

Behaviour and anti-bullying policy

Introduction

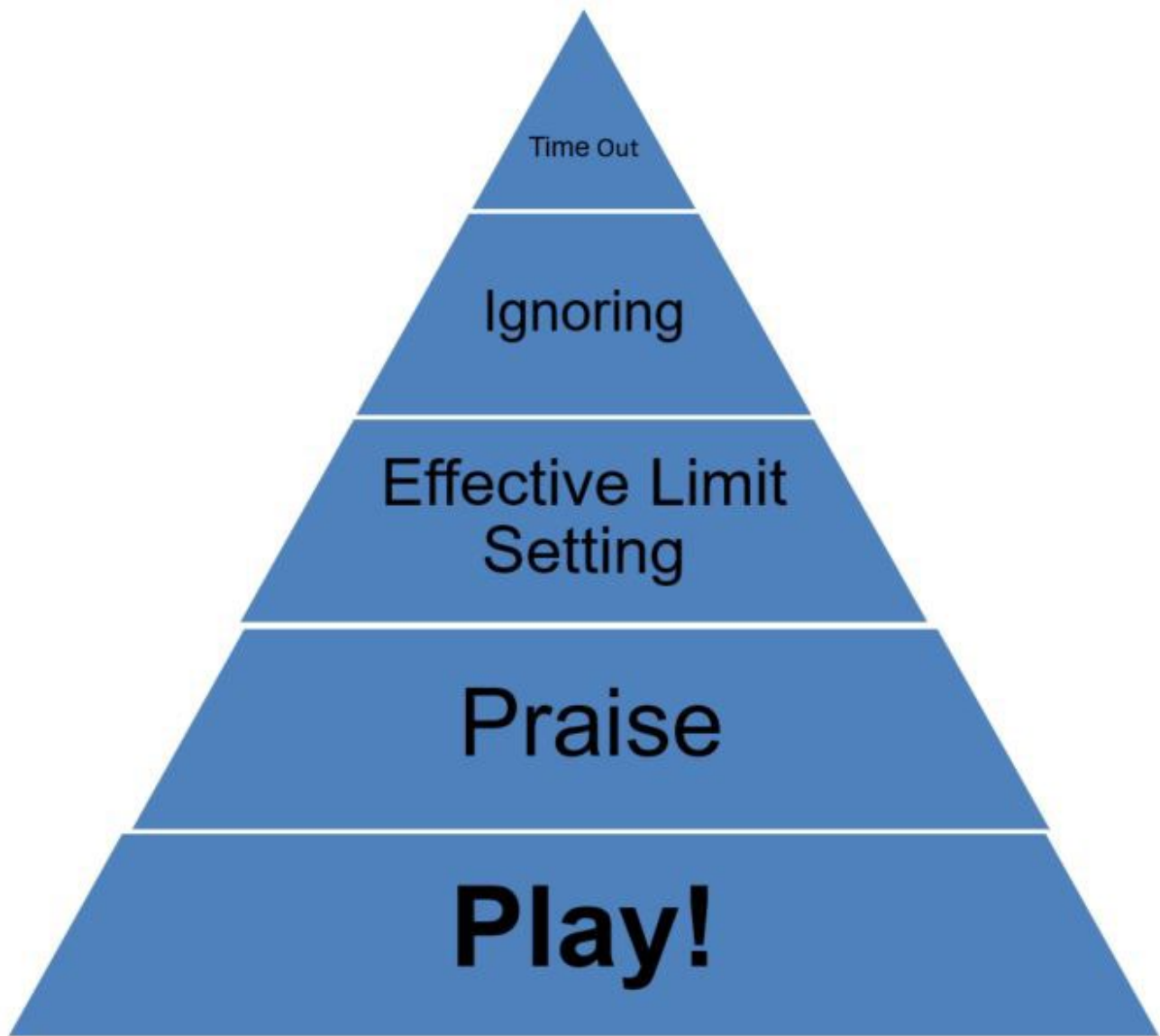
The staff within Salford Family Nurseries are committed to offering children opportunities to gain experiences in an environment where they can learn by example from each other. The designated person responsible for any behaviour management issue is the SENCO but in their absence the Nursery Manager or Deputy Nursery Manager will take responsibility.

The centre aims to offer a stimulating, nurturing and secure environment where all children are encouraged to have a go “to succeed”. We work alongside parents/carers and professionals in developing a high standard of education and care, which is consistent, interesting and exciting for everyone involved. It is important that parent/carers and nursery work together to promote positive behaviour. We will share this policy with parent/carers when their child starts nursery.

We aim to raise children’s self-esteem and build their confidence and encourage them to respect everyone’s beliefs, cultures, and values.

Routines, guidelines, and boundaries are set giving children a clear message about the difference between acceptable and unacceptable behaviour. We have developed a praise culture within our centre where all positive behaviour is praised and acknowledged. We reward positive behaviour with praise, smiles, cuddles, stickers, certificates and star charts. All praise is explained so that children will know why they are being praised. Staff will also praise each other to help the children learn how to give and receive praise comfortably.

Our behaviour management policy is based on the Webster Stratton Model which is shown in the parenting pyramid below:



The pyramid shows the importance of play and praise. We believe that by observing and planning what the child is interested in, their individual needs can be met. By doing this the child is more likely to be stimulated, interested and will remain on task. By praising the children's appropriate behaviour, it increases the chance of them doing it again.

We aim to encourage the children to relate to each other and adults in a positive manner by encouraging them to.

- Share resources
- Take turns
- Listen, respect and care for others
- Follow simple instructions and routines
- Care for equipment
- Gain independence, which in turn will enable them to make choices

Within nursery we set boundaries and expectations (effective limit setting). If a child is displaying particularly challenging behaviour, we would discuss our concerns with parent carers and devise an individual plan for that child.

All centre staff work together to identify possible triggers for children's challenging behaviour.

- Antecedent (what lead up to the behaviour)
- Behaviour (the actual behaviour)
- Consequences (the result of the behaviour displayed)

As part of their individual plan, we may use 'planned to ignore' so the child realises they gain our attention for positive behaviour.

On occasions all children may display a behaviour, which negatively impacts on other children and staff. This is perfectly normal; however, staff must manage these behaviours to ensure children are provided with a clear learning opportunity regarding the unacceptable behaviour and to ensure the safety of everyone. Staff will not give corporal punishment to any child. We do not use a 'naughty' chair.

Examples of unacceptable behaviour include biting, hitting, spitting, pushing, throwing hard objects, bullying and destructive behaviour.

Time Out/in

Time out would only be used if planned ignoring does not succeed. All staff have had training to use these techniques and will remove the child from the situation and therefore from the attention of others, this will give the child time to regain self-control. Staff may be aware of a developing situation; it is at this time that staff will send out a clear message that "time out" will be used and there are two different levels that may be used.

- For minor unacceptable behaviour, time out may involve the child holding a staff members hand for a short period of time (up to 30 seconds depending on the age and stage of development of the child). Staff will not give any eye contact or interact with them. Once the time out period is complete the child is allowed to return to an activity of their choice once they have calmed down.
- For behaviour, which may involve significant harm to the child or others, a more structured time out is required, warnings may not be possible, and this should only be used as a last resort. The child will be removed to a quiet area to allow them to be away from any sources of distraction, again this would be for the same length of time as the first level. The staff member will calmly state the reason for the removal without entering into

in-depth discussions: again, staff will not give any eye contact or interaction. As before, once the time out is complete the child will be returned to the activity with minimal of fuss.

- When one child has hurt another child, we will inform both parents without naming either child of the incident and complete an accident/incident form and will support both children with strategies to manage feelings and unwanted behaviours.
- Where physical intervention has been taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We will keep a written record of any occasion where any physical intervention is used, and parents and or carers will be informed on the same day, or as soon as reasonably practical.

Time in

- Some children may require 'Time in' as an alternative to 'Time out'. This will give the child time to calm down with a familiar and supportive adult and allow them time to talk.
- It has to be remembered that children have individual development levels. Is a child being asked to do something that is developmentally inappropriate, or, do they understand what is being asked of them?

We understand that changes in a child's routine may have an impact on their behaviour, e.g. lack of sleep, and staff will discuss these matters sensitively with the parent/carers.

If unacceptable behaviour persists it may be necessary to begin the "Special Educational Needs" (SEND) process. This is the role of the Special Educational Needs Co-ordinator (SENCO) who will if necessary, with the permission of the parent/carer, seek advice from the Educational Psychologist. In the absence of the SENCO the Nursery Manager will begin the SEND process.

Bullying

Salford Family Nurseries take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out premeditated intent to cause distress to another.

If a child bullies another child or children.

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child who is bullying from harming the other child or children
- We explain to the child doing the bullying why their behaviour is not acceptable
- We give reassurance to the child/children who have been bullied
- We help the child who has been bullying to recognise the impact of their actions
- We make sure that children who have been bullying receive positive feedback for considerate behaviour and are often given opportunities to practice and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, to being subject to abuse or other circumstances causing them to express their anger in negative feelings towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear they feel genuine remorse for what they have done. Empty apologise are just as hurtful to the bullied child as the original behaviour
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We share what has happened with the parents of the child who has been bullied, explaining that the child 'without naming the child' who did the bullying is being helped to adopt more acceptable ways of behaving

Post Covid

We recognise that many families have experienced big changes to their lives including restrictions of freedom, isolation, loneliness, grief, and reduction of income to name a few.

We are aware that children's emotional wellbeing may of being impacted.

Your child/children may experience a range of emotions, happy, sad, worried. Staff in the nurseries we will continue to support children by using activities to help your child /children recognise and talk about their feelings. Staff will use their knowledge, experience and training of separation and anxiety to support your child. We will nurture your child's well-being at the appropriate level and if necessary, can sign post to other professionals for support.

This policy was updated: July 2022

Signed on behalf of the nursery managers

Reviewed by: Debbie Evans, Val Worrall, Joanne Kirk, and Angela Jones

Date of Next Review: July 2023