



GROVE HOUSE CHILDREN'S CENTRE  
Head of Centre: Himisha Patel

# BEHAVIOUR & ANTI BULLYING POLICY

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Approved by the Governing Body at their meeting on 27<sup>th</sup> April 2017

Signed:..... Chair of Governors

## BEHAVIOUR AND ANTI BULLYING POLICY

The Centre reflects the society in which we live; It brings together staff, children and families from a wide variety of backgrounds. Learning how to behave towards others is a particularly important part of school life and almost certainly influences attitudes adopted later in life. Children will always test their limits and the way this explorative behaviour is dealt with will make a difference.

We must concentrate on what we can influence and how we can influence it and in doing so we would hope to achieve zero tolerance of bullying.

A good place to start is to decide what behaviour we want to encourage, work with children and their parents, share ideas on what we want, expect it to happen, look for it and acknowledge it. It is also important to acknowledge that bullying can start at a very early stage in a child's life, recognising it and dealing with it needs to be central to our approach.

### AIMS

In order to develop the child within a moral, spiritual and cultural context, the Centre aims to:

- encourage all children to develop positive self-esteem
- actively promote respect firstly for each other through good behaviour and anti bullying and also for our environment and our resources
- have a 'moral code' which takes into account the basic values of honesty, fairness and politeness

Within this context, the child is able to recognise the boundaries of acceptable behaviour which enable him/her to live in harmony with others.

### STAFF

All adults in the Centre act as role models for the children. As such, the language they use is crucial. 'The language used by the adult soon becomes the language of the child'.

Staff should be mindful of the need to avoid negative responses and language. Positive language should be used to acknowledge appropriate behaviour and explain why particular actions or situations might not be appropriate or even safe.

Staff should take a problem solving approach when assessing and managing risks with children eg when a child climbs on a chair to reach something you could acknowledge their need to reach something but support them to think of safer alternatives, "I can see you need to reach to the top of that tower...I wonder if there's a safer way to do that...what else could we use?" – and encourage children to think of alternatives.

In this way children will begin to think about their own safety.

***Staff must always avoid shouting or raising their voice***

Adults have a mediating role in supporting a child or children who may be involved in a particular dispute or conflict or potential bullying. Children need to learn how to negotiate and staff play a vital role in facilitating this. Unless there is an immediate danger to children in conflict staff members should 'observe, wait and listen' before making a decision to intervene. Children are often capable of settling their own disputes. If intervention is deemed necessary staff should help children manage frustrations and resolve social

conflicts by using the following six-step conflict resolution process as a guide (from High Scope). See below:

### **Supporting children to resolve conflicts – 6 step conflict resolution process (High Scope)**

- 1. approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- 2. Acknowledge children's feelings.** Say something simple such as "You look really upset," let children know you need to hold any object in question (if dispute is over an object)
- 3. Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that, what the problem is, rather than understanding the reasons behind it.
- 4. Restate the problem.** "so the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.
- 5. 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 they are unable to at first.
- 6. Be prepared to give follow-up support.** Acknowledge children's accomplishments, eg, "You solved the problem!" stay nearby in case anyone is not happy with the solution and the process needs repeating. Adults respect children's ideas for solving problems, even if the options they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem-solvers.

Additional strategies we use to encourage children to develop negotiating skills include:

- Philosophy sessions
- Circle time and group time
- Turn taking games
- Role play (often involving the teddy bears)
- Ring games
- Outdoor games with small apparatus (bats, balls, hoops etc.)
- Peer mediation
- Modelling Strategies (for young or non-verbal children)

Adults also play a key role in helping children to develop a sense of respect for the feelings of others and their own feelings. Children need to learn that certain actions will have effects on others:

- e.g. How do you think he/she will feel if you say that to him/her?  
Oh dear he/she looks very sad, what happened?  
If you tear that book, I will feel very sad/upset/annoyed.  
If you say things like that, how do you think it makes him/her feel?  
If you hit someone, how do you think they might feel? How have you felt when someone else hit you?  
How do you feel when your friend says they don't want to be your friend?

I can see that you don't want to tidy up, but when you've finished you can choose to do something else fun.

### **Choices and Consequences**

'Choices and consequences is perhaps the most useful behaviour encouragement technique of all. It's a strategy that helps children learn to take responsibility for themselves by encouraging a positive use of Personal Power; children quickly become more co-operative than when coercion is used. The strategy keeps the adult in charge whilst also empowering the child. It is also an excellent way of diffusing power struggles, as we can plan LOGICAL choices and SPECIFIC consequences in relation to children's behaviour.' (Family Links 2000)

### **Steps for giving choices and consequences**

1. Be clear and specific about the positive and negative choice of behaviour, and the positive and negative consequences
2. Relate the consequences to the behaviour
3. Choose consequences that mean something to the child
4. Don't use threats, or a threatening manner, or ultimatums
5. Don't give a choice when there isn't one
6. Choose consequences you can keep to
7. Don't demand an instant answer – give the child a few moments to reflect

For example, in practice a choices and consequences conversation might go something like this:

**Charlie you have a choice,**  
**You can either** help me tidy up the toys  
**Or you can** leave me to do it  
**If you choose** to help  
**Then** I will have time to read you an extra story  
**If you choose** not to help  
**Then** there won't be time for an extra story  
**It's up to you** – it's your choice

### **PARENTS**

At Grove House Children's Centre, we recognise and acknowledge that parents are their child's first educators. They have the background knowledge and information on their child's development and it is therefore of the greatest importance that we work in partnership with them.

The Centre's 'Open door' policy is aimed at creating good two-way dialogue between families and ourselves and we would hope that parents feel confident and happy to approach us with any concerns over their child's behaviour just as we would keep them informed of any issues or incidents involving their child in nursery. Parents need to be alerted to potential cases of bullying and appropriate support put in place, either here in the Centre or through signposting to other agencies where appropriate to do so.

With regard to children with special needs relating to behaviour problems, the Centre will adopt procedures from the SEN Code of Practice working closely with parents and any relevant outside agencies. Parents will be kept informed of the Centre's policy and strategies for dealing with behaviour which emphasises the positive aspects of the child rather than focusing on the negative.

## **ENVIRONMENT AND RESOURCES**

There should be continuous emphasis on encouraging children to respect and care for their surroundings and the resources on offer in the Centre.

This can be done through:

- Adults acting as role models and as support during session and tidy up times; picking up any litter, showing children where things go, showing value and respect for books etc.
- Children helping to put resources in the correct containers etc. during tidy up times (sorting and matching)
- Children helping to look for any items which may be lost
- Adults explaining to children the results of their actions – e.g “If you leave the pen without a top on it, it will soon be dry and we won’t be able to use it again.”
- Children being encouraged to use the home/school library and to care for the bears (taking them home / on outings etc.)

It is also important for staff to demonstrate all of the above to any other adults who may be spending time with us in the nursery, including parents and students.

It is Centre policy to:

- Discourage any adults (including parents) to sit on tables whilst in the nursery.
- Encourage children to treat furniture properly (no standing on chairs etc)
- Encourage parents to go through the correct channels when they have concerns regarding the behaviour of other children

### **Physical Intervention**

Definition of Physical Intervention (previously defined as physical restraint):

Physical restraint is the positive application of force with the intention of controlling the pupil’s behaviour in order to protect him/her from harming themselves or others or seriously damaging property.

Physical intervention must only be used as a last resort when other strategies have failed. It must serve to de-escalate or prevent a violent or potentially violent situation.

The Centre adopts the London Borough of Ealing’s policy for Schools, Nurseries and Children’s Centres on the use of Physical Intervention

The Centre is aware of the borough’s anti bullying policy

### **Procedures**

Before resorting to physical restraint, staff will have tried alternatives and especially those which have been successful in the past in preventing the child’s behaviour from becoming a danger to himself or others. If it becomes necessary in exceptional circumstances to use physical intervention, **it must only be as an act of care. It is always unlawful to use force as a punishment.**

Suggested forms of restraint which may be used are listed in the Ealing Council Schools Service Policy and Guidelines on Physical Intervention (September 2009) – page 9 – (6.7). On the same page, under 6.8, it clearly states which types of intervention may **not** be used. Where it has been necessary to use physical restraint, the incident / circumstances will be recorded.

\*\*A copy of the Guidelines to Schools is available from the office.

## APPENDIX – 1

- Encourage talk and extend learning
- Ask open ended questions – “I wonder what would happen if ………?”
- Ask children about what they are doing
- Act as a speech and language model for the children
- Give time for the child to answer
- Use books and stories to illustrate examples of good behaviour
- Use role play to demonstrate the results of actions on the feelings of others
- Make eye contact
- Diffuse situations / be aware of potentially difficult situations
- Give reasons
- Give alternatives
- Give the opportunity for children to negotiate and ‘sort things out for themselves’
- Look at the provision and choices
- Keep calm! If you maintain a low noise level then it is probable that the children will too!

## APPENDIX – 2

Examples of:

### NEGATIVE LANGUAGE

“Don’t do that”

“Stop it!”

“Be quiet!”

### ALTERNATIVE LANGUAGE

“If you do that it might hurt him”

“What will we read if you tear that book?” or “How will we read the book if it’s torn?” or “I feel very sad now...you’ve torn the book...how will we read it now?”

(Get children to help you mend the book and use as an opportunity to talk about looking after our books etc.)

Distract/eg. use action rhymes

“Hurry up!”

“Naughty”

“Shush!”

“I am not going to tell you again!”

Never use it!

Forbidden term!

Forbidden term!

“Come and help me”