

Sparkling Stars Pre-School Behaviour & Bullying Policy

Anti Bullying

Sparkling Stars Pre-School's aim is for all children to reach their full potential and achieve the five outcomes of Every Child Matters that is to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

In order to do this, children must be cared for in a safe, non judgmental, non assuming environment where children's differences are valued and bullying is not tolerated.

Sparkling Stars Pre-School undertakes the Government definition of bullying in the Children Act 2004 which states that bullying is;

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying may be illustrated by the following three categories:

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

It is important to point out that this list is not exhaustive and in particular staff should be aware of 'cyber bullying' whereby threats and comments can be made through the use of the internet, social networking sites and mobile telephones.

The Children Act 2004 denotes that all children have the right to be treated with respect and the following procedure should be followed in the event of an incident.

Anti Bullying Procedure

Once a report of bullying has been made to staff, they will undertake the following action:

In the case of a parent reporting the bullying:

1. A written statement will be asked for from the parent with a full account of the recent incidences.
- 2. The staff member will complete an incident form and disclose the information to the Manager. A copy of the parents report will be kept alongside this.**
3. The **Manager** will investigate the incident thoroughly by talking to parents, staff, and in some cases, when appropriate, children.
4. The DSL will arrange a meeting with the parents of both children at separate occasions to develop a plan of action.
5. The DSL with support from the key person will assist the victim of the bullying with strategies to help develop their confidence and emotional well being.
6. The DSL will assist the person/child carrying out the bullying to develop methods to manage their behaviour. This may include the use of 'Golden Rules', reading stories about bullying, discussions in setting, making up role plays etc.
7. If appropriate, i.e. the child is old enough to understand the full extent of their behaviour, the bully will be asked to apologise.
8. The incident will be continued to be monitored by the DSL and remaining staff.

In the case of a child reporting the bullying incident the staff member involved must refer to action No 2 onwards and must immediately report to the DSL. The DSL will then telephone the victim's parents to discuss their report.

Anti Bullying Policy Guidance

When circumstances of bullying arise, the setting will ensure that all incidents are reconciled and that no child will ever be victimised whether they are on the receiving end of the bullying or are the perpetrator.

All children in instances of bullying will be supported to help change their behaviour and the setting will request the input of the parents involved to help establish any reason behind the bullying behaviour.

The setting will undertake all policies and procedures fully to help prevent the child that is bullying from being excluded from the setting.

Child Behaviour Policy

General

The Behaviour Policy is based upon the sincerely held belief that children and carers of children flourish best in an ordered environment in which everyone knows what is expected of them; children will be free to develop through play without fear of being hurt or hindered and employees will represent a positive role model, encouraging children to follow their example. Notwithstanding, this policy outlines the rules governing the conduct & behaviour of children attending the setting. The policy will be explained to all newcomers - children, parents and employees.

All employees will ensure that the rules detailed in the policies & procedures are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.

Teamwork

All employees are encouraged to work together as a team in the setting to overcome behavioural difficulties, involving the parents whenever possible. Through dialogue carers should strive to establish causes or triggers of potentially poor behaviour.

Reinforcement of Positive Behaviour

It is the setting's Policy that no child will be labelled as '*naughty*' and interacting with the child *before* occurrences of unacceptable behaviour will decrease the chances of them manifesting. Staff will regularly praise acceptable behaviour in order to reinforce this message and endorse desirable behaviour, such as kindness and willingness to share.

All employees should aim to establish and maintain an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and understanding. Children should be made to feel secure, happy and genuinely cared for.

Resolving Unacceptable Behaviour

Children who misbehave will be given 'one-to-one' adult support to resolve the problem and work towards a better pattern of behaviour.

In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.

All employees will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in an appropriate fashion, respecting the individual child's level of understanding and maturity.

Recurring problems will be dealt with by the whole setting, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.

All child carers must be aware that some kinds of behaviour may arise from the child's special needs and staff may need to liaise with outside agencies in order to implement an IBP.

Behavioural Management

In the event of a child being suspected of having behavioural difficulties there is a designated behavioural manager; Tobias Evans.

Duties of the Behaviour Manager

The duties of the behaviour manager include:

To establish lines of communications with the parents of the child and to act as a liaison between them and the child's team of carers

To record details of discussions and meetings with parents

To liaise with any external agencies

To record observations and to assist other carers to record their observations

To offer support and guidance to all members of the child's team of carers to ensure continuity. Individual behavioural plans (IBP) can be put in place to support specific areas.

Punishment

Sparkling Stars Pre-School's Policy regarding the use of punishments is vigorously maintained, in that:

Physical punishment, such as smacking or shaking or the threat of physical punishment is strictly forbidden

Children will never be sent out of the room alone

Techniques intended to single out and humiliate individual children such as a '*naughty chair*' will not be used

Staff will not shout, or raise their voice in a threatening or intimidating manner

Behavioural Procedure

Managing Unacceptable Behaviour

If a child presents unacceptable behaviour the following steps will be used:

1. An adult will become involved in the child's play and try distraction techniques such as offering different activities or using positive verbal direction.

2. An adult will interact with the child praising observed '*good*' behaviour.

3. Using a calm voice, an adult will attempt to talk to the child and explain that their behaviour is unacceptable. They may use words like "stop" or "no"

4. A verbal warning will be given to the child concerned explaining the implications of continued unacceptable behaviour

5. An appropriate measure will be enforced i.e. move the child to another activity or appropriate length of reflective-thinking-time given for the age of the child

6. An adult will then praise any good behaviour seen and explain why it was good

If a child displays behaviour that is dangerous to him/herself or another child, the adult will commence behaviour management at Step 3.

If concerns continue then the local authority advisory teacher can be consulted for advice. This can either be with the parent's permission or on a 'no-name' basis.