

Statement of intent

Our nursery believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We prioritise the Personal, Social and Emotional Development of children, throughout their time at nursery.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

. We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.

. We familiarise new staff and volunteers with the nurseries behaviour policy and its rules for behaviour.

. We expect all members of the nursery - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.

. The same set of 'golden rules' are used throughout the nursery and are displayed in each room.

. We praise and endorse desirable behaviour such as kindness and willingness to share.

. We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the nursery.

. When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

- . We never send children out of the room by themselves.
- . We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- . We do not use techniques intended to single out and humiliate individual children.
- . We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Nursery Manager/Deputy and are recorded on an Incident Record sheet. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- . In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- . We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- . We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- . We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- . We provide arrangements for admission, identifying, assessing and supporting children with behavioural difficulties. Please see our Inclusion; Equality and Diversity policy and SEN policy.

Bullying

Bullying involves the persistent physical or verbal abuse of another child/ children or adult. The nursery takes bullying seriously, whether concerns are regarding children, parents or staff and will not tolerate bullying of any kind.

If a child bullies another child or children:

- . we intervene to stop the child harming the other child or children;
- . we explain to the child doing the bullying why her/his behaviour is inappropriate:
- . we give reassurance to the child or children who have been bullied;
- . we help the child who has done the bullying to say sorry for her/his actions;
- . we make sure that children who bully receive praise when they display acceptable behaviour;
- . we do not label children who bully;
- . when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- . when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.