Wolfson College Day Nursery

Promoting Positive Behaviour Policy

EYFS: 3.2, 3.52, 3.53

At Wolfson College Day Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes the values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

- 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 setting.
- We require all staff, students and volunteers to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.
- 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 inconsiderate behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.
- Reasonable behaviour is expected from all the children, who are given clear, simple and consistent rules in a manner suitable to their age and stage of development and individual needs.

Positive Behaviour is encouraged in the following ways:
- Staff are positive role models
- Lots of praise and encouragement is given in recognition of children’s positive behaviour (See below 1 & 2)
- Children are also praised for ‘being’ to develop their self-esteem
- Positive language is used whenever possible (e.g. please walk rather than don’t run), to make instructions easier for the children to understand and to create a happier, more positive environment (See below 3)
- Staff work together with parents on strategies to develop consistency between home and nursery

However, on the occasions when unacceptable behaviour is identified, staff will respond by using the following strategies, depending on the behaviour and age of the child:
- Choices and Consequences. The child is offered a choice and resulting consequence for either continuing or modifying their behaviour. (See below 4 & 5)
- Time Out to Calm Down. The child is calmly removed from the situation and allowed a ‘cooling off’ period out of sight of the other children. (See below 6 & 7).

Undesirable behaviour such as bullying, biting or pushing is dealt with by calmly removing them away from the other child and focusing the attention on the child who has been hurt. Appropriate behaviour is modelled and praised when achieved. A simple ‘No’ is all the attention given to younger children to ensure that the behaviour does not become an attention seeking one and therefore hard to break. Staff discuss the consequences of undesirable behaviour with the older children, who have the required level of language comprehension, to help them understand the impact of their actions and find appropriate ways of resolving their frustrations.

If a pattern of unacceptable behaviour continues, the Nursery Manager will involve the parents in discussions to try and resolve the problem.

These are the only forms of resolving conflicts that we accept in the nursery. Any use of violence or abuse to a child by a member of staff will result in suspension and disciplinary procedures.
1. Giving Praise

Praise should be immediate e.g. if Jack is spotted helping to put things away you could say ‘Thank-you Jack for doing such a good job and making things so tidy’.

- Reward every time at first and less often when the child finds it easier, so that the impact is not lost.
- Always explain exactly why you’re pleased so that they know what they have done right! e.g. “I liked the way you waited for Luke to get off the slide before you went down, that was very sensible”.
- Reward children for all types of behaviour so that every child has a chance of being praised.
- Use the child’s name when praising him/her. Children who behave badly often hear their names called out but well-behaved children can go for days without hearing their name spoken out loud. This also lessens the likelihood that children will be labelled ‘Naughty Tommy’.

Reacting positively through praise and encouragement is one of the most effective ways of reinforcing good behaviour. Children love nothing more that the attention of an adult. If the only attention they get is when they have done something wrong, negative attention is better than none at all and they will only learn to repeat the undesirable behaviour.

REMEMBER – What we pay attention to is what we get more of.

2. Giving effective praise

1. Give the child all your attention.
2. Move close to the child.
3. Look pleased and share their pleasure.
5. Ask a child what he/she thinks.
6. Seek eye contact.
7. Mean it – be sincere and let it show in a warm tone of voice.
8. Touch the child gently.
9. Give pride to the child (‘you deserve to feel proud of yourself’).

There are two kinds of praise; praise for doing and praise for being:

- Praise for doing tells someone that you have noticed what they are doing and that you like it. If we acknowledge children’s efforts, they are more likely to have another go – and more likely to succeed.
- Praise for being tells someone that we value them just for being who they are – their own qualities, personality etc. They don’t have to do anything to earn the compliment; it’s unconditional.

3. Positive Language (the do’s and the don'ts)

When we want someone to do something, it often seems easier to tell them what not to do, rather than do the thing we want them to do. Children find it much harder to interpret this information as their brain has to work out the negative instruction and turn it into a positive action. For example,
when told “Don’t shake your juice over the table”, their immature brain is unable to translate the negative and they latch onto the last thing they hear which is “shake your juice over the table”. In the same way, if told “Don’t think of a kangaroo”, we immediately picture this in our brain before we can try and obey the command and by then it is too late!

Positive language and encouragement also releases hormones in our bodies to make us feel more confident and capable. Negative language has the opposite effect and we are more likely to fail.

Therefore instructions should be kept positive, e.g. “Keep your juice in the cup”, so that we are helping, not hindering, the child to achieve the goal.

4. Choices and Consequences

We all want to feel that we are in charge of our own lives. The ability to make thoughtful choices for ourselves gives us a sense of personal power which in turn raises our self-esteem. It is helpful for children to gradually learn to make choices and to discover what happens as a result of the choices they make.

We can give children a choice many times during the day. Giving them a choice of how to behave is the next step.

1. Be clear and specific about the positive and negative choice of behaviour and the positive and negative consequences that will follow.
2. Relate the consequences to the behaviour.
3. Choose consequences that mean something to the child.
4. Don’t use threats, a threatening manner, or ultimatums.
5. Don’t give a choice when there isn’t one.
6. Choose consequences you can keep to (without ‘punishing’ yourself).
7. Don’t demand an instant answer – give the child a few moments to reflect.

5. Giving Choices and Consequences

You have a choice
You can either_________________________________ (Positive behaviour choice)
Or you can____________________________________ (Negative behaviour choice)
If you choose to__________________________________ (Positive behaviour)
then_________________________________________ (Positive consequence)
If you choose__________________________________ (Negative behaviour)
then__________________________________________ (Negative consequence)

It’s up to you, it’s your choice.

6. Time Out - to calm down

Removing the child from the situation and giving him some ‘time out’ can prevent escalation of the problem and allow a ‘cooling off’ period out of sight of the other children. Announce ‘time out’ in a calm voice and reserve for more serious misdemeanours such as aggression, violence, destructiveness or repeated rudeness.
Think carefully about what to call the ‘time out’ place e.g. the ‘calming cushion’, the ‘quiet place’ or the ‘peaceful corner’ is much more positive!

It is sometimes just as effective to have a ‘walking time out’ to give the child a minute or two to perhaps walk around the garden with a member of staff to get some fresh air, take some deep breaths and have some time to reflect completely away from the scene.

Again, be sure on when to use it, who to use it with and how to execute it.

7. Steps for using Time Out

Beforehand

1. Explain clearly what Time Out is.
2. Establish the rules that warrant Time Out.
3. Pick a (dull) Time Out place.
4. Establish how long Time Out will last (30 seconds to 2 minutes).

When a rule is broken

1. Give a clear warning – this is very important as it is the point at which the child chooses how to behave and therefore is responsible for the consequences that follow.
2. If the rule is broken again, tell the child to go to the Time Out place.
3. Ignore all comments, promises, pleading.
4. Remind the child how long the Time Out will last.
5. When Time Out is over, praise the child for taking it so well and welcome them back to join an activity.

The only time physical restraint will be deemed acceptable is if the child was likely to cause personal injury to themselves, another child/adult or damage to property. In this event, the incident would be recorded and parents informed and asked to sign their awareness. Any form of physical contact should be kept to a minimum to avoid injury to children or misinterpretation leading to allegations of abuse.

A new provision was enacted allowing teachers and authorised staff in schools to use ‘reasonable force’ to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting contrary to good order and discipline.

There is no legal definition of reasonable force. It will always depend on the circumstances. There are two basic factors to be kept in mind:

1. Is force (of any kind) necessary? Or can the situation be resolved without force? Example: you see a child about to take a biscuit when you have told him to put his coat away first. Is it necessary to grab his hand to prevent this? Or will a firm ‘No!’ be sufficient?
2. The force used must be the minimum needed to achieve the desired result.
Example: a child is banging a toy on a table and you are afraid she will hit another child’s fingers. It would be reasonable to gently hold the child’s arm and remove the toy from her hand but not to pull her forcefully away.

Children under Three Years

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting and fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent changes of carers. Sometimes a child has not settled in well and behaviour may be the result of separation anxiety.
- We focus on ensuring that a child attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough-and-Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behaviour boundaries to ensure that children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without Knowledge or awareness of the feelings of the person whom they have hurt.
We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger and fear.

Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We do not engage in punitive (inflicting or intended as punishment) responses to a young child’s rage, as that will have the opposite effect.

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. For example: ‘Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it did you? Did it make you feel angry? Is that why you hit him?’ Older children will be able to verbalize their feelings better, talking through themselves the feelings that motivated the behaviour.

We help young children learn to empathize with others, understanding that they have feelings too and that their actions impact on others’ feelings. ‘When you hit Adam, it hurt him and he didn’t like that and it made him cry.’

We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. ‘I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one."

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognizing their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person that they have hurt.

When hurtful behaviour becomes problematic, we work with the parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the nursery.
• Their parent, or carer in the nursery, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
• The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated
• The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
• The child has a developmental condition that affects how they behave

Where this does not work, we use the Special Education Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team or local Social Services where necessary.

Behaviour related to Equal Opportunities and Diversity
Discriminatory remarks and/or behaviour such as name calling and excluding other children from activities due to any form of difference are not tolerated. Even without ‘intent’, it is the impact such remarks have on a child which is unacceptable. Such incidents will be dealt with by staff in the following ways:

• In a calm and patient way staff will challenge any discriminatory comment, referring to the nursery ‘rules’ of respecting one another
• Staff will talk to the children about how such comments might make the other person feel, concentrating on their feelings rather than the difference
• Staff will make it clear to the child/ren that such comments are not acceptable in the nursery, talk about how everyone is different and has special qualities and needs
• Staff would report such an incident to the manager and fill out an incident sheet, outlining what action has been taken
• The child/ren’s key person would inform the parents/carers, of all children concerned, about the incident at the end of their session, explaining what action has been taken, referring them to our policy and procedures and, if appropriate, the parents’ guide to dealing with prejudice
• If the situation reoccurs with the same child, the manager will arrange a meeting with the parents to discuss the situation and agree further actions to be taken

Incidences of such behaviour are rare and the intention is always to stop the behaviour and to prevent its reoccurrence. The following preventative measures are used within the nursery:

• Empowering children by helping them with the language to use to enable them to make their own challenges to discrimination
• Displaying positive, inclusive images around the nursery of people of different races, abilities, gender and age
• Staff being good role models for the children in promoting a respectful and inclusive environment
The named person for Behaviour Management is the Nursery Manager

The named person for managing behaviour will:

- Advise other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We will keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff that have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents.
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff will not raise their voices (other than to keep children safe).
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide how to handle a particular type of behaviour depending on the child’s age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in
developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.

- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child’s behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child’s behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child’s behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children’s and staff’s safety at all times. In these instances we may remove a child from an area until they have calmed down.

Bullying

Wolfson College Day Nursery is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our Nursery, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying.

Everyone involved in the nursery, staff, children and parent/carers, will be made aware of the nursery’s stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

The nursery defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. Examples of such behaviour are as follows:

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be ‘left out’ of a game or activity.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

Verbal: Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person’s appearance.

Psychological: Behaviour likely to instil a sense of fear or anxiety in another person.

These behaviours are all taken into consideration as to the child’s age, development and ability to recognise their behaviours,
A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over.

**Dealing with Bullying Behaviour**

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and the Nursery recognizes this fact. In the event of such incidents, the following principles will govern the Nursery’s response:

- All incidents of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully.
- Staff have a duty to inform the Head of Room Deputy or Manager, if they witness an incident of bullying involving children or adults at the Nursery.
- If a child, parent of child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.
- We explain to the child who is doing the bullying why her/his behaviour is not acceptable. In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.
- A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.
- All incidents of bullying will be reported to the Head of Room Deputy or Manager and will be recorded in the Incident Record Book. In the light of reported incidents, the Head of Room Deputy or Manager and other relevant staff, will review the Nursery’s procedures in respect of bullying.

**If a child bullies another child or children:**

- we show the children who have been bullied that we are able to listen to their concerns and act upon them
- we intervene to stop the child who is bullying from harming the other child or children
- we give reassurance to the child or children who have been bullied
- we help the child who has done the bullying to recognise the impact of their actions
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- we do not label children who bully as ‘bullies’
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
• we recognise that children who bully are often unable to empathize with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done; empty apologies are just as hurtful to the bullied child as the original behaviour

• we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child’s behaviour

• We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children’s development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child’s feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

• Staff are encouraged to ensure that all children feel safe, happy and secure

• Staff are encouraged to recognise that active physical aggression in the early years is part of the child’s development and that it should be channelled in a positive way

• Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways

• Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem

• Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out

• Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour

• We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.

• If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery

• All concerns will be treated in the strictest confidence.

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<th>Signed on behalf of the nursery</th>
<th>Date for review</th>
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<td>25/7/18</td>
<td>Barry Coote</td>
<td>July 2019</td>
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