

Kenilworth Nursery School and Nurture Nursery



Behaviour and Well Being Policy

Including Bullying Policy

Date Policy first written	Summer 1996	Ratified: Summer 1996
Policy Reviewed:	Summer 2008	Ratified; Summer 2008
Policy Reviewed:	Summer 2010	Ratified: Summer 2010
Policy Reviewed	February 2012	Ratified; February 2012
Policy Reviewed	February 2013	Ratified: February 2013
	September 2014	Ratified: November 2014
Review due:	Headteacher	Chair of Governors
September 2015		

Written by Staff and Governors
As a result of current Centre and School practice.

BEHAVIOUR AND DISCIPLINE POLICY

Kenilworth Nursery School celebrates and recognises the uniqueness of every child and is careful to observe behaviour and consider the meaning behind it. We are aware that children communicate worries and anxieties through behaviour and that it is important to consider not just what behaviour we are seeing but why a child maybe displaying this behaviour. We do not seek to judge but to teach and promote acceptable behaviour so everyone can feel safe and secure and ready to learn in our environment.

“Above all, good practice requires a consistent and ideally shared understanding of behavioural expectations, codes of conduct and values for all (adults and children alike) in the home or group setting”

Start Right Report by Sir Christopher Ball 1994.

AIMS

Our primary aim is to provide a happy secure learning environment for everyone, which necessitates children learning self-regulation, group discipline, the difference between right and wrong, being polite and using acceptable behaviour. We always explain why certain types of behaviour are unacceptable, talking through the situation with care and at a level appropriate to each child’s level of understanding. We aim to make this a School where children, families and staff will share the same philosophy and work together to help the children become respectful and caring individuals. Promoting the child’s self-image and self-esteem and enabling them to develop strategies to deal with situations such as physical and verbal confrontations, are vital and have highest priority. Our School actively promotes and supports the development of positive relationships at all levels. We aim to work in partnership with parents supporting them to set boundaries that are appropriate developmental and in turn support children to feel safe and secure both in the school environment and at home. Exploring choice is vital and a key aspect of learning but we will ensure that some decisions remain adult decisions to protect children, keep them safe and ensure they are able to access experiences that are new to them so they may develop learning skills that will best support them throughout life.

Our policy and aims fully support the national framework for change ***Every Child Matters: Change for Children***, which is underpinned by the Children’s Act 2004. This covers five outcomes that are key to well-being in childhood and later life: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

OBJECTIVES

Through the following provision, we hope to fulfil our aims by:-

- ✓ providing experiences to encourage the child to have a positive self-image through games, turn taking, stories, contributing to small group times and valuing the child's contribution at all levels while recognising and respecting the uniqueness of each child.
- ✓ being positive and consistent at all times and frequently using the phrases '...good sitting..','...good listening..','...good watching...' etc.
- ✓ giving positive instructions e.g. 'Please walk in school because' instead of 'don't run'.
- ✓ encouraging social skills – 'please', 'thank you', consideration for all and turn-taking. We ensure children experience turn taking and sharing at the earliest opportunity and incorporate some element of turn taking into all of our groups. We encourage children to ask for a turn themselves, with support from staff if needed. We help children to negotiate and explain why they need to negotiate. Again, we always try to be consistent with the approach.
- ✓ supporting children in developing positive relationships by developing emotional literacy so that thoughts and feelings can be openly discussed and explained and so that children can verbally assert their rights.
- ✓ using the Building Learning Power(BLP) approach to enable and empower children to raise self esteem and motivate them to participate fully in their learning and development.
- ✓ recognising that each child is an individual, but there are certain times when a child has to conform to nursery procedure, e.g. small group, tidying up, fire drill and accepting the discipline of noise levels.
- ✓ adults being good role models and encouraging the children to work within acceptable busy noise levels to ensure a calm working atmosphere. Staff use a quiet approach with the children at all times - staff voices are never raised (with the exception of the prevention of an accident through voicing awareness)
- ✓ always reprimanding a child, in a positive, quiet way to emphasise that it is the action which is unacceptable and not the child.
- ✓ encouraging children to vocalise to one another that they do not like being hurt and to express their feelings, developing an emotional literacy and empowering them to keep safe.
- ✓ helping the children to realise how other children feel and so encourage empathy. If possible, help them to comfort and befriend the victim of poor behaviour, although this may not always be a realistic expectation.
- ✓ ensuring if a dangerous situation requires immediate action e.g. throwing bricks, sand, or any other anti-social behaviour, reasons are given as to why it is dangerous. If the behaviour persists, the child will be removed from the activity, for a specified time, with additional explanations and a reinforcing of boundaries of acceptable behaviour.

- ✓ enabling parents to feel comfortable in approaching staff about any problem that is worrying their child e.g. concerns expressed at home or any changes in circumstances which may be affecting the child's behaviour patterns at school
- ✓ informing and involving parents in the school's approach to discipline and the use of 'time out' strategies from the outset and asking for their support and co-operation in dealing with any behavioural issues.
- ✓ by praising and highlighting acts of self discipline and thoughtfulness.
- ✓ by listening to children's concerns and acting upon them.
- ✓ where appropriate, after consultation with parents, involve other agencies e.g. child psychotherapist, educational psychologist, clinical psychologist, health visitor
- ✓ through our research project working jointly with a child psychotherapist to listening to parents concerns and providing advice and support on early behaviour/development difficulties such as sleeping, toileting and eating issues.
- ✓ providing appropriate reference books in the adult library covering the many aspects of: child behaviour; child development; and positive guidance and strategies for dealing with phases e.g. tantrums, bed-wetting, biting etc.

SETTLED, HAPPY CHILDREN EXPERIMENTING WITH CONTROL

In the event of a situation where an otherwise settled, confident child is angry at being left at school by the parent - and exhibits extreme emotional behaviour, e.g. sobbing, shouting, hitting out, the member of staff dealing with the situation will calmly and firmly carry the child into a quiet, safe space to:

- a) calm and reassure the child
- b) ensure physical safety of the child
- c) prevent other children from becoming upset

This will only occur when:

1. the parent and school together feel it is appropriate to adopt this strategy.
2. the parent understands the school's good practice procedure when a child is extremely upset and why it is good practice.

For guidance refer to the Special Needs Box File:

"Managing Behaviour Problems in Autistic Children" and

"Physical Interventions" from the British Institute of Learning Disabilities

BULLYING

Bullying will not be tolerated at Kenilworth Nursery School. Whilst we recognise at this young age children are not fully engaged in 'bullying' we also acknowledge incidents of angry/aggressive, persistent or unacceptable behaviour may occur and these need to be addressed quickly and supportively. Staff work with specialist support to understand the meaning behind such behaviours and to appropriately support the child and family. Children and staff are encouraged to adopt safe behaviours to promote safety and well being at all times for children and their families.

INTRODUCTION

Nursery Schools are in ideal positions to observe changes in a child's behaviour. We understand that behaviour is meaningful and that children can use behaviour to communicate anxiety and distress non-verbally. Some changes may indicate that they are being subjected to aggressive or persistent behaviours, and it is vital that both the child exhibiting any unacceptable behaviour as well as the recipient of the behaviour are fully supported.

Definition of Bullying:

"It is the wilful, **conscious** desire to hurt, threaten or frighten someone"

Tattum and Herbert (1990)

"Bullying is the behaviour arising from the **deliberate intent** to cause physical or psychological distress to others or to extort something from them"

Maccoby (1980)

The significant factors in all these definitions are the effect on the person being bullied and the intention to hurt. (Though this hurt may be far greater than intended). As a School we are aware that the children we work with are developmentally at an early stage of learning appropriate social and group behaviours and may engage in unacceptable behaviour from time to time that is unintentional and without deliberate intent. We work to carefully support at these points and to share this understanding with children and parents alike.

AIMS

We aim to:-

- a. develop a shared understanding of what bullying is and age and stages at which this term may become appropriate, developing ways of both identifying and working to prevent the development of unacceptable behaviours that may become bullying.
- b. act promptly and liaise to support children and the parents of children involved in bullying and likewise the victim.
- c. promote to parents, governors and children that bullying is not a normal part of growing up and is a totally unacceptable form of behaviour.
- d. promote the positive self-image of each individual to help counteract the negative feelings which bullying can trigger.

DEVELOPING A WHOLE SCHOOL APPROACH

Through an agreed understanding of what unacceptable behaviours that may lead to bullying are and strategies to use in response, we are able to:

- a. recognise unacceptable behaviours when we see them - possible signs of bullying
- b. immediately defuse the situations
- c. empower children to understand their right to feel and be safe and help them to develop verbal strategies to explain their feelings to others who may not be aware of them
- d. support young children to develop an understanding of the impact of their behaviour upon others

Bullying is distinct from other inappropriate behaviour in both its intent and intensity.

Bullying behaviour may:

- be a one off activity
- be generally persistent
- be deliberately hostile - intention to hurt
- involve an imbalance of power
- cause distress to one or more child(ren) or adults
- be aggressive
- be verbal
- take a written form through use of social media

Our responses always stem from our positive ethos which:-

- ✓ acknowledges that everyone in School has a responsibility to deal with unacceptable/bullying behaviours;
- ✓ encourages children and families to talk openly about concerns;
- ✓ develops trust between children and adults;
- ✓ inspires the confidence of parents in the School's ability to support all children and families.

On witnessing an incident of 'bullying', as with other incidents, we:

- ✓ stay calm, don't make snap decisions or attach blame;
- ✓ state briefly and firmly why the behaviour is unacceptable;
- ✓ refer the incident as soon as possible to the Headteacher/Lead Teacher, to share with the team and discuss the child and best ways of working with the individuals.

On being told of 'bullying' by a 'bullied' child we:

- are sensitive to what the child is saying;
- reassure the child that he/she is right to tell. Everyone has the right to be safe;
- assure the child that the other child will be spoken to and that all the teachers are there to help them and look after them.

BULLYING OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children with a marked physical “difference” may need extra support in practising responses to comments, and with developing and maintaining their self-esteem. Frequently, children with physical difficulties find it helpful to have an opportunity to explain to their peers what their difficulty is, what their physiotherapy or exercise routine is etc. If teachers can reinforce these children’s strengths and determination to live their lives, this can be a powerful aid to raising their status in the eyes of their peers.

Children with learning difficulties may be frustrated by an inability to articulate their feelings, and may be driven to a physical response, we are aware that at times this behaviour may be interpreted as ‘bullying’ or unacceptable and we strive to support children with strategies to adopt at points of frustration. They may deal with unacceptable behaviour towards them in a way which escalates rather than defuses the situation. If this is happening, the child needs time to practice responses. Much reinforcement of appropriate behaviour may be needed. Staff awareness is key in defusing situations quickly and effectively for all parties involved.

Although incidents should, as far as possible, be dealt with in line with the general bullying policy, there is a need to support some children in a more individualised way:

- ✓ developing their vocal assertive skills: ‘I don’t like that..’ or ‘stop that..’;
- ✓ helping them make and maintain relationships;
- ✓ empowering them to resist teasing, temptations, or whatever form the unacceptable ‘bullying’ behaviour may take.

This policy has been written giving due consideration to the European Convention on Human Rights (particularly Articles 3 and 5). Any actions taken will always adhere to the Principles of proportionality and subsidiarity i.e. proportionate to the incident/behaviour and the less intrusive/forceful.