

Lord Street Community Nursery School and Preschool

Behaviour and Anti Bullying Policy

Date of policy: Autumn 2014

Date of review: Autumn 2015

Policy review dates and changes:

AIM

The Nursery ethos promotes positive behaviour and respect for others. In line with our 'Learning 2 Learn' principles we help the children to take responsibility for their actions, to negotiate, interact and resolve conflict without aggression. We expect staff, parents and children to behave considerately towards others and to treat living things and property with care and concern. We aim to effectively manage any difficult or challenging behaviour with full regard to the child's wellbeing.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

- Children's 'voices' are listened to and valued at all times.
- A stable, secure routine is established.
- Adults set good role models of behaviour and language.
- Children are helped to develop the skills to negotiate in any disputes, to interact and compromise.
- Clear expectations of appropriate behaviour are consistently reinforced by all adults.

Our positive expectations of children are that they:

- walk inside the building
- speak quietly and politely
- help and support their friends
- share toys and equipment
- take care of toys and equipment
- use the outdoor environment for climbing
- follow nursery routines e.g. hang up coats/aprons on pegs, wear aprons at the water and for 'messy' creative activities, wear the outdoor clothes and wellington boots provided for outside play, help pick up/put toys away, push chairs under tables
- listen to adults and follow instructions

For some children these expectations will need to be made very clear and explicit as they may not automatically pick them up. Positive reinforcement and consistency by adults will ensure they keep happening.

- All desired behaviours' (as above) are praised and reinforced.
- The children are encouraged to alert staff if they see any undesired / inappropriate behaviour at nursery where children are not following these expectations.
- Children are empowered to tell their peers to "stop" if they do not like what they are doing and to say "no" when they feel it is necessary.
- Adults are consistent and follow through their instructions to children.

- In line with the Early Years Foundation Stage principles we provide an 'Enabling Environment' where stimulating activities are provided so children are interested and involved. A range of activities are offered to meet the developmental needs of all children to avoid frustration or boredom.
- We explain to the children that it is the behaviour that is unacceptable not the child. The consequences of children's actions are explained e.g. 'hitting hurts'. When any child hurts another child we talk to the two children together about how the victim feels and how to make them feel better. We try to gain a picture of what caused the behaviour through sensitive questions. We help the children to think about what they have done and how this can be resolved.
- Staff talk to the children during small group 'story' sessions about what behaviour is acceptable and what is not, with discussions about the reasons for this. We use stories and role play situations where positive, supportive relationships are reinforced and which encourage children to think about the consequences of actions.
- All aggressive incidents are dealt with immediately. Hitting etc through frustration can become a learnt response to a difficult situation that can escalate in later life and lead to bullying behaviour.

MANAGING DIFFICULT OR CHALLENGING BEHAVIOUR

This includes temper, tantrums, causing physical harm to others, damaging or attempting to damage property. Staff need to ensure that the environment and provision is appropriate for the child. We recognize that when children feel insecure they can test boundaries, children need routine to give them security and stability. We aim to help children understand boundaries and to learn to consider the needs of others. Self esteem is very important; all children need situations in which they can feel successful.

All behaviours are learned and can therefore be unlearned. It is the behaviour that is unacceptable not the child!

There are a variety of techniques that can be used in managing children's behaviour. Different techniques will work in different situations or for different children. Some of the techniques we use are:

REINFORCEMENT

Constantly promote positive behaviour by smiles, nods, verbal praise and attention when possible.

BROKEN RECORD

Repeat the rule firmly and quietly, reinforce the consequence, but do not get into an argument.

SELF REGULATION

Let the child find out the consequence of their behaviour if safe to do so.

IGNORING

Ignore any undesirable behaviour whenever possible and at the same time reinforce another desirable behaviour.

DIVERSION

Redirect the child's attention towards a more desirable activity.

MODELLING

Show the child what they have to do or use peers as role models.

GRANDMA'S RULE

"Let's pick this up first and then you can"!

TIME OUT

Remove the child for a few minutes, e.g. to a chair or quiet area. It must be a boring experience with no communication, but it is the removal itself that is effective not the length of time out.

SMALL STEPS/BACKWARD CHAINING

Break the desired behaviour down into small steps and reward each small step achieved, gradually increase the expectation. Sometimes starting with the last step in a task makes this more realistic for children.

PROMPTING

Children need chances to behave, so prompting good behaviour should be used e.g. use role models, praising the children who are listening, sitting etc. Reward those who do so quickly.

All children are individuals and unique, no two children will react in the same way to identical situations. Therefore an effective way of managing one child may be totally inappropriate for another.

For some children an Individual Behaviour Programme is needed:

As a whole staff we identify the unwanted behaviour and observe it over a period of time.

We log: time, cause, reason, actions, result.

We assess:

1. What happens before the behaviour? Are there any triggers that can be avoided?
2. Is their behaviour as a result of available provision? Is the environment meeting the child's needs?
3. What happens during the behaviour? Be very clear and precise.
4. What happens as a result of the behaviour? Is this a motivating influence?
5. What do we want the child to do instead? Be positive and objective.
6. What can we do differently? Strategy must be consistently applied.

WORKING WITH PARENTS

Working with parents is an integral part of our behaviour policy. When unwanted behaviours become an issue the whole staff discuss individual cases and the steps which need to be taken. Each child is dealt with individually and discussed by the team about when to involve parents.

When behaviour is identified as a major problem by either the parent(s) or by staff it is helpful to:

1. Listen to the parent describe the child's behaviour at home, their feelings and relationship with the child. Identify areas of good behaviour.
2. Identify the problem – focus on one main cause for concern.
3. Discuss management strategies – ignoring bad and rewarding good behaviour, distraction, realistic expectations etc.
4. Highlight the risk to the child and the need for avoiding confrontation. Explain child protection procedures.
5. Help from our Family Support Worker in the child's home is available if it is felt necessary.