



Sandbank Nursery School and Playcare Project Behaviour and Anti Bullying Policy

At Sandbank Nursery School and Playcare Project we aim to create a friendly and caring atmosphere where each child and their family are treated as unique and valued. We aim to create positive relationships between adults and children. Children are encouraged to treat others as they themselves wish to be treated. All are expected to treat other people and their property with respect.

We recognise the importance of developing children's emotional wellbeing, social competence and disposition to learn. We believe that children need to gain the approval of significant others in order to develop a positive concept of self. The key-worker system and the way staff are deployed ensures that each child has opportunities throughout the day to express themselves and to be listened to.

Through the provision of an enabling environment, planned activities and routines, children are encouraged to take increasing responsibility for themselves. They are given reasons for constraints and encouraged to develop an understanding of the consequences of their actions.

At Sandbank we have high expectations of children's behaviour. These expectations are positively and explicitly stated. Children are encouraged to take part in discussions about what is acceptable behaviour for example at family group times with their key-worker. Where appropriate, these rules are displayed in the children's family groups in a pictorial format.

Behaviour we wish to encourage

- Kindness
- Friendship
- Helpfulness to everyone
- Sharing and turn taking
- Politeness
- Respect for self, others and the environment

- Awareness of others feelings
- Co-operation
- Negotiation
- Concentration 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 e.g. "Thank-you for sharing the cars, that was kind" rather than just "Good girl"
- Giving rewards for good behaviour e.g. stickers, certificates and reporting to parents
- Planning an environment that promotes good behaviour e.g. ensuring that there is sufficient space and resources
- Staff deployment e.g. ensuring that there are sufficient staff to support child initiated play and help resolve disputes successfully
- Helper of the day
- Promoting good behaviour through circle time stories, role play and puppets

Behaviour we wish to discourage

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

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 e.g. "Today is Jordan's special day, shall we sing happy birthday again, really beautifully!" "Well done, I am sure Jordan loved that really beautiful singing, we've made him feel really happy now!"
- Explaining to child that they have made you sad and why
- Give child one chance to change and explain 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 e.g. incidents of bullying or wilfully damaging property
- Reprimand

- Time out with Headteacher/teacher in charge/playcare co-ordinator
- Refer on to parent/Headteacher/playcare co-ordinator/SENCO to discuss targets and an action plan
- Giving children choices and pointing out consequences

At Sandbank we view children's misbehaviour as a mistake to be corrected. We avoid giving attention for bad behaviour but use the situation as a learning opportunity for the child. Often minor misdemeanours 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/nursery teacher/playcare co-ordinator should be asked to intervene. If any other member of staff needs to use physical restraint immediately e.g. 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. For further guidance see Care & Control Policy.

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.

Some children may display more specific behaviours which relate to special educational needs or safeguarding issues, please refer to additional policies.

Reviewed and amended March 2021

Next review date: March 2023

Passed by: _____

Date: _____