



Behaviour, Discipline and Anti-bullying Policy

Introduction

This document is a statement of the aims, principles and strategies for promoting good behaviour, discipline and anti-bullying at Hadfield Nursery School. We aim to understand individual children and their needs

Behaviour.

Positive behaviour is that which ensures a safe and positive environment for teaching and learning.

Positive behaviour is fundamental to interaction with others.

Positive behaviour is a life skill which supports co-operation, empathy, tolerance, and respect for oneself and others.

Aims

We aim for our children to develop early self-regulation skills by:

- Develop a clear sense of right and wrong, kind and unkind behaviour
- Develop respect for others and their belongings
- Develop an understanding of the causes and resolution of situations which may lead to conflict through a supported, shared 'problem solving' approach
- Begin to understand that we are responsible for our own actions and that our actions have consequences
- Understand the importance of honesty, politeness and tolerance

A calm, positive and well ordered atmosphere within the nursery is essential

- to promote positive behaviour
- for children to feel, secure, happy and build good relationships
- to enable effective teaching and learning to take place
- to ensure equal opportunities for all
- to ensure safety for all
- to develop the social skills needed to function within the nursery school community

It is therefore our aim to recognise and reinforce positive behaviour at all times.

We will achieve this by:

- All staff modelling high standards of personal and social behaviour
- Promoting and explicitly talking about and referring to our simple nursery rules with the children (see Appendix 1)
- Praising and encouraging positive behaviour and actions and rewarding it particularly with our positive attention.
- Being aware of the naturally well-behaved child who does not seek attention
- Sharing with parents, carers, staff and other children when a child has been kind, helpful, considerate, shown the ability to share, persevere, hard-working etc
- Using weekly circle time activities to promote our agreed values and codes of behaviour and work on understanding and managing our feelings and learning to show respect for other people's feelings.
- Raising awareness of issues around difference and diversity. This encourages all children to recognise and respect difference, to show compassion and care for the natural world and to show tolerance in a global society

In order for this to be successful, staff, students, parents and carers should act as role models and lead by example through their own positive behaviour and language.

We believe it is important for each child to develop respect for

Themselves and their peers

- we encourage children to recognise what is positive about themselves and others by drawing attention to their qualities, talents and skills and thereby raise their self esteem
- we encourage children to respect difference and diversity within our community and beyond
- we encourage children to be assertive and explain their own feelings and needs, how to begin to control them and understand those of their peers

- we encourage children to become independent, to make choices and to feel that their views are listened to and learn to listen to each other

Resources and equipment

- The staff lead by example and encourage the children to use resources and equipment properly, to tidy up and put resources away and when possible repair resources such as library books
- We encourage children to be respectful of their environment and the role they play in making the nursery a safe and stimulating place to learn

Pupils with emotional, social and behavioural special needs

- Support is given in the Nursery to enable these children to work alongside their peers in all areas of learning.
- Teachers plan a differentiated and/or flexible approach to facilitate learning for each child. This approach or programme is shared with staff, parents, carers and where relevant dinner staff to ensure consistency of approach.
- If required outside agencies are consulted.

Discipline and discouraging unacceptable behaviour

What is discipline?

Discipline is dealing with difficult behaviour in a calm and consistent manner.

We must remember that all behaviour in children is a form of communication and that there is a reason behind all difficult behaviour.

It is our role as adults to unpick the reason.

Liaison between all staff is vital to achieve a whole team approach.

Strategies for dealing with unacceptable behaviour

- Conflict is seen as a learning opportunity, using a **problem-solving** approach to support children's understanding of the issue in front of them.
- We use the **5 Steps to Conflict Resolution**:
 1. Approach the situation calmly. Watch what is going on and try to be positive. Keep the voice at a normal level and use facial expression to show displeasure. Get to the children's level and reach out to the upset child allowing them to come to you.
 2. Recognise both child's feelings and express them e.g. "you look sad Joe and you sound angry Sam".
 3. Gather information and restate the problem. This involves listening to both children and asking questions to help everyone understand the issue.
 4. Ask for ideas/solutions. Support and encourage the children to talk to each other.
 5. Retell any suggested solutions. Accept the children's suggested solution and support children to act on their decision. Give encouragement to the children as they manage their problem and stay close to clarify the decisions made if necessary.
- Children are given positive reminders about expected behaviour through "You need to..." instructions (e.g. "You need to use walking feet", "You need to keep your feet on the floor") in the first instance.
- If a negative behaviour persists, the child is told "You need to stop" and is given a simple explanation as to why the behaviour is unacceptable.
- If the behaviour continues the child will be made aware of the consequences: "If you carry on I will have to"

- If this happens, the child may be withdrawn from the situation and placed with an adult who will supervise them in an adult-led activity or children may be given a 'task sticker' to encourage them to be productively engaged, moving from adult-led activity to adult-led activity. At lunchtime the child may be moved to sit by an adult.
- If the child continues to be uncooperative and persists with the unacceptable behaviour they may need to be taken away from the situation. This moves them from the cause of the conflict and gives the child an opportunity to think about his/her behaviour. This 'time-out' is determined by the member of staff who is dealing with the incident, but should only be for a few minutes. It happens immediately and is not delayed and usually involves sitting on a chair to have a think about what they did.
- At all times it is made clear that it is the behaviour which is being challenged and moderated, rather than the child being blamed
- We ask our children to apologise for unacceptable behaviour, which may be a verbal or a non-verbal apology. We always encourage children to reflect on their behaviour and acknowledge the impact on the feelings and needs of others.
- Parents and carers are informed of any of their child's unacceptable behaviour at the end of a session in an effort to reinforce action taken by the staff and to encourage them to work with us and thus ensure consistency of approach. They are reminded that the incident has been dealt with immediately in school and no further discipline is needed.
- If severe anti-social behaviour such as biting, fighting, or other disruptive actions persists, staff will log incidents and it may be ultimately necessary to involve other agencies. Parents and carers would need to work with the school to devise a consistent approach to the behaviour management.
- Support for parents and carers can be offered through Positive Parenting groups through the Children's Centre.

Other strategies include:-

Tracking

Tracking and recording of incidents in the 'Meeting the needs of our children' file as a behaviour log to monitor any patterns or triggers for types of behaviour.

Teaching Assistant Support

For group time activities, or supporting a child during self-chosen activities.

Positive Play

To support children on an individual basis to help them learn to deal with emotional and behavioural issues. We have four staff trained in Positive Play intervention.

Small Story Groups or Individual Storytime

These are for children who have difficulty concentrating and maintaining acceptable behaviour and being part of a large group. Any such children would be gradually integrated into the large group.

Training

Staff are encouraged to attend training to update them on particular circumstances or needs which may affect children's behaviour and the support mechanisms and strategies which may help.

SENST Meetings

These are held once a term between the Headteacher, Educational Psychologist and any other involved professionals, when cases of behaviour causing concern can be discussed and further support sought.

For any incidents of physical intervention - please refer to the school Physical Intervention Policy (to become Positive Behaviour Support, including Physical Intervention, Policy)

Anti-bullying

What is bullying?

Bullying is a sustained and repeated behaviour, which makes others feel uncomfortable or threatened, often taking the form of a child being singled out. It can take the form of

- Physical bullying: pushing, pinching, punching, biting, kicking, i.e. violence of any kind.
- Verbal bullying: name calling, teasing, threatening.
- Emotional bullying: being unfriendly, excluding, tormenting, making others feel different and undervalued.
- Racial harassment: may involve physical assault, verbal abuse, emotional exclusion (see Appendix 2)

Aims

At Hadfield Nursery School we aim for

- The whole school community to have an awareness of the impact of bullying.
- The whole school community to react to any incidents of bullying in a consistent manner.
- The whole school community to listen to children and each other.
- The whole school community to be ready to act upon any incidents of bullying and support these very young children as they begin to understand that bullying is a form of behaviour which is intolerable and causes severe distress.

Addressing bullying

All members of the Nursery School community, teachers, support staff, mid-day staff, parents, carers and children have a responsibility for helping all who are involved in bullying. This should be done in a sensitive, positive and supportive manner by

- Talking to and supporting all those involved
- Discussion at circle time
- Stories, assemblies
- Role play
- Use of books and videos

Strategies for dealing with bullying

- Act upon referral from parents, other staff members, children
- Close observation
- Discussion with those involved
- Discussion with parents
- Discussion with staff to effect a consistent approach - Action Plan
- Continuous observation
- Review Action Plan
- Positive Play

Links with other Agencies

Educational Psychologist	Michelle Potts 01629 533535
Behaviour Support Team	01629 533500
ISCAN	0161 366 2050
(Integrated Service for Children with Additional Needs)	
Health Visitors	01457 850550
Hadfield Children's Centre	01457 860729
Positive Play	Dee Bailey 07960 387165

CAMHS

0161 716 3600

(Child and Adolescent Mental Health Service)

Complaints Procedure

If any parent is unhappy with the way an incident of misbehaviour or bullying has been handled by the nursery school, they should follow the procedures set out in the Complaints Procedure for External Complaints about the Actions of School Staff, adopted by the Governing Body.

Linked Policies

Child Protection and Safeguarding Policy

Complaints Procedure

Equality Policy

Physical Handling Policy/Positive Behaviour Support, including Physical Intervention, Policy)

Policy for Personal, Social and Emotional Development

Special Educational Needs Policy

SMSC Policy

Appendix 1

Nursery school rules

These simple rules have been devised following discussion by staff, to help children learn about keeping themselves and others safe, looking after the nursery environment and supporting each other.

There are simple rules, which can be elaborated on by adults to support a particular behaviour according to individual circumstance. The written phrase, with a supporting picture are found around the setting for adults to refer to, in addition to group time discussion. The rules are:

1. Take care of each other (Kind hands, Kind words, Kind sharing)
2. Use walking feet inside
3. Use a talking voice inside
4. Wash your hands (after toilet and before snack)
5. Take just what you need
6. Put back what you play with
7. Hang up your coat/apron
8. We all tidy up

Appendix 2

Racist bullying and name calling needs to be dealt with in the same way as other forms of bullying, but there are substantial differences.

The distinctive features of a racist incident, is that a person is attacked not as an individual but as the representative of a community. The consequences of this are

- Other members of the same community are made to feel threatened and insecure as well
- They are attacks on the values, loyalties and self worth - central to a person's sense of identity - family honour, friends, culture, religion and history
- Racist attacks are committed against a community but also in the perception of the offenders on behalf of a community. It is essential therefore that the school should show total support for the victims.

Any racist incident needs reporting and recording as such in accordance with LA procedures.