

BEECHDALE NURSERY SCHOOL



Behaviour and Anti- Bullying Policy

Reviewed September 2026

Mrs J Graham

MANAGEMENT OF BEHAVIOUR AND ANTI-BULLYING

Young children are, by their very nature, self-centred. Nursery is perhaps the first place where a child encounters a large group of other children on a regular basis. In order that they can live, play and work harmoniously, all children need to develop social skills.

During the day-to-day running of the nursery we have a set routine which needs to be followed to promote appropriate, positive behaviour in all children. We aim to achieve this by encouraging the children to:-

- Take care of, handle and respect all equipment provided.
- Listen carefully and pay attention.
- Be honest and truthful
- Respect the feelings of others
- Show concern for others
- Show fairness by sharing and taking turns.
- Be polite and well mannered
- Co-operate with the requests of staff
- Keep the nursery tidy to prevent accidents and encourage a sense of order.
- Keep noise to an appropriate level.

We expect the above aims to be followed during both indoor and outdoor activities.

We would also expect children to:-

- Walk at all times in the nursery.
- Only run during outdoor activities or supervised indoor physical activities.
- Wear appropriate clothing for certain activities e.g. aprons for art and water play.
- Leave sweets and personal belongings at home.

THE ROLE OF THE ADULT

- Have a consistent approach at all times.
- To continually provide a broad, balanced and relevant curriculum to stimulate all children in order to reduce the likelihood of disciplinary problems.
- To demonstrate positive social behaviour by example or discussion.
- To demonstrate to children the correct way to take care of and handle equipment.
- To resolve conflicts through negotiation wherever possible.
- To encourage children to co-operate with adults and with their peers.

- To demonstrate how to tidy away equipment.
- To encourage an appropriate noise level in every area of the nursery.
- To walk at all times (except in an emergency!)

POSITIVE STRATEGIES

- To distinguish between serious and minor offences.
- To arrange the nursery so that all areas are clearly visible.
- To ensure that staff supervision is adequate at all times.
- To locate resources at child level for accessibility.
- To set up the nursery environment to ensure positive movement throughout each area.
- To ensure that children and parents have a clear understanding of what behaviour is acceptable. (see brochure)
- To ensure that criticism is constructive, consistent and understood.
- To give verbal and non-verbal praise where appropriate.
- To give individual privileges appropriate to each child, e.g. choose a favourite book, song or piece of equipment.
- To inform parents of exceptionally good behaviour.
- To act fairly.
- To avoid punishing whole groups for the bad behaviour of one child.
- Award Class Dojo points for good behaviour

DISCOURAGING ANTI-SOCIAL BEHAVIOUR

There are no hard and fast rules for dealing with bad behaviour. The staff must use their own judgement as to how it should be handled, but they should know the options available to them. The following strategy should be used if a child is demonstrating inappropriate behaviour:

- Use a smiley face system of rewards – two yellow then one red. After each face is shown, talk to the child about why this has happened and remind them of the consequences of being shown the third red one.
- If the red face is shown the child will be taken to the office to speak to the Head Teacher or Assistant Head Teacher. The member of staff reporting the incident will fill out a behaviour incident sheet.
- After discussion with the Head teacher, the child will be given “time-out”, and be placed in a solitary position for a short period of time (10 minutes maximum) so that they can reflect on their actions.

If a child has three behaviour incident sheets logged then a meeting with their parents will be arranged to discuss strategies and support to be offered to the child. Consistency in approach between school and home will be discussed. External support may need to be sought from the psychological service.

Parents will also be informed if their child:

- Has caused physical harm to another person, e.g. biting, kicking, scratching, hitting or nipping.
- Has verbally abused another child e.g. racial comments, name calling or swearing.
- Has required physical guidance or restraint to prevent the child from harming themselves, other children, or adults – only in exceptional circumstances – See “Restrictive Physical Interventions” Policy

If inappropriate behaviour persists and the safety and wellbeing of other children is being adversely affected, withdrawal of the nursery place will be considered. This will only be used as a last resort, where the schools behaviour policy has been seriously breached. (In all cases Durham County Council exclusion procedures would be followed)

If a child's place is withdrawn then a parenting contract would be put into place, where it would be considered appropriate. **(there is no obligation on the Governing Body to offer a contract following an exclusion).**

A parenting contract is a formal written agreement between a parent and the Governing Body of a school and will contain:-

- A statement by the parent that they agree to comply for a specified period with whatever requirements are specified in the contract, and
- A statement by the governing body agreeing to provide support to the parent for the purpose of complying with the contract.

The purpose of a parenting contract is to improve the pupil's behaviour at school and to address any underlying causes. It is not to be seen or used as a punitive measure against the parent. Nor will it be appropriate in all cases. It is a voluntary contract, used only where the parent wishes to address their child's poor behaviour in school but needs support to do so effectively.

BULLYING

Bullying is a premeditated aggressive action which continues over time and forms a pattern of behaviour. It is usually not an isolated incident.

Bullying will not be tolerated under any circumstances and the staff of the school will firmly act against it.

THE ROLE OF THE ADULT

- To ensure that parents know they can approach the staff if they suspect their child is being bullied (see brochure for details).
- To identify bullying when it occurs within the nursery by being vigilant at all times.
- To report to both sets of parents if bullying has occurred.

- To ensure all children know that they must come and tell a member of staff if they are being bullied.
- To comfort the victim and ensure that he/she knows they must tell a member of staff if the incident re-occurs.
- To treat any injuries that may occur in the presence of the bully, so as to make him/her aware of what he/she has done.

POSITIVE STRATEGIES

- To ensure that staff supervision is adequate at all times.
- To promote acceptable behaviour by example.
- To discuss the issue with the bully.
- To make the bully aware that his/her actions are wrong and will cause emotional and/or physical pain to others.
- Select appropriate stories to help all of the children understand that bullying is not acceptable.
- Group discussions centred on this issue.
- Gather information by observing both the bully and the victim.
- Share information gathered with all staff and parents concerned.
- Report to both sets of parents the strategies adopted and suggest they follow these up at home.

DISCOURAGING BULLYING

- To take away privileges from the bully, e.g. withdraw favourite activity or toy.
- Withdraw the child from the main group – sit on a chair a short distance away from the other children.
- Positive supervision – The bully is encouraged by an adult to complete tasks, with the victim, under staff supervision in the hope that the victim will overcome his fear of the bully and the bully in turn will realise the effect of his aggressive actions. - This is not a one-off incident. This strategy will continue over a period of time.
- Ensure that the bully and the victim have time apart, e.g. separate story groups.
- Continue to emphasise that bullying is wrong – perhaps include it as topic within the planning of the curriculum.

TACKLING HOMOPHOBIA

We will not discriminate on the grounds of sexual orientation, or perceived sexual orientation in an employment situation. This includes:-

- Recruitment
- Access to training
- Promotion

- Dismissal
- Harassment

Reference must be made to the LEA's Policy on "Tackling Homophobia" when reading this school policy

Legal Context:

In school and education settings Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force;

In all cases the use of Restrictive Physical Interventions has to be justified by there being;

- The likelihood of injury to the child or young person, or
- The likelihood of injury to others,

In addition to this guidance the 'Behaviour and discipline in schools, Advice for headteachers and school staff' (July 2013), document states that reasonable force may be used:

- to prevent the committing of any offence
- injuring themselves or others
- damaging property
- to maintain good order and discipline.

Staff at Beechdale Nursery School will use reasonable force in accordance with the DfE guidance 'Use of reasonable force, Advice for headteachers, staff and governing bodies' (July 2013):

- Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- At Beechdale Nursery School, reasonable force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Beechdale Nursery School will not use force as a punishment - it is always unlawful to use force as a punishment.

Beechdale Nursery School use Team Teach as its approach to behaviour management. Team Teach is a positive handling framework that is used to help develop the diversion, diffusion and includes de-escalation techniques. It is recognised that in 95% of challenging situations de-escalation can be used positively to eradicate the need for restrictive physical intervention. When

restrictive physical techniques are required Team Teach methods are always applied.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”.
(George Matthews – Director Team Teach)

The importance of good behaviour cannot be over-estimated and by following this positive school discipline plan, we hope to maintain good behaviour at all times at Beechdale Nursery School.

This policy will be regularly reviewed and updated as part of the school’s overall INSET plan.

Review date –September 2027