



## **Gainsborough Nursery School Behaviour Policy**

### **Objective**

It is our intention that every member of our Nursery School community feels valued and respected and that each person is treated fairly, equally and considerately. We are a caring community, whose ethos is built on mutual trust and respect for every individual. The Nursery School behaviour policy is designed to support the way in which we all live and work together in a supportive way. Our intention is that everyone feels happy, safe and secure.

### **How we develop our children's behaviour skills**

The teaching of Personal, Social and Emotional Development (PSED) is essential to developing thoughtful and respectful behaviour.

By the time, a child leaves us to go to the next phase of their education we expect that they will:

- Play co-operatively, taking turns with others.
- take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly
- Understand that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, wrong and why
- Consider the consequences of their words and actions for themselves and others

The Nursery School staff model behaviour and encourage respect with one another through the behaviour they demonstrate, as well as planning a curriculum, which provides opportunities for children to work towards these ambitions. All staff understand that behaviour is communication.

During the school year, we plan and provide opportunities for the children to:

- Make and express plans, choices and decisions
- Solve problems encountered in play
- Take care of their own needs
- Express feelings in words
- Participate in group routines
- Be sensitive to the needs and feelings of others
- Build relationships with children and adults
- Create and experience collaborative play
- Deal with social conflict

In providing these opportunities we are supporting children to develop an understanding of their own feelings and to take responsibility for their own behaviour.

**To support the children, staff will:**

- Demonstrate standards of behaviour which will provide an example for the children to follow.
- Show that we value friendship and co-operation so as to help the children develop respect for other people and cultures.
- Provide equipment that will encourage the children to share and to work together.
- Help children to develop the appropriate language so that they can negotiate with other children; in the case of conflicts saying, 'STOP' and using the stop hand signal.
- Provide an environment which is thoughtfully presented and organised to encourage children to develop a sense of pride and belonging.

**The Role of Staff in Developing Appropriate Behaviour, staff will:**

- Provide enough space and a variety of materials
- Establish consistent and fair routines
- Support and extend children's choices and interests
- Ensure that transitions from one part of the routine to the next are active and give children the opportunity to move their whole bodies if they have been sitting for a little while.
- Accept behavioural differences
- Respect and acknowledge children's ideas, concerns and feelings
- Set realistic and reasonable expectations of children's behaviour
- Stop destructive or aggressive behaviour (see 'Supporting Challenging Behaviour')
- If a child's behaviour should give cause for concern, then the child's teacher or Early Years Practitioner will discuss the difficulties with the SENCO and the other staff. We will then adapt our planning to support the behaviour to improve. If the concerns continue, then we will involve the parents and the SENCO in our discussions and create a plan to support the child.
- Staff will log any behaviour that is not developmentally appropriate or any behaviour that warrants speaking to parents.

**Supporting Challenging Behaviour: The Law says:**

School staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or

- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Very rarely, children's behaviour may pose a danger to themselves and/or others around them. It is sometimes necessary for an adult to support a child to calm their behaviour and comfort them physically or restrain them so that they are not able to cause harm to themselves or others.

### **Encouraging Positive Behaviours**

At all times staff will:

- Join children in their work and play when appropriate
- Listen to and acknowledge all children's contributions
- Encourage children's efforts
- Have fun together
- Use gesture, facial expressions and physical comfort such as a cuddle, if necessary
- Use recall time or end of session time to discuss positive behaviours with all the group
- Share positive behaviours with parents at the end of sessions

### **Problem Solving Steps to Avoid Conflict**

- When an incident occurs staff will: Approach calmly
- Acknowledge children's feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow up support
- If other methods are not working- "time out" away from the other children
- Withdrawal of attention- it may be appropriate in some cases to ignore the child's behaviour if they are not harming anyone else

### **Resources**

- Puppets- to model all sorts of behaviour! Including Dogum to discuss feelings and Lola to listen
- Books and story sacks that discuss feelings and provide role-models.

### **Assessing and Monitoring Children's Progress**

All teachers, Early Years Practitioners and SEN workers make regular assessments of children's learning and we use this information to inform our planning. Assessment takes the form of observation and we review children's progress using our pupil progress assessment documentation. If we identify pupils that are not making expected progress we will support pupils with individual or small group

opportunities. In the nursery school, children's achievements, plus a focused objective of developing emotional competencies are formally monitored three times a year and shared with parents and governors.

## **Anti-Bullying Policy Statement of intent**

At GNS we aim to provide a safe, caring and friendly environment for all our children to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure that children feel safe including consideration of other issues relating to safety, such as bullying. We will help pupils to feel confident in seeking support should they feel unsafe for any reason.

What is bullying?

Bullying is not always easy to define but it can involve:

- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal - name calling, sarcasm, spreading rumours, persistent teasing
- Emotional - excluding, tormenting, ridicule or humiliation
- Racist - Racial taunts, graffiti or gestures
- Social - unwanted physical contact or abusive comments
- Homophobic - any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

All of the above forms of bullying can be on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying.

We define bullying as actions taken by one or more people with the deliberate and repeated intention of hurting another person (in any of the above ways).

This policy is designed to support the nursery behaviour policy, equal opportunities and anti-discrimination policies.

**Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through, and occurs generally in children 5 years and over.**

Aims and Objectives

- Bullying is wrong and is damaging to individual people. We aim to prevent this, by developing a Nursery in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all stakeholders aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our nursery.

- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved.

#### Rough and Tumble Play

The Pre-School Learning Alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Use opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

#### Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately
- Where a child does something that is inappropriate staff will talk to them and explain what was found to be unacceptable.
- Coach, model and support children to resolve conflict between peers.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

#### Anti - Bullying Procedure

- It is the responsibility of the Head Teacher to implement the Nursery anti-bullying strategy and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying.
- The behaviour policy encourages positive praise and modelling of good behaviours, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.
- Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the nursery and these are shared with the Head Teacher.
- If staff witnesses an act of bullying they do all they can to support the person or persons who are being bullied as well as working with the child who was the bully and supporting them in behaviour choices.

- If bullying is sustained, the nursery will work with both parties and their families to help and support the children.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should discuss this with their child's class team or the Head Teacher.
- Parents have a responsibility to support the nursery's anti bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.