with whom they feel comfortable.
- offer mindfulness and wellbeing activities each term
- offer the opportunity for wellbeing lunches/outings

We embrace the shared values of the BNSF of being BOLD, NURTURING, STRIVING & FEARLESS.

### How we will do this

- Wellbeing forms part of our performance management process and a personal target is set annually.
- Staff will be encouraged to report in confidence any concerns they may have about their own or a colleague's wellbeing to the head teacher or another senior member of staff.
- Occupational health services and counselling can be made available through the school sickness absence procedures where appropriate.

### At Bedford Nursery Schools Federation adults learn to:

- manage their own behaviour
- articulate their needs and feelings
- care for their environment, their peers, and all living things
- respect themselves and others regardless of need, race, colour, culture, belief, ability, age or gender

- be part of a group
- negotiate
- understand what is and is not acceptable behaviour within the school
- understand the reasons for rules within the school environment
- understand rules are different within different environments
- be independent and take responsibility for their own actions
- develop strategies to manage conflict
- be part of a community
- continue individual professional development through attending INSET, training, staff meetings and reading appropriate documentation

**At Bedford Nursery Schools Federation we believe that adults learn by example**

- acting as positive role models
- listening to others when they talk and acknowledging what they are saying to us
- acknowledging and respecting individual's feelings
- respecting another's perspective of a problem
- treating each other as individuals
- celebrating others' specific achievements
- challenging specific inappropriate behaviour, language and attitudes
- offering others strategies to enable them to deal with difficult and inappropriate situations

**At Bedford Nursery Schools Federation we believe that adults learn by example and we will model the language and behaviour that we come to expect from each other and we will achieve this through:**

- sensitive, timely and appropriate interventions
- acknowledgement of staff members' different levels of experience
- developing positive relationships with each other
- sharing information as necessary with each other
- working together as a whole school team
- considering the relationship between each other
- Respecting individual's views and wishes
- The use of the Leuven scales as part of performance management
- Making clear what the school regards as non-acceptable behaviours

**Management of unacceptable behaviours**

Staff will be encouraged to take responsibility for dealing with most difficult situations themselves.

Where an adult has displayed unkind or unacceptable behaviours restorative behaviour techniques will be used.

This includes talking to both parties and helping them to understand the effects of their behaviour on each other.

Unacceptable behaviour can be displayed both verbally and through body language and adults should be aware of the effect this can have on others.

Continued displays of unacceptable behaviours will be addressed through the processes set out in the Bedford Borough Disciplinary Policy.

## Sharing low-level concerns

Low-level concerns should be shared confidentially with the DSL/Head teacher. The head teacher should be the ultimate decision maker in respect of all low-level concerns. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.<sup>14</sup> If there is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO. The school should ensure it creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records are kept in staff files marked 'confidential' held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part four, Section one, KCSIE, 2022). Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again. It is recommended that records are retained at least until the individual leaves their employment.

For further information see:

Allegations and Concerns regarding Staff, Carers and Volunteers Working with Children and Young People

[https://bedfordscb.proceduresonline.com/p\\_alleg\\_staff\\_wk\\_ch\\_yp.html](https://bedfordscb.proceduresonline.com/p_alleg_staff_wk_ch_yp.html)