



**POLICY FOR  
Behaviour Management  
(Incorporating anti-  
bullying policy/gun play)**

At Shaftesbury Nursery School we want all our children to feel safe, secure and cared for. Children's behaviour plays a major part in creating an atmosphere where everyone can play, learn and develop happily, independently and with confidence.

***This policy explains:***

- ❖ How the staff manage children's behaviour,
- ❖ How we expect our children to behave
- ❖ How we work with parents to support and manage children's behaviour
- ❖ How we work with other professionals to support children in managing their behaviour

***Through positive behaviour management we strive to:***

- ❖ Enable our children to have high self esteem and confidence
- ❖ Encourage children to respect the needs, feelings and dignity of themselves and others
- ❖ Provide a caring environment in which everyone feels valued
- ❖ Encourage children to look after and respect their bodies
- ❖ Help children towards establishing and maintaining caring relationships with their peers
- ❖ Value a child's previous experiences and strive for positive relationships between home and school

## Behaviour Management

Staff encourage children to respect themselves and their peers, and to be aware that they have rights and so do others. Children are supported to work co-operatively; to listen to others; to explain their needs and to talk about the needs of others; to share time, space and resources; to evaluate their own work and to praise the work of others.

Staff recognise that children have different home experiences which they bring into the nursery; that children will be at different developmental levels; that a child may feel confused and react negatively in some situations; that all children need to feel valued.

*To ensure that all children feel secure, confident and trust us we will:*

- Provide good adult role models
- Be consistent in approach throughout all nursery activities
- Work to ensure good relationships between home and school
- Work together to share expectations of children's behaviour
- Seek advice from other agencies should the need arise
- Use the positive in all interactions with children (e.g. 'keep the sand in the sandpit' rather than 'don't throw sand')
- Find out the reason for certain behaviour (e.g. 'Can you tell me why you hit Jane?' rather than just 'Don't hit Jane')
- Explain emotions about how the injured party feels
- Explain the reason for doing things (e.g. 'If you run up the slide you might bump into someone coming down')
- Move quietly to interact with children rather than call across the room or garden to intervene other than in an emergency.
- Encourage and support children to be independent and resolve minor conflicts with others independently.

We recognise that sometimes children need greater support from us to manage their behaviour, for many different reasons. We will use the following strategies as appropriate for each individual child:

- Explain the situations and reasoning to a child again
- If this does not succeed in diverting behaviour explain to the child that if the behaviour persists they will have to choose to play with another activity or will have to spend a short period of time sat away from that activity until s/he is ready to play appropriately
- Where physical hurt has been given, staff will explain what a child feels and ask the other child how we can put it right. Encourage child/ren to acknowledge what they have done and apologise for it.
- In other circumstances it is appropriate for the action to be redeemed e.g. if the pegs are thrown on the floor then they should be picked up again, with adult support and with other children being encouraged to help.
- Remain aware that it may take time for understanding of expectations to develop

At times it may be considered appropriate to introduce some whole group activities as a strategy to support or help a situation. For instance the use of a book like 'Friends' or 'I don't like it here' might be used at a story session to act as a focus for discussion

Staff will inform each other when they have had to intervene, depending on the urgency of the situation.

Where an incident is of particular concern or persists:

- Staff will discuss strategies for a common approach and positive handling. Strategies may vary according to the needs of the children concerned.
- The Principal will contact the child's parents/carers to discuss the situation.
- Observation may be used to monitor the situation.
- When another child/adult has been seriously injured or there is consensus that an incident is of major significance, a record will be kept by the Principal. The child's parents will be informed immediately and they may be asked to collect their child early from nursery that day.
- In partnership with parents, the Principal may decide it is appropriate to write an *Individual Education Plan* which will identify how a child is struggling to manage their behaviour and how staff will support and manage this behaviour within nursery.

### ***Further Strategies***

In the case that persistent negative behaviour is causing distress, physical harm or upset to other children, the Principal will discuss further strategies with the parents of the child involved. Depending on the behaviour and situation, an agreement may be considered to limit the child's day in nursery for a minimal period of time.

### ***Working with other professionals***

Sometimes children are unable to manage their behaviour and need the support of professionals from outside of the nursery. This is done in partnership with parents so that we can provide a child with the appropriate support they need in order to learn and develop alongside their peers.

## Anti-Bullying Policy

The governors and staff of Shaftesbury Nursery School recognise that, although uncommon in a nursery situation, bullying may occur. Bullying is defined as; a persistent, deliberate attempt to hurt or humiliate someone. It may take different forms (e.g. psychological, physical, racist etc.) but it is;

- Deliberately hurtful
- Repeated over time
- There is an imbalance of power which makes it hard for those being bullied to defend themselves

The nursery aims to develop a positive and caring ethos in which all members of the community feel safe and valued. The Behaviour Management Policy is implemented sensitively drawing on the staff's own knowledge of child development and of each child's previous experiences. Should the strategies set in place not resolve concerns and the question of bullying is raised the following procedures are set in place.

- The concern or complaint about bullying is acknowledged
- All staff are made aware of the concern and the nature of any complaint
- Reports of bullying, whether made by the child, staff or parent are logged (together with the date, time, location and nature of the incident); the date when parents/carers were informed and the follow-up that took place
- Strategies to deal with the incident are set up
- Strategies are developed in relation to the needs of each situation. They generally reflect a 'no blame' approach; are relevant to the age and understanding of the pupils; are made in consultation with all parties concerned where appropriate.
- A date is set to review the situation
- At the review meeting further strategies are set up if appropriate.
- Contact between home and the nursery remains open and accessible

It is anticipated that these strategies will resolve any situations.

If this is not the case those concerned (parents, staff or child) should be encouraged to talk further with the Principal.

### **Gun Play**

In our society we acknowledge that many images portraying war, guns and fighting are portrayed in the environment, media, computer video games, etc.

Children, in our nursery may have experienced conflict or have parents or relatives in the forces. All children have access to toys that depict power outside of the Nursery. We will talk to children about their "feelings" when

appropriate, especially where we know that their family life is directly involved in conflict situations.

Staff will consider the nature of all children's play, they will actively engage children in opportunities and activities to expand play and explain the consequences of play. Stories and role-play opportunities will be used to reinforce our understanding of right and wrong.

Emma Burton

June 2009

Agreed by Board of Governors 9/11/09