

**Parkview Nursery School**

**Behaviour and Anti Bullying Policy**

**Definitions**

**Behaviour** – Children’s behaviour includes everything they do – their approach to work and play; the ways they relate to other people; their responses to all the experiences they encounter at school, at home and in the wider community.

**Bullying** – is an act of aggression causing embarrassment, pain or discomfort to another, physically, verbally, by gesture, extortion or exclusion.

Young children have to learn about appropriate behaviour in the same way as they learn other things in their lives, and as adults, carers and educators it is important that we care about the kinds of behaviour we want our children to learn.

This policy outlines our approach to this at Parkview Nursery School.

**Principles**

* All pupils, staff and parents have the right to be valued as an individual and be safe regardless of age, disability, gender, race, religion, sexual orientation.
* Mutual respect for the whole school community, staff, parents, pupils, other family members, visitors and the wider community
* Respect for one another’s property

At **Parkview Nursery** our behaviour policy reflects our school ethos and aims

* Every child and adult will be happy, nurtured and listened to
* To create confident, capable, independent learners
* To provide a safe, secure, stimulating play environment
* To involve parents and families in nursery life

**This policy aims to**

* Create an ethos of caring and respect for oneself, others and the wider world
* Develop children’s sense of self discipline
* Support children’s wellbeing
* Raise children’s awareness and understanding of right and wrong and the reasons why
* Develop a consistent and fair whole school approach to behaviour
* Support a shared approach between nursery and parents
* To provide a safe environment free from disruption and bullying

**Guidelines**

It is essential that all staff and students give consistent messages to the children. This policy will be shared with anyone coming to work with the children to ensure they are aware of our ways of handling behaviour and that **all** members of nursery including parents and carers are treated with respect. Harmful behaviour such as bullying is not acceptable.

* Offering positive reinforcement, smiling, verbal praise, rewarding good behaviour is the focus at Parkview Nursery. Staff continually model appropriate behaviour and actions as they are role models for children and parents. Staff establish excellent relationships and communication with parents working in partnership to offer consistency.
* Focus on building a relationship with the child, getting to know their interests and how they communicate
* Children are offered stimulating experiences with plenty of time for them to be independent in their decision making and play, motivating their interest in learning
* Group times and activities offer opportunities to promote positive social expectations and interactions in planned and informal experiences. Clear expectations and involvement are fostered in co-operative, turn taking, caring play.
* Resources, for example puppets, empathy dolls and ‘the box full of feelings’ are used to enhance discussion about their feelings, where individual needs and development are taken into account to provide reinforcement or challenge as appropriate.
* Support and guidance, based on an understanding of the individual needs and development of a child is given throughout the nursery session to individuals and small groups as the need arises within their independent play, to ensure consistent reinforcement.
* Care of equipment, resources and the environment is fostered by example, modelling appropriate behaviour both during children’s independent play and at tidy up time.
* It is the responsibility of everyone in the nursery to show care and concern for others. Developing self-esteem, tolerance and respect is explored through imaginative role play and small group activities, along with exploring relationships and co-operative interaction. Individual support and guidance is offered throughout independent play.
* At no time are children shouted at or humiliated
* All behaviour happens for a reason so we try to consider this when deciding on which strategies to follow
* We are mindful of the well-being of staff who are supporting children with challenging behaviours and take turns if needed.

**Parkview ‘Golden Rules@’ Rules**

We listen to each other

We use kind words

We look after the equipment

We are kind to each other

We walk inside

**Strategies that may help**

* Listen to their thoughts
* Give them time to calm and process their thinking
* Ignore some low level poor behaviour so they are not rewarded with adult attention
* Tell a child what you want them to do rather than what not to do
* Be alert to triggers or situations which could escalate
* Offer distractions/divert attention
* Model ways of dealing with another’s unacceptable behaviour
* Teaching children the language and skills of negotiation and compromise
* Verbal response – ‘Name’, ‘Stop I don’t like it when you hurt me….’
* Body language – hands up – stop
* Verbalise simple rules – take turns
* Offer help to put right their action, (e.g. pick up toys, sweep up thrown sand)
* Refer to Appendix 1 specific support for challenging behaviour

**If extra support is needed**

Should a child display challenging behaviour repetitively, the key worker would be informed and the behaviour discussed with all staff. The behaviour would be shared with the parents as the child is supported to discover any triggers. The SENCO would be involved and a behaviour management plan (Appendix 2) would be written indicating agreed strategies to use. Should the behaviour continue an Early Help Assessment would be made which could lead to advice and support from outside agencies.

**Roles and Responsibilities**

All Governors, staff, students and volunteers have a responsibility to ensure this policy is followed.

The Headteacher is responsible for ensuring an appropriate handling strategies are put in place when required.

**Review**

This policy will be monitored and reviewed every 2 years by the Governing body in consultation with the Headteacher and staff to ensure the policy and its procedures are evaluated to ensure effective, fair and consistent practice.

This policy was adopted on **6th March 2023** by Parkview Nursery School

Signed:

Rhiannon Hughes - Head teacher

Signed:

Shelagh Cloudsdale - Chair of Governors

Appendix 1

When dealing with challenging behaviour

* Keep calm
* Get down to child’s level
* Use their name
* Tell them to ‘listen’ (stop and listen)
* Gain eye contact if possible ‘Look at me’
* Use simple language
* Listen to them
* Give them time to calm before talking to them about what has happened
* Be clear what behaviour is unacceptable, make the child aware it is the behaviour that is unacceptable, not the child
* Provide regular opportunities for children to engage in sensory and physical play such as bouncing, spinning
* Use chew aids for children who bite
* Use stress balls/sensory balls to calm
* Talk to the children about the issue, ‘How do you think A feels?’
* Use a sad voice ‘I am sad because……..’
* Explain why
* Set expectations, give example of what you expect child to do, ‘Another time …..(Find a grown up)
* Find the positive
* Support children back into play

Appendix 2

**Parkview Nursery School**

Individual Behaviour Plan for……………………………………………………………………………………………………………

Date completed …………………………………………………………………………………………………………………………….…

Completed by ……………………………………………………………………………………………………………………………….....

|  |
| --- |
| Behaviours Causing Concern: |
| Triggers |
| Environmental Actions By Whom By When***Changes you can make to the environment and routines that may reduce or avoid behaviours*** |
| Other Actions/Strategies By Whom By When***What specific strategies are you going to use when the inappropriate behaviours happen. All staff must be consistent and persevere with the strategies*** |

Review date…………………………………………………………………………………….

Parents signature………………………………………………………………………………..