

# *Tiggers Nursery Behaviour & Discipline Policy*

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Name of person carrying out assessment: *Natasha Green*

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# **Tiggers Nursery School**

## **Behaviour and Discipline Management Policy**

### **1 Our policy**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which the children can develop self-discipline and self esteem in an atmosphere of mutual respect and encouragement. In order to achieve this, the school's policy is as follows:

- Rules governing the conduct of the group and the behaviour of the children will be discussed within the school and explained to all newcomers, both children and adults.
- All adults in the school will ensure that all the rules are applied consistently, so that children have security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy
- Adults in the school will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour and methods will be used to manage children's behaviour such as distraction, discussion, praise and reward.
- Any incidents of significant bad behaviour must be reported to the Head of school.

### **2 Unacceptable behaviour**

When children behave in unacceptable ways, our response is as follows:

- Children will never be sent out of the room by themselves and techniques intended to single out and humiliate individual children such as the 'naughty chair/corner' will not be used.
- Children who misbehave will be given one to one adult support in seeing what is wrong and working towards a better pattern of behaviour. Where appropriate this might be achieved with a period of 'time-out' with an adult

as well as distraction and discussion. The children will be encouraged to understand the effects of their behaviour on others.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour of the child that is unwelcome, not the child.
- Adults will not shout or raise their voices in a threatening way and will not, unless in exceptional circumstances, use physical punishments. The only circumstances where physical intervention may be appropriate are as follows:
  - preventing an accident such as a child running into the road;
  - preventing injury or damage, for example if a child is having a temper tantrum.

If physical intervention is used, the incident will be recorded ie the child's name, time and location of the incident, what triggered the incident, the nature of the incident, others involved, witnesses, how the situation was handled, what form of restraint and any consequences. A copy of the report will be shown to the parent and the situation discussed with them in confidence.

- Adults in school will make themselves aware of, and respect, a range of cultural expectations regarding interactions with children and their parents.
- Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole school, in a partnership with the child's parents/carers using objective observation records to establish an understanding of cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs and will respond accordingly.

### 3 Bullying

#### What Is Bullying?

Bullying is the use of aggression, physical, verbal or mental, either directly or through the medium of the internet, with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can have significant and long term adverse effects on the health and behaviour of children. Not only does the victim suffer psychological and possibly physical damage, but the persistent bullies are at risk of continuing their aggressive, antisocial behaviour.

Bullying is extremely serious because it can cause psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying can take many forms:

- Emotional gestures) being unfriendly, excluding, tormenting (e.g. hiding books,
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Disability offensive mimicry, mockery of specific difficulty or disability,
- Religious/Cultural pretending not to understand, mockery of a person's demeanour or way of speaking, dress, religious observance, dietary habits, country of origin.
- Classist offensive mimicry, mocking clothing and belongings, refusing to co-operate in work and play (refusing to sit next to someone)
- Cyber \* all areas of internet, such as email & internet chat room/ social website misuse, mobile phone threats by text messaging & calls, misuse of associated technology, i.e. camera, photography & video facilities

If a case of bullying (ie repetitive or prolonged cases of violence from one child to another) this can also include cyber bullying, our response would be as follows:

- All cases will be handled by the Head who will take into account any mitigating circumstances such as a recent break-up at home, the arrival of a new sibling etc and try to deal with the situation in a warm and understanding manner.
- If bullying is witnessed by a member of staff the following action would be taken, respecting individual children's level of understanding and maturity:

- the offending child will be taken away from the situation;
  - we will speak to both children to ascertain what has occurred;
  - we will ask the offending child to explain why they did what they did;
  - we would explain why it was wrong and encourage them to apologise;
  - we would tell the parents of both children involved, without giving names;
  - when discussing the situation with the parents of the offending child, we would try to ascertain whether there is any issues at home to initiate the new behaviour, and then work together on a solution;
  - if necessary, and if we felt that it was going to continue, we would try to keep the two children apart. We would also keep a close eye on the child.
- If bullying is reported by a child or their parent, but not witnessed by a member of staff, the following action would be taken, again respecting individual children's level of understanding and maturity:
    - we would operate a no blame policy initially ie take both children aside to find out what happened;
    - as long as we are confident that the situation is clear, we would deal with the offending child in the same manner as detailed above;
    - if the situation were unclear, we would keep a close eye on the alleged offending child so as to try to prevent any further bullying and deal with any offences that occur as above.

Again, this will be handled by the Head of the school, Natasha Green.