



## CHELSEA OPEN AIR NURSERY SCHOOL AND CHILDREN'S CENTRE

How We Work and Play at Chelsea Open Air  
(Anti Bullying, Behaviour and Discipline Policy)

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## **Introduction:**

- In order to uphold the ethos and aims of COA, we believe that a consistently clear and positive yet individually sensitive, compassionate approach to co-operative behaviour is essential. This policy is applicable to us all, whether adult or child, parent, carer, governor or visitor. Thus it is a whole school/children's centre approach. This should be a working document to be used to help and guide us all. We review this policy with particular regard to anti-bullying and like all policies we use a whole community approach of prevention by involving others, sharing understanding and agreeing actions.

## **Statutory Background:**

This policy links to the following legislation, key guidance and National standards:

- Children Act 1989 & 2004
- Convention on the Rights of the Child UNICEF 1989
- Data Protection Act 1998
- Freedom of Information Act 2000
- Every Child Matters 2004
- Race Relations Act 1976 and Amendment Act 2000
- Sex Discrimination Acts 1975 and 1986
- Human Rights Act 2000
- National Standard 11-Behaviour
- National Standard 3- Care, learning and planning

As part of the Education and Inspections Act 2006 schools now have new powers to discipline children behaving badly. Whilst these laws clearly generally apply to older children and young people it does mean that we are allowed if necessary to use the following in challenging circumstances:

- Restraining children using "reasonable force" who are violent towards others or property as described in our Respect and Caring for Children policy.
- Confiscating inappropriate items such as dangerous toys, food, mobile phones.

Bullying which can have a range of adverse effects can include a wide range of behaviours. These may be:

- Physically aggressive such as hitting, kicking, causing damage to property or belongings
- Verbally aggressive such as name calling, teasing, spreading rumours
- Indirectly by leaving someone out or ignoring them.

Any child or adult can be bullied. There are no fixed patterns which predict who will bully and who will not. It is often however carried out in a group context and is thus changed by group action and culture. Thus we have established a whole community approach to raise awareness and understanding in order to prevent it happening in the early stages.

## Code of conduct – what we expect from children and adults

Therefore, we expect the following:

- We aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- We value the contribution that each individual brings to COA and each person's role in COA.
- We offer professional support, empathy, encouragement and enthusiasm. We have high expectations, rigorous standards and provide opportunities for everyone to develop feelings of self-worth and self-motivation in order to ensure positive learning and care.
- We use preventative and flexible strategies to manage behaviour. E.g. praising others who are behaving appropriately, being very observant and proactive with negative behaviours.

We foster and encourage these attitudes by:-

- Encouraging everyone to provide positive role-models to one another e.g. gender, race, age, abilities, socio-economic status, culture, religion.
- Encouraging verbal assertiveness in an appropriate manner and where possible for individuals to resolve their own difficulties verbally. E.g. "Stop it, I don't like it, because..." not physically retaliating whilst offering support appropriate to the circumstances. These are often modelled in story and key group times.
- Encouraging individuals to seek out appropriate support from someone they trust in order to
  - Advising someone such as a parent, staff member or a friend
  - Resolve difficulties
  - Complete tasks and activities
  - Feel happy and confident
  - Fulfil their potential
- Encouraging everyone to listen to each other, trust and carry out reasonable requests to support them.
- Teaching children and adults strategies to recognise and deal with bullying by:
  - expressing disapproval
  - supporting the victim appropriately
  - reporting the incident to an adult/senior leader
  - discussing how certain behaviours impact on others
- Encouraging parents and carers to talk with staff about their concerns not to try to resolve matters themselves.
- Providing appropriate support for the bully/aggressor with positive behaviours, role-models etc.
- Encouraging respect and value for
  - Each other
  - Visitors and the community
  - The environment
  - Equipment and resources

- Encouraging everyone to play and learn to the best of their ability and beyond.
- Regular reviewing to establish the success of the policy and its practice.

### **Useful strategies to further improve behaviour and provide positive support**

- Positive verbal and non-verbal (e.g. body language, signing, social stories, puppets, props etc, eye-contact, smiling) reinforcement of positive behaviours highlighting these actions.
- Talking to parents and carers about these positive behaviours and recording them in profiles, newsletters, governors' reports etc and making links with Jessica Jewitt CAMHS Psychologist if required.
- Talking with parents and carers about strategies to deal with negative behaviours building a partnership of working together.
- Encouraging a culture of reporting facts rather than telling tales.
- Displaying individual achievements and encouraging everyone to do likewise
- Rewards and encouragement as well as firmness and sanctions when appropriate. E.g. certificates, star badges and stickers for positive behaviours, caring, sharing, learning and teaching.
- Meeting together to share achievements, learning priorities and future targets for development e.g.
  - Induction procedures
  - Gathering
  - Performance Management interviews
  - Keyworker/parent meetings
  - Joint Family School consultations
  - Staff and planning meetings
  - Special events and open days
  - Achievements and Learning Priorities meetings
- Use of circle time games and activities such as PALS, sitting in a circle learning to take turns in speaking, sharing and experiencing activities.
- Use buddying to emphasise peer support e.g. Can you think of things to make Jo feel better?
- Involving parents and carers when there are concerns from an early stage and listening carefully and respectfully to their views, in turn expecting this to be modelled by them as this has been found to be very effective in deterring bullying.
- Drawing attention to positive outcomes by sharing and celebrating with others e.g. Anti Bullying Day focus linked to a story, staff noticing by saying well done for....., Shine Week.

### **Useful Preventative Strategies**

- The range and balance of activities on offer inside and out. Sometimes less is more.

- The careful consideration of staff being proactive rather than reactive.
- The differentiation available in each activity.
- The range and quality of resources for the numbers of children.
- The access children have to the resources in terms of their own needs.
- The support for the children's well-being at the beginning, middle and endings of daily routines particularly tidy up time.
- Environmental factors such as weather, chairs round a table, and too much sitting.
- Expeditions and visitors to provide specific support, challenge and stimulation
- Providing empathy and emotional support in challenging circumstances.

### **Strategies to help address less positive behaviours:**

#### **Children**

- a) Talking assertively to explain the undesired behaviour and how it made us feel, or what its effects were.
- b) Discussing what can be done to rectify the situation.
- c) If previous strategies are unsuccessful, use one or more of the following depending on the circumstances
  - Trying to make things better for the child that was hurt or upset
  - Working with an adult with no choice of activity
  - Time out in classroom
  - Talking with parents
  - Smiley charts and reward systems
  - Discussion by all individuals involved
  - Time out in Head's Office
  - Recording serious incidents e.g. damage to persons or property, prejudice, bullying, ganging up in the Incident Book kept in the COA office
  - Consultation with outside professionals e.g. Education Psychology, CAMHS or Early Years Intervention Team with permission from the family.

#### **Adults**

- Follow points a, b and c in child strategies where relevant.
- Then consult with relevant individual in RBK&C e.g. Personnel, School Services, and Advisory team regarding appropriate actions and or informal disciplinary procedures.

### **We do not accept conduct such as follows:-**

Any form of bullying for example:

- Name calling
- Swearing with understanding
- Fighting and physical violence
- Spitting
- Teasing and ganging up
- Unkindness

- Taking things from others which do not belong to you
- Race, age, gender, ability and cultural stereotypes.
- Persistent lateness and lack of attendance.

## **Conclusion**

When reviewing this policy we need to ask the following questions.

- Does it improve the way in which individuals in COA learn and work together to solve problems?
- Does it reduce status and power differences among all individuals in COA?
- Does it increase everyone's sense of belonging in COA?
- Does it promote self-discipline?
- Does it improve learning and teaching in order to reach more individuals and raise their achievement?
- Does it deal with personal well-being and problems that affect life within COA?
- Does it strengthen partnership between child and adult/home, each other as adults, plus COA and community?
- Does it reinforce other goals and aims?

### **Staff member strategies to manage behaviour**

- Appropriate ignoring.
- Responding to others who are behaving appropriately.
- Praising those who are responding.
- Using appropriate diversionary tactics.
- Using a range of non-verbal gestures or signals e.g. beckoning.
- Using eye-to-eye contact.
- Using names/tone of voice.
- Using more emphatic gestures e.g. reach out and guide, pointing.
- Using a disappointed or quizzical look.
- Wandering over to a group/individual and quietly reminding them about standards expected.
- Quietly tapping a shoulder.
- Using messages "Talk about that later please".
- Using a distracting activity ending in silence e.g. Hands in the air.
- Taking individual quietly aside and talking quietly and directly.
- Finding a positive aspect to praise.
- Using mild surprise "Excuse me!" etc.
- Using hush signal but not sound.

### **Strategies to keep the flow of learning**

- Ensuring injured party is safe and that positive learning is regained as quickly as possible.
- Asking what could you do about this?
- "Catching" children being good.
- Saying briefly "Stop it I don't like it" "Not now" or "No thanks" you can learn/play better here but following as soon as possible.
- Verbal reminders of what you expect to be happening and saying "Thank you" as if you expect compliance.
- Offering gentle physical guidance "Go and sit down at that table".
- Reminding individuals about standards and giving a limited choice.
- Say name firmly.
- Involve other individuals to help the individual in difficulties.
- Use humour not sarcasm to maintain lightness.