

## **Behaviour and Anti-bullying Policy**

### **Aims**

- To foster children's personal, social and emotional development in line with the requirements of the Early Years Foundation Stage
- To enable each child to access the curriculum safely, independently and with enjoyment
- To establish a happy and caring environment for adults and children in which everyone feels valued.

### **Objectives**

Children should:

- Feel safe, secure and valued
- Work independently and take responsibility for their learning
- Learn to work co-operatively with others and respect their rights
- Use the space and the resources at the nursery creatively, appropriately and considerately.

Adults should:

- Provide good role models
- Use positive language to foster children's self-esteem and show high expectations of their behaviour
- Display a consistent approach to inappropriate behaviour
- Ensure good relationships between home and school

### **A consistent approach to behaviour management across Cambridge Nursery Federation**

#### **Adult role models**

Staff model positive behaviour in the following ways:

- always using quiet voices and calm expressions
- walking to a situation
- using non-threatening body language (eg by bending down to child's level rather than standing over them).

### **Positive language**

Staff aim to encourage a high standard of behaviour by emphasising the behaviour they want to see.

We aim to:

- Give clear expectations, eg: 'Show me how you ride safely round the garden.' 'I want you to...' 'let me see you...'
- Give meaningful, specific praise: 'I like the way you gave X a turn/ used words to say...'
- Look out for sensible, kind, helpful actions and comment to the child, particularly in front of other children or at group time
- Give clear descriptions of the desired behaviour (not the wrong behaviour): eg: 'I want you to let go now' 'Please use your talking voice.' Suggest alternative use for hands and feet, eg: 'Put your hands down by your sides,' 'Put your feet on the carpet,' 'Put your lips together.'
- Explain reasons for doing things: (eg 'if you throw the sand it may get in someone's eye.'
- Use positive language (see attached list of useful phrases)

### **Dealing with inappropriate behaviour**

All staff respond consistently to incidents.

We aim to:

- Prioritise: what do we need to deal with first? (usually a hurt child)
- Stop further harm being done 'I'm not letting you kick/throw etc.'
- Ask for/offer adult support if necessary, especially with moving a child: 'Is there anything I can do, Mrs Smith?' 'Yes please, X and I were just going to move somewhere quiet.'
- Keep eye contact and attention to a minimum while dealing with inappropriate behaviour, but restore as soon as child shows co-operation: e.g. 'You've started picking up those bricks, now I'll help you and we'll finish together.'
- Pick the right time for discussing the incident calmly with the child: give the perpetrator time to calm down, rather than trying to talk about it while emotions are running high.
- Be fair: make sure we hear both sides of the story, particularly if we haven't seen the incident
- Find out the reasons for inappropriate behaviour if relevant (e.g. 'Can you tell me why you wanted to hit X?')
- Point out the consequences of an action: 'X is crying because... /now you are both sad because.../that is broken because.../he has sand in his eye because...'
- Use relevant and consistent consequences for inappropriate behaviour, e.g.: picking up equipment/leaving an activity/sitting quietly with a member of staff for a short time. Further repetition of the same behaviour may have further consequences, involving the head teacher and parents if necessary.

- Discuss reparation 'How can we put this right?/make this have a happy ending?/make x smile?' A genuine suggestion from the child, e.g. offer another toy, gently rub a bump, get a drink, tissue etc. is often better than a glib 'sorry'.
- Follow up the incident if necessary: share with concerned adults, talk about it a group time or with the whole school.

### **Differentiation**

Staff recognise that children at different developmental levels may need more time and support to learn and internalise moral values and social behaviour. Particular children may react negatively in particular situations, and most children will have differing emotional needs at different times. Extra responsibility or extra adult support will be offered to particular children as appropriate. Staff will seek advice from other agencies where necessary.

### **Recording and Assessment**

Behaviour issues are discussed with all staff through day-to-day assessments and discussion which inform our planning. Particular incidents may be logged and concerns raised with parents.

### **Monitoring and Review**

The Senior Leadership team will:

- Play a leading part in discussing behaviour management and setting strategies in place
- Monitor standards of teaching and learning through observation of children's learning
- Report to the governing body as appropriate

### **Bullying**

Bullying is defined as a persistent, deliberate attempt to hurt or humiliate someone. It is deliberately hurtful: repeated over time: involves an imbalance of power which makes it hard for those being bullied to defend themselves. It may involve physical, psychological, racist or sexist abuse. Our response to bullying behaviour follows LA guidelines.

Bullying behaviour is dealt with initially using the behaviour management strategies above. Should these strategies not resolve the issue the following procedures are set in place.

- The concern or complaint about bullying is acknowledged
- All staff are made aware of the concern
- Reports of any incidents are logged and parents/carers are informed
- Appropriate strategies to deal with the incident are set up

- Strategies 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 meeting further strategies are set up if appropriate
- Contact between home and nursery remains open and accessible
- If necessary further concerns may be taken to the headteacher, or senior management team.

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: Summer 2015  
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