

## The Ark

### Behaviour Management

We aim to provide a stimulating environment in which children develop self-discipline and self-esteem.

We believe in working towards managing behaviour rather than the discipline of a child.

- Clear, consistent boundaries are set regarding behaviour, taking into account the age and stage of development of the child.
- Children are made aware of the need for goals and boundaries and specific expectations for their behaviour in ways appropriate to their levels of understanding.
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility such as helping to tidy up
- Adults intervene and redirect, if necessary, to prevent disagreements developing that children cannot handle.
- Physical punishments are never used, nor are practices which humiliate or frighten children.
- Physical punishment is never resorted to, and where restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others.
- Any incidents of unwanted behaviour are handled in a calm and controlled manner
- Persistent problems with unwanted behaviour are promptly and accurately recorded, then reported to parents/carers, colleagues or professionals, as appropriate, and advice sought. In extreme cases, children may be excluded from The Ark.
- It is always made clear that it is the behaviour, not the child, which is unwelcome.

Training and support in behaviour management is compulsory for all staff.

**The nominated person responsible for behaviour management is Pauline Pinkney.**

We believe in:

- Praising and rewarding positive behaviour
- Adults demonstrating a good role model prompting acceptable behaviour
- Discussing issues with other children
- Giving children the language with which to express themselves
- Providing a stimulating and developmentally appropriate curriculum
- Providing equipment and materials through which children can play out their feelings
- Giving attention on a one to one basis

### **Bullying**

DfES has published guidance for schools under two headings – ‘Don’t Suffer in Silence’ and ‘Bullying – A Charter for Action’. Our policy reflects this guidance. Bullying is defined as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. We aim, as a childcare setting, to produce a safe and secure environment where all can play and learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent response to any bullying incidents that may occur. We aim to make all those connected with the childcare setting aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our setting.

All the staff take all forms of bullying seriously, and seek to prevent it from taking place. Staff keep a record of all incidents that happen in the setting. If staff witness an act of bullying, they will either investigate it themselves or refer it to the Manager. Staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then after consultation with the Manager, the member of staff informs the parents. In the office there is an incident logbook in which staff record all incidents of bullying that occur.

If parents think their child is being bullied, they are requested to inform the Manager, noting if possible who, what, where and when the bullying occurred. If bullying is taking place, responses will vary from short periods of exclusion from activities to a withdrawal of privileges.