



# **Behaviour Policy**

April 2017

To be reviewed April 2019

## **Behaviour Policy**

### **Rationale**

At Abercromby Nursery School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

### **Implementation of the policy in Abercromby Nursery School**

It is the responsibility of the Head Teacher to:

- produce a written policy statement which includes the nursery's commitment to developing children's positive and acceptable behaviour.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in Abercromby Nursery School.
- share the procedures for behaviour management with parents at induction.
- identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise.

In Abercromby Nursery School the named person with responsibility for matters relating to behaviour management is: Tamara Bennett (Head Teacher). It is her duty to:

- ensure that all staff have training in behaviour management.
- ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.
- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- demonstrate that the child is still valued even if his/her behaviour is unacceptable.

At Abercromby Nursery School we:

- discuss with children what is acceptable behaviour in all areas of learning and experiences.
- encourage the children to express openly their feelings/likes and dislikes.
- help the children to understand the consequences and effects of their behaviour on others.
- help the children to develop assertive strategies to challenge bullying.
- support the children to resolve conflicts with other children.
- help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- specifically identify behaviour that is unacceptable within Abercromby Nursery School (bullying/harassment/name-calling) for staff, parents and children.

- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour within the setting.

#### **Links to other policies:**

- Health & Safety
- Equal Opportunities
- Special Educational Needs and Disability

#### **Our practice**

We organise the indoor/outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.

We take a positive and consistent approach towards managing children's behaviour.

We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.

We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.

We encourage children to be aware of nursery routines and procedures.

We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.

We record all significant incidents relating to behaviour. We identify and implement strategies that encourage positive behaviour. We deal with negative behaviour at the earliest opportunity.

#### **Encouraging positive behaviour**

We use praise specifically related to the children's actions or behaviours. If appropriate, we refocus the child's attention on another activity. We focus on activities and routines to encourage:

- sharing
- negotiation
- co-operation
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We encourage responsibility in caring for others and the environment – tidying/setting up activities/gardening etc.

We encourage positive behaviour through play and learning activities circle time/stories/role play/puppets etc.

We model appropriate behaviours in different contexts.

We involve parents in establishing rules for appropriate behaviour.

Our Nursery is a safe place where the emphasis is on mutual respect. It is our policy to actively and consistently monitor and discourage any circumstances and behaviour, which may lead to - or encourage - bullies or bullying.

#### **Definition of Bullying**

"Bullying is deliberately hurtful behaviour; it is repeated over a period of time; it is difficult for those being bullied to defend themselves."

There are three main types of bullying

- Physical hitting, kicking, taking belongings.

- Verbal name calling, insulting, racist remarks.
- Indirect threatening, spreading nasty stories, exclusion from social groups.

Bullying can take place between members of the school community. However, if two children of equal power or strength have an occasional fight or quarrel, this is not bullying.

### **The Signs of Bullying**

A child might tell you that they are being bullied or you might hear about it from somebody else - your child's friends, neighbours or a child's teacher. Often though a child who is being bullied manages to hide it, they might be afraid that the bully will take revenge on them. They might feel that they are powerless and a failure. Because of this it is important to know some of the signs of bullying and look out for them. Some signs are:

- Not wanting to go to school
- A pattern of headaches or stomach aches
- Damaged clothes or bruising
- Secrecy about the reason for tears

It is important to remember that even if a child is showing one or more of these signs it doesn't always mean they are being bullied. There could be other explanations. But it is important to be aware of the possibility and to look into it further.

### **Why Children Bully other Children**

Research has proven that children who might become bullies could:

- feel useless and have little self esteem
- have been taught to succeed at any cost
- be spoiled, without controls on behaviour
- feel insecure in some way
- have been bullied or abused themselves

This doesn't mean that all bullies have all or any of these characteristics, but understanding something about why someone bullies another child can help in dealing with them afterwards.

Bullies tend to pick on someone they see as 'different' in some way. Staff and parents need to be aware of the possibility of bullying and look out for the signs. If it does happen, the school and parents need to act quickly and calmly so that the child is safe and secure, so that any ill effects can be overcome.

### **Aims of Our Anti-Bullying Policy**

- To raise awareness within the school community that bullying is a shared problem and that vigilance is required and intervention necessary if it is to be stopped.
- To make prevention of and dealing with bullying a high priority within the school.
- To involve teachers, non-teaching staff and governors in the implementation of this policy.
- To create a climate within the school in which children or adults can confide in any member of staff about being bullied.
- To promote school values which reject bullying and encourage co-operative behaviour.
- To use the school's planned Good Behaviour Policy to deal with all acts of bullying.
- To use the school curriculum to explore issues about bullying.

- To recognise that most bullying behaviour takes place out of view and to improve the safety and security of 'hidden' areas.
- To increase self-esteem and make all the children in the school feel valued.
- To ensure that any incident of bullying is dealt with following our set procedure.
- To offer support to the person who has been bullied.
- Work with the child to help them to understand their behaviour and how it affects other children in the school.

### **How Will We Achieve These Aims**

We will encourage children to confide and actively discourage violent and aggressive behaviour.

We will ensure that positive efforts are taken to establish a climate where bullying is rejected by all, as an anti-social activity, and where a respect for rules and fair play is encouraged at every opportunity.

These efforts will be based in curriculum themes and PHSE work where the issues of bullying will be given a high priority. Promote self-respect and help pupils to resolve their differences amicably.

Ensure that there is adequate supervision at all times.

Ensure that all staff know that there are set procedures that are put into operation immediately if, and when, bullying takes place.

### **Procedures for All Staff**

When a member of staff becomes aware of an incident of bullying it is important to follow the set procedure:

Put a stop to it immediately and remove the victim and the bully from any audience.

Talk to both the victim and the bully and let them have their say.

Tell them that action will be taken. Speak to any witnesses of the incident.

Make written notes.

If information with references to bullying is received from a third party e.g. parents/carers; re-assure them that action will be taken and they will be informed about the outcome.

Inform the Headteacher who will take further steps to deal with the matter by:

- a) discussion with all parties involved
- b) counselling individuals – victim and bully
- c) informing both sets of parents throughout the procedure and enlisting their support
- d) using the school planned discipline to deal with the bully
- e) noting the incident in the Behaviour Book Remain vigilant so that episodes of bullying are not repeated, reprisals taken, etc.
- f). Work on improving the self-esteem of both the bully and the victim.

## **When Tougher Measures are Needed**

If necessary we will invoke the full range of sanctions that are detailed in the school's Behaviour Policy. These include:

- removal from the group
- withholding participation in school events that are not an essential part of the curriculum

It also includes fixed and permanent exclusion from school.

## **Bullying Directed Towards Race, Gender Sexual Orientation or Disability**

Abercromby Nursery School will not tolerate bullying against anyone because of her or his race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Our school guarantees confidentiality and support for those being bullied. Racial incidents are always reported to the school's Governing Body.

## **Special Education Needs or Disabilities**

Children with Special Education Needs or Disabilities might not be able to articulate experiences as fluently as other children; however, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Abercromby Nursery School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on children's appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons inclusive to all children's needs.

If the bullying is serious our school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents.

## **Give Positive Skills to Victims**

During Circle Time or group sessions with the Key Person, staff can utilise the time to discuss with children the difference between reporting and telling tales and why it is important to report to those who need to know and can make it stop.

A crucial factor in dealing with bullying is the process of changing the attitude of all members of the school community.

While a teacher can, and should take whatever measures are possible to stop bullying, it is also important not to overprotect the victim. There will not always be an adult protector around to help them. Staff and parents can teach children how to stand up to a bully in an assertive but non aggressive manner. Assertion is a skill and needs to be practised, emphasising:

- How to look assertive rather than aggressive
- How to think strong
- Specific words and phrases to use to convey one's rights. These can be practised by discussing bullying situations and what you could say to stop it.

- How and when to walk away
- That it is alright to answer bullies by saying you will speak to the teacher. The disclosure and the warning often makes the bully think twice.
- When children start to talk, look, think and act assertively, they often feel better as they convey strength of intent and purpose.

Our, Staff play an important role in demonstrating and promoting positive behaviour throughout the school by setting up individual and group programmes for children on a range of issues. Children can be helped by:

- Teaching them basic confidence and assertive skills
- Showing children how to control themselves through a 'cooling off' period.
- Using circle time or role play to explore issues,
- Giving children a place for 'time out' to quietly reflect on their behaviour and calm down before sorting out a dispute.

### **How Parents Can Help Our Anti Bullying Policy**

- If you think your child has been bullied, talk to them, encourage them to be open and honest.
- Reassure them that you want to help and that you won't do anything to make matters worse.
- Give them time and don't put pressure on them to tell you everything at once. Let them know that they can talk to you when they are ready.
- Stay calm. You will feel angry and upset and want to protect your child from further bullying, but your main task is to protect your child from further bullying by listening and providing comfort and understanding.
- Talk to your child's class teacher or make an appointment with the Headteacher.
- The school wants to make sure that not only the bullying stops, but that it doesn't happen again with your child or any other. The bully will also need help and support.
- Now that things are out in the open your child will need reassurance. They are likely to feel a failure because of what might have been said to them and because they could not stop the bullying.
- You need to make them feel good about themselves, show them how they are loved by emphasising their talents, achievements and likeable qualities.
- Make sure they know they can talk to you about positive and negative topics.
- Make them feel secure until they build up their self confidence.
- Having told the school about the bullying, try to work with teachers on a plan of action.
- Let your child's teacher know how your child is at home and any affects you have noticed. Ask how your child appears at school. Are they mixing with other children?
- You need to see if there are ways that you can work with the school in your child's best interests.

### **Concerns, Complaints and Compliments**

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's complaints procedure.

We would also be pleased to receive compliments and feedback from parents when things have gone well.

## **OTHER RELATED DOCUMENTS**

Underpinning the success of this policy is the need to enforce related policies e.g. Mission Statement, Equal Opportunities, Good Behaviour Policy and our Teaching and Learning Policy. These policies in combination will support a coherent system for facilitating a healthy, social and learning environment in which all our pupils can flourish and achieve their full potential.

### **Evaluation of Our Anti Bullying Policy**

Evaluation is invaluable in enabling us to identify whether or not our policy is effective and appropriate. Periodic evaluation will ensure that this policy is adapted to changing needs, whilst at the same time continuing to protect children from being bullied.

We will evaluate our Anti Bullying Policy using the following measures:

- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied
- The number of complaints and compliments we receive from parents/carers From the comments made by visitors and other people connected with the school

This policy applies to all staff and children, whether temporarily or permanently on the school role.

The Headteacher is responsible for introducing and implementing this policy. However, all staff, children and their parents have an active role to play in the development and maintenance of the policy and in its success.