

MILLFIELDS NURSERY SCHOOL COMMUNITY SERVICES

BEHAVIOUR AND ANTI-BULLYING POLICY

At Millfields Nursery School Community Services we offer part-time high quality early years education to 96 three and four year olds. We have day care provision attached to the Nursery School which offers wrap around facilities (for those children attending the Nursery School), and a 20 place toddler room.

We offer a broad and rich curriculum based on the needs of the children. The children learn, develop and explore together supported by a team of well-qualified staff.

We recognise and value what each child brings to the setting and work closely with parents/carers and the local community.

We aim for our children to become happy, secure, confident, independent and self-motivated learners.

Children are encouraged to take increasing responsibility for themselves, they are helped to develop an understanding of the consequences of their actions.

We have high expectations of children's behaviour. These expectations are positively and explicitly stated.

Behaviour we wish to encourage

- Kindness
- Friendship
- Helpfulness to others

- Sharing and turn taking
- Politeness
- Respect for self, others and the environment
- Co-operation
- Negotiation
- Concentration, organisation and perseverance
- Moving safely around the setting

Strategies to encourage good behaviour

- Adults acting as good role models
- Praising good behaviour and stating clearly what it is that is good
- Giving rewards for good behaviour eg stickers, certificates, reporting to parents/carers
- Planning an environment that promotes good behaviour eg ensuring that space is well organised and that there are sufficient, high quality resources
- Staff deployment eg ensuring that there are sufficient staff to support child initiated play and help resolve disputes successfully
- Promoting good behaviour through circle time stories, role play etc

Behaviour we wish to discourage

- Physical aggression
- Verbal aggression/swearing
- Unkindness
- Bullying
- Damaging property and the environment
- Hiding or running away
- Unsafe behaviour indoors and/or outdoors

Strategies to manage negative behaviour or bullying (a continuum of responses from less serious incidents to more serious)

- Pointing out and praising good behaviour
- Ignoring negative behaviour and praising good
- Repeating an activity eg 'Today is Molly's special day, shall we sing happy birthday again, really beautifully!' 'Well done, I am sure that Molly loved that really beautiful singing, we've made her feel really happy now!'
- Explaining to a child that they have made you sad and why
- Give a child one more chance to change and explain the consequences if they do not conform
- Dangerous incidents should be treated in a more serious manner showing child/children, through your body language, and voice that this behaviour will not be tolerated eg damaging property
- Reprimand
- Time out with the Headteacher/Deputy Headteacher/Manager/Deputy Manager

- Refer on to parent/carer/Headteacher/Manager to discuss targets and an action plan

At Millfields we view children's misbehaviour as a mistake to be corrected. We avoid giving attention to poor behaviour but use the situation as a learning opportunity for the child. Often minor misbehaviours are ignored in favour of praising good behaviour. The reason for ignoring negative behaviour and praising good behaviour is that children will respond to attention, even negative attention. Therefore, it is important that attention is given for positive reasons not negative.

In the unlikely event that physical restraint needs to be used, for example, to remove a child from a situation, the Headteacher/Deputy Headteacher/Manager/Deputy Manager should be asked to intervene. If any other member of staff needs to use physical restraint immediately eg for a child's own safety, the Headteacher must always be informed. Physical restraint should only be used as a last resort and for safety reasons.

We value children's self-esteem and seek to manage their behaviour in ways that keep their self-esteem in tact. Reprimands are used sparingly, fairly and consistently. When using a reprimand we criticise the act and not the child.

Any action that has been taken to correct negative behaviour needs to be followed up at the earliest opportunity. The child needs to feel forgiven and the relationship between adult and child strengthened.

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Signed
(Chair of Governors)

Date April 2019

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Review Date



Millfields Nursery school Community services

Stepped approach to positive behaviour management.

1. Talk to the child, telling them calmly what they have done and that you would like this behaviour to stop.
2. Remind the child that you have already spoken to them and that they have repeated the behaviour, and if they continue to behave in this way they will need to spend some time on a chair to think about their behaviour (no more than 5 mins)
3. If the behaviour is repeated calmly move the child to the chair reminding them of what it is you don't like them doing and remind them that you had warned them that they would have to sit on the chair.
4. If this continues refer the child to the HT or DHT or Daycare manager.

Notes

If behaviour is more severe as in it hurts another child or is aggressive skip to number 4 straight away.

The HT or DHT will make the decision to speak to parents or to ask the key worker to do so.

Always ensure that after any incident it is drawn to a close as quickly as possible and that the child knows that is the end of it. (children need to know that they are forgiven).

Always ensure that opportunities are taken soon after to praise and reward children for positive behaviour.