

Sandbank and Valley Nursery Schools Federation

Behaviour and Anti-Bullying Policy



September 2024

Behaviour and Anti Bullying

Children learn to be strong and independent through positive relationships. Positive relationships are:

- Warm and loving, and foster a sense of belonging.
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence.
- Stimulating.
- Built on key person relationships in Early Years settings.

We recognise that all children are individual, are at different stages of development and bring a variety of cultures, attitudes and values into the school. Practitioners' expectations will be appropriate to the individual child. There are a number of contributory factors which could affect a child's behaviour. It is important that we work closely with families and communicate honestly but not judgementally about children's behaviour.

We believe that every child has a right to be safe, be listened to and learn through play.

We support this by:

- Encouraging positive behaviour.
- Giving praise.
- Rewarding positive behaviour.
- Setting boundaries.
- Being a positive role model.
- Providing a safe and accessible environment.

The role of all Sandbank and Valley Nursery Schools Federation Staff is to support positive behaviour by:

- Work in partnership with parents to ensure that there is a consistent approach to behaviour in the setting and at home.
- Read, understand and implement the behaviour policy.
- Look for opportunities when children show positive behaviour.

Setting boundaries

Children need to feel safe within boundaries and routines. Practitioners need to be consistent in setting boundaries for children and wherever possible involve them. Children should be made aware of boundaries in a way that is appropriate to their stage of development and understanding.

Being a positive role model

Practitioners set the tone for the learning environment. A practitioner who is positive, confident and motivated will inspire positive behaviour in children and other adults. **SHOUTING AT CHILDREN IS NOT ACCEPTABLE IN OUR SCHOOL.**

Providing a safe and secure environment

All practitioners are responsible for ensuring the environment is organised in such a way that desired behaviours are positively encouraged and opportunities for unwanted behaviour are minimised.

All staff need to ensure that:

- Children are supervised at all times.
- The physical environment is stimulating and encourages children to **independently** engage in positive activities and clearing away.
- Children are involved in planning their own learning environment.
- Activities are appropriate for all children's individual stage of development.

Strategies for managing unwanted behaviour

When a child shows unwanted behaviour the practitioner will:

- Stop the child.
- Make eye contact.
- Explain what the child has done and why this is unwanted - focus on the behaviour, **not** the child e.g. kicking is not good, it hurts, **not** you are very unkind, stop kicking children.
- If the behaviour continues, time out may be needed - use a rule of one minute per year of the child's age. Place the child in a place away from the other children (which could be on a chair), make eye contact (getting down to child's level) and explain what is happening and why.
- When time out is completed the issue has been dealt with and should not carry on.
- If a child has injured another child you may need to go straight to time out. Focus attention on the other child, comforting and caring - do not force an apology from the child.
- However, a planned 'ignoring' strategy may be in place for this child for a short period of time.

Appendix One: Ideas for managing the behaviour of two year olds.

- Push into a bite, never pull away.
- Be firm. Say 'No' only when serious. Keep words to minimum. Show, not tell. Talk to the victim. The biter needs to know there will be no attention to them.
- Child likely to bite again within an hour. Keep their hands busy. Get child to do something with their two hands (play dough or sand play). A child cannot bite if using two hands.
- It is illegal to bite children.
- If a child is hitting the adult for attention walk away but given positive attention a little later.
- If a child is banging or smashing something they should not be, do not say anything just take it off them and walk away.
- If a child is having a tantrum, do not react to them. Turn your back on them and give no eye contact. Always give attention after (Maybe ask them to read a book with you).
- A child that is tired has the same signs as a child with OCD.
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Appendix Two: Managing Behaviour in school with three and four year olds.

- Approach warmly, stopping any hurtful actions. Place yourself between the children at their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children's feelings. Say something simple like "You look really upset", let children know you need to hold any object in question.
- Gather information. Ask "What's the problem?" Do not ask 'Why' questions as young children focus on what the problem is rather than understanding the reasons behind it.
- Restate the problem. "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgemental ones (such as 'stupid' if needed).
- Ask for solutions and choose one together. Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- Be prepared to give follow up support. Acknowledge children's accomplishments e.g. "You solved the problem!" Stay nearby in case someone is not happy with the solution and the progress needs repeating.