



Behaviour and Anti-Bullying Policy

OUR VISION & ETHOS:

"Our aim is to build and sustain a learning community for our children and families with Weoley Castle Nursery School at it's heart. A safe, forward thinking, welcoming and nurturing place where emotional well - being is a high priority, each individual is included and valued for what they know and can do and everyone is encouraged to develop to their full potential. We wish for all of us a spirit of optimism, curiosity and wonder, an enquiring mind and respect for themselves, others and their world - building brighter futures for everyone."

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

- Article 3 - The best interest of the child must be a top priority in all decisions and actions that affect children.
- Article 28 - Every child has a right to an education. Discipline in school must respect children's dignity and their rights.

Rationale

At Weoley Castle Nursery School, we believe that the ethos of the school will influence the behaviour of our children.

2. As a team we realise that the models of behaviour we exhibit will have a major impact on the ethos of the school. We must demonstrate effective relationships and respect for one another which, in turn, will create the kind of working environment which is so important.



3. When planning for children's learning, our staff focus on children's interests and their developing abilities.
4. Within our school children learn how to make choices and decisions, acquire a sense of responsibility and develop skills in planning and reviewing their choices.
5. Through using the High/Scope Approach our staff has learnt to create a physical and social environment that meets children's needs and encourages them to be self-motivated learners.

6. PROBLEM PREVENTION STRATEGIES

- Provide enough space, variety of materials.
- Establish consistent and balanced routine.
- Support children's choices, interests.
- Plan for transitions
- Keep waiting periods short, active.

6.1 Although we work on preventing 'incidents' and conflicts sometimes they occur as children's Personal, Social & Emotional learning is developed. Through the High/scope Approach, our staff helps children to manage their own behaviour and seek a solution together with the adult. This encourages children to make choices about their behaviour for themselves rather than a reward and consequence system which can produce 'good' behaviour only when a reward is given. All staff are trained to use this approach to conflict resolution.

6.2 Solving Problems and Resolving Conflicts

"Six Steps"

1. Approach calmly

The adult will observe and go up to children whose behaviour is causing concern.

2. Acknowledge feelings

The adult will recognise the feelings of those involved by using simple descriptive words e.g. "I can see that you're angry/upset/sad".



This acknowledgement helps the child to 'let go' of the feeling and then be able to think more clearly about solutions.

3. Gather information

The adult will give all involved the opportunity to share what has happened by listening carefully to the details and needs the children are describing or demonstrating.

4. Restate the problem

The adult will use the detail the children have provided and restate the problem clarifying any issues by asking for more detail and reframing any hurtful language.

5. Ask for solutions and choose one together. The adult will respect and explore all of the children's ideas and help them think through the specifics of cause and effect so that solutions may become concrete and possible to carry out.

6. Be prepared to give follow-up support. Adults will help children to implement the solution and check with each of them particularly those who have been very upset to see if the problem has been solved.

These strategies and ethos is shared with parents at a parent workshop and also in a booklet.

Involving Parents/Carers

Parents/carers are encouraged to bring their children to nursery regularly and to encourage good behaviour from the start. An ongoing dialogue between the key worker and parents /carers is maintained to support the child at nursery and at home. Parents are encouraged to approach staff with any problems or concerns.

When an incident does arise, sensitivity and confidentiality are essential when talking to parents of the children involved. Staff will need to decide when and what they should tell parents, as realistically they cannot feedback details of every incident. However, parents should be told about persistent problems, those with serious potential consequences or incidents in which their child has been injured or injured another child. Incidents should always be referred to the SENCO/Member of the Senior Leadership team.

Sometimes staff have to explain to parents that certain behaviours are not acceptable at nursery, although they may be tolerated elsewhere. It may also be necessary to stress to



parents that a behaviour incident has been dealt with fully at nursery, in order to avoid either the child receiving further sanctions at home, or potential disagreements between parents.

Values Education

The purpose of values education is to:

- Deepen understanding, motivation and responsibility with regard to making personal and social choices.
- Inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods for developing and deepening them.
- Encourage educators and caregivers to look at education as providing children with a philosophy of living, thereby facilitating their overall growth, development and choices so that they may integrate themselves into the community with respect, confidence and purpose.
- All the parent/carers are given a booklet of suggestions on how to practically support the children in a particular value. The values which are covered throughout the year are; helpfulness, caring, happiness, independence and respect.

Rights Respecting School

- UNICEF's Rights Respecting Schools Award involves teaching all staff, parents and children about children's rights from the United Nations Convention on the Rights of the Child.
- This work supports the children to grow into confident, caring and responsible young citizens both in school and in the wider community.
- By learning about their own rights, children will also learn about the importance of respecting the rights of others.
- Children are encouraged to reflect on how their behaviour affects those around them which allows us to build and maintain a safe and positive learning environment for all.

British Values

Our Rights Respecting ethos reinforces our work in teaching British Values as children have

- the right to have their views listened to (Democracy),
- a right to free speech and to believe what they want to (Mutual Respect and Tolerance),
- a right to a name and an education (Rule of Law),
- a right to play (Individual Liberty).



Targeted intervention

If a child is presenting with more complex needs and requires additional support to appropriately manage their behaviour, the keyworker, in consultation with the SENCO/Executive Head teacher will adopt the Graduated Approach with Four Stages of action: Assess Plan Do Review. This may include, specific behaviour targets, small group nurture activities or the involvement of other agencies, in consultation with parents/carers. At Weoley Castle Nursery School, we work with a range of services including Educational Psychologists, the Communication and Autism Team, Speech and Language Therapists, Forward Steps and SENAR.

Training and continuing professional development

The Teachers' Standards state that all teachers must manage behaviour effectively to ensure a good and safe learning environment.

Staff training and ongoing professional development ensures that staff appreciate the underlying causes of children's behaviour and highlights the importance of consistent, positive behaviour strategies to support children's behaviour and mental health. Staff training reinforces de-escalation strategies and appropriate positive handling techniques, which are to be used as a last resort.

Anti-Bullying Statement:

Our belief at Weoley Castle Nursery School is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated for our children or adults working in the nursery.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)



Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes of work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. School's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1988 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

Schools

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Head teacher/SLT
- The Head teacher/SLT will interview all concerned and will record the incident.
- Key workers will be kept informed.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a key worker or member of staff of their choice.
- Reassuring the pupil
- Offering continuous support
- Informing parents
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need for change



- Informing parents or guardians to help change the attitude of the pupil

Within the curriculum the nursery will raise the awareness of the nature of bullying through Personal, Social and Emotional learning, such as at Greeting Time and any other appropriate time.

Links to other Nursery School Policies and Procedures and government guidance:

Child Protection and Safeguarding Policy

British Values Statement

Rights Respecting School Award

Use of Reasonable Force Policy

Child to Child abuse policy

The Equality Act 2010

Use of Reasonable Force in Schools DFE July 2013

The Special Educational Needs and Disability Code of Practice. GOV.UK January 2015

Mental health and behaviour in schools DFE November 2018