



## Westfield Nursery School Behaviour Management Policy

### **Vision**

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'

### **Aim:**

At Westfield Nursery School we aim to provide an environment where children are encouraged to consider and take responsibility for their own behaviour.

### **Philosophy**

- We believe that through a well ordered, positive environment that values all children as individuals and where all success is celebrated, children will develop appreciation, understanding and respect for the rights, needs feelings of others
- Children will learn to respect and appreciate their environment, learn to manage their own behaviour
- Physical punishment will never be acceptable practice and will not be used
- It may be necessary to use physical intervention procedures i.e. holding, in an emergency to prevent injury to themselves or others or serious damage to property
- Parents will be informed if their child's behaviour is causing concern in order that appropriate strategies can be discussed and agreed
- A behaviour log is used to record serious incidents of inappropriate behaviour and parents are asked to sign this

### **Children 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 race, colour, need
- be part of a group
- negotiate
- understand rules are different within different environments
- take responsibility for their own actions
- develop strategies to manage conflict
- be part of a community
- understand what is and is not acceptable behaviour within the school
- understand the reasons for rules within the school environment

### **Adults support and manage children's behaviour through:**

- acting as positive role models
- having an awareness of what children are doing, listening to what they say and what they tell us
- acknowledging and respecting individual children's feelings
- sensitive interventions when appropriate
- respecting a child's perspective of a problem
- treating children as individuals
- celebrating achievements
- challenging inappropriate behaviour, language and attitudes
- developing positive relationships with parents
- sharing information with parents

- liaising with other agencies in support of children and their families
- monitoring behaviour using observations and discussions to support strategies for dealing with challenging behaviour, in partnership with parents
- offering children strategies to enable them to deal with difficult and inappropriate situations
- ensuring that SEND Plans are available to support the child appropriately through behaviour difficulties
- working together as a whole school team

### **We provide:**

- an environment which offers children, the opportunity to play and work secure in the knowledge that their rights will be respected
- role models for parents and the sharing of strategies for behaviour management
- time for parents to talk
- information for parents in the form of reading materials, courses and access to other professionals
- clear guidelines and ground rules to support children's behaviour
- a consistent approach in our management of behaviour
- clear individual programme, where appropriate, to address specific behaviour
- staff who undertake training
- policy and procedure which are reviewed annually

### **Recording**

- If a child is reported to have difficulties managing their behaviour over a period, a behaviour log is set up, documenting the date, time and details of the incident
- The log records the antecedents, the behaviour and the consequences. Parents are asked to sign after each incident

Any child with multiple logs should then have an SEND Plan written to support the child's development and behaviour. Where appropriate the behaviour logs are analysed to explore possible triggers for unwanted behaviour so that appropriate support can be put into place

### **Positive Handling**

See Positive Handling Policy

### **Procedures for Dealing with Behaviour Issues**

The interpretation of procedures will depend upon the needs of the individual child and the circumstances surrounding the incident.

### **Conflicts**

Adults will follow the six steps of conflict resolution to solve issues such as taking another child's toy, not sharing etc. This allows children to problem solve themselves with some adult support.

The 6 Steps of Conflict Resolution are:

1. **S**top any hurtful actions & approach calmly
2. **T**alk to each child about their feelings
3. **O**ffer help by gathering information
4. **N**eutralize the problem by restating it
5. **E**veryone shares their ideas and let the children decide on a solution
6. **S**upport and follow up with the children

## **Weapons**

Staff will monitor weapon and combat play. Staff will use their discretion to channel/intervene to ensure play is safe for all children and is non-intimidating.

## **Destroying Other Children's Activities**

- Assess what has happened and why
- Explain the other child is upset and why
- Ask how they might feel (if appropriate)
- Ask how they can help the other person to feel better, e.g. (say sorry, get tissue, help rebuild etc.

## **Behaviour Which Causes Safety Issues**

- Gain child's attention immediately to stop behaviour
- Allow time to calm down if necessary
- Explain why behaviour is dangerous and consequences
- Ask child to think about alternatives / give alternatives
- If appropriate, ask how to make injured party feel better, verbally or non-verbally

## **Non-compliant Behaviours**

- Staff will give the child clear instructions as to the expected behaviour
- If the child refuses to comply i.e. remains outside, leaves the group etc., the adult should alert an additional member of staff who should oversee the situation and ensure the safety of the child

## **Misuse of Materials**

- Stop behaviour
- Ask child to think about consequences of behaviour
- Back up with explanation if necessary
- Work alongside child to model behaviour
- Direct child to another activity if appropriate

## **Derogatory Remarks**

- We have a zero-tolerance attitude to these
- Say we do not allow people to talk about others in that way - explain words can hurt
- Try to establish where children have heard these comments
- Talk to parents about child's behaviour and explain lack of tolerance

## **Swearing**

- Assess situation
- Use judgement to ignore or challenge
- Counsel aggrieved party

## **Aggression**

- Assess situation
- Sensitive intervention leading to redirection and finding alternative forms of expressing aggression
- Reconciliation



## Westfield Nursery School Anti-Bullying Policy

### Philosophy

By law, head teachers must include prevention of all forms of bullying in their school's behaviour policy (Education Inspections Act 2006).

### Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All pupils and staff have the right to feel happy, safe and included.

We aim to create and maintain a safe environment where adults and children alike are treated with, and treat each other, with respect. We aim to prevent bullying through a variety of strategies, such as clearly defined expectations of behaviour, an atmosphere where children and adults feel they are listened to and valued, and an on-going emphasis to PSE development to encourage children and adults to be sensitive and considerate to others, and feel confident and positive about themselves. Children are encouraged to care for others and tell an adult even if it happening to someone else.

### Bullying

Bullying is defined as deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (for example; hitting, kicking, theft)
- Verbal (for example; name calling, racist remarks,)
- Indirect (spreading rumours, excluding someone)

Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Such as

- Bullying relating to race, religion and culture
- Sexual and sexist bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

### Guidelines

Circle time, stories and discussions are used to promote friendship and to consider feelings. Children are encouraged to let others play and, if they are lonely, to ask to play with someone or tell an adult, who will support them in their endeavour to find someone to play with. Children are acknowledged for being considerate to others. Racist, sexist or homophobic remarks made by children or adults will not be tolerated.

Staff have been trained in conflict resolution and use conflicts as an opportunity to assist children in acknowledging their emotions, expressing themselves calmly and listening to the view point of others.

Happiness and wellbeing is taken seriously, and children are encouraged to express how they feel to an adult. Adults are observant as to friendships, loneliness, and children's personal social and emotional skills and use strategies to help children make friends and relate to others positively. We welcome comments from children and parents/carers about how their children feel about coming to nursery and take any concerns seriously, investigating if necessary, sharing the information with others if necessary and giving feedback to parents/ carers as appropriate. Parent/carer and staff interactions are recorded.

'Anti-Bullying' week will be used as a focus and celebration of working together.

At Nursery age most 'unkind' or 'anti-social' incidents are NOT bullying but simply a child who has not yet learned to share, take turns or to express his/her needs appropriately. This may be particularly true of very young children, children with SEND, children with speech, language and communication difficulties and children for whom English is an additional language.

As such these types of incidents are dealt with in a 'low key' way as appropriate. Through conflict resolution children are encouraged to acknowledge how they feel and to express their views. With adult support they are encouraged to think of an appropriate resolution. Adults support the children through modelling appropriate language and behaviour.

Children and parents/carers should encourage pupils who have been bullied or have seen others being bullied to report this to a member of staff.

Where bullying is reported the incident is:

- Taken seriously
- Investigated, and feedback given to the informant when the matter has been investigated
- Discussed with staff as appropriate to ensure a proper investigation and prevention of further possible bullying
- Is reported to the Headteacher
- Is recorded in the Incidents Log Book
- Parents/carers of children involved in bullying incidents will be notified

Strategies are agreed upon by the staff to help the child who is being bullied and the child who is bullying. These may include agreed individual responses to each, and more general activities to promote Personal, Social and Emotional Development such as circle time or small group time.

Pupils and parents/ carers can approach any member of staff to discuss their concerns and will be reassured that they were correct to voice their concerns and that the matter will be taken seriously. If, having voiced their concerns to a member of staff they feel unsatisfied with the response we ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally parents/ carers can raise their concerns through the school's Complaints Procedure, which can be found on the school's website.

### **Bullying of Staff**

Refer to complaints Procedure.

As outlined in our policy for equal opportunities we believe everyone has the right to work in a safe environment free of discrimination, prejudice or stereotypes, where all members of the school community are respected as individuals, valued and listened to.

Whistle blowing – Adults should report any behaviour by colleagues that raises concerns to the Headteacher/Chair of Governors as appropriate. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

### **Evaluating our Policy**

We will evaluate our policy using the following measures:

- The number of incidents of bullying reported
- Scrutiny of recorded interactions between staff and parent/carer
- The comments made on parent/carer and pupil questionnaires
- Comments made about the nursery by parents/carers and other visitors
- Comments made by children to staff or through circle time discussions
- The perceived sense of well-being as observed on target child observation sheets and well-being tracking forms.

Reviewed February 2019

To be Reviewed: February 2020