

Behaviour and Anti-Bullying

At Bottesford Pre-School we promote good behaviour and equal opportunities by considering every person, adult or child to be of equal value, irrespective of race, culture, capability, age or gender.

Aims

The aims of this policy are:

- To enable everyone to be happy and safe at Pre-School.
- To inform everyone of Pre-School's position on bullying and behaviour.
- To ensure everyone at Pre-School understand what counts as good behaviour, underpinned by our 'How We Play' approach:

How We Play

We walk inside.

We share the toys and look after them.

We are kind to our friends.

Rationale

We do not tolerate any bullying, inappropriate behaviour or discrimination.

Definition

Inappropriate behaviour and bullying is regarded as any repeated behaviour, which causes hurt, fear, distress or damage. It takes many forms: physical, verbal, social, indirect or cyber. It can be hurting someone by hitting, kicking, spitting, throwing, pushing or getting someone else to do this. Using words by name-calling. Deliberately upsetting someone by ignoring them, not letting them join in, pulling faces etc.

Creating a safe Pre-School

- We will promote fundamental British Values as embedded within the EYFS throughout our curriculum with age-appropriate resources and activities. We will support children to learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- Staff and visitors will act as positive role-models to encourage and praise positive behaviour.
- Staff and children will help keep the setting tidy by packing away especially at tidy up time.
- Staff and children are encouraged to respect each other at all times and we support this through turn taking, sharing activities and in group times.
- Staff are aware of the "out of sight" areas; such as the garden, behind the climbing wall and toilet area, these are more frequently monitored.
- Staff seeing any inappropriate behaviour or bullying will intervene in a calm manner and explain, in language appropriate to the child's age and stage of development, why it is not appropriate at Pre-School.
- Where there are disagreements, staff will support children to find solutions appropriate for the children's ages and stages of development. Solutions may include, for example, acknowledgement of feelings, explanations as to what is not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff will not use physical punishment or emotional chastisement and will make it clear that it is the behaviour that is unwanted and not the child.
- Staff will work together with parents to encourage positive behaviour and address recurring inappropriate behaviour, using observations to help to understand the cause.
- Physical intervention is only used to prevent immediate danger of personal injury to children or adults or, if absolutely necessary, to manage a child's behaviour. Where physical intervention is required, another member of staff should be called upon to assist the situation.

In the event of an incident or inappropriate behaviour or bullying

The child will be made aware of their behaviour and its effects in a calm and quiet manner. If this behaviour persists and the child is spoken to twice they are then calmly removed from the situation and their attention diverted. Such behaviour should be reported to the Manager so that it can be monitored and parents informed as necessary.

Rarely, and only with very challenging or aggressive behaviour, staff will use 'thinking time' for a child. The child is removed from the situation and given time to calm down, think and talk about their actions. Staff explain clearly, using language appropriate to the child's age and abilities, that their behaviour is unacceptable. When the thinking time is over, the child is welcomed back to play. A manager will discuss the situation with parents and, if necessary, a plan of action will be devised in conjunction with them to support the child's progress. Details about the incident will be recorded on an individual Incident form and these forms are read and signed by the parents.

In addition the following policies support this policy:

Equality and Diversity

Health & Safety

Safeguarding Children

Special Educational Needs

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