



Little muddy me

Behaviour code for Children in the setting.

Anti-bullying Policy.

Date updated: November 2025

Date of next review: November 2026

Why we have a behaviour code.

We believe that all members of our early-years settings are entitled to a calm, purposeful, happy, and inviting atmosphere, where learning can take place and staff and children feel safe, secure, and motivated.

It is important that children feel valued, independent, respected, included, engaged, and can form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes.

We believe that children should be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.

We believe that if a child feels right, they will behave appropriately so if a child's behaviour shows distress we will try and find out why. We believe adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge, and concerns. It is important that adults can communicate with each other and children, can feel safe in the workplace and are confident to deal with a variety of situations and behaviour issues.

We prefer that no child brings in a toy weapon from home. Any such toy will be kept in a safe place until the child goes home, or the parent/carer will be asked to take it home.

Any representational weapon that is made by a child during the nursery session will be talked about in such a way as to extend the child's thinking and imagination beyond the actual weapon. Only children involved in a game can be targeted and the games should remain noncontact if involving pretend weapons. Children who do not wish to take part in such games will be taught to say and gesture "Stop."

Rough and tumble games are allowed to continue if everyone involved has consented to being a part of it and if the play is still safe. Adults will check that all children are "happy" with the game.

The children will be reminded frequently of the boundaries of rough and tumble and superhero play.

Anti-bullying Policy.

Anti-Bullying Policy Definition of Bullying. There is no legal definition of bullying, but it is usually defined as unwanted, aggressive behaviour that involves a real or perceived power imbalance which is intended to hurt someone either emotionally or physically. The behaviour is repeated, or has the potential to be repeated, over time. It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault.
- social bullying.
- threatening behaviour.
- name calling.
- cyberbullying.

It is the policy of our setting to prevent all forms of bullying amongst children and make clear that bullying is an unacceptable form of behaviour. We believe that challenging bullying effectively will improve the safety and happiness of children, make them feel safe and raise their self-esteem. Moreover, in our setting we have an important role in enabling children to learn how to manage their emotions and develop successful relationships. Our aim in the setting is to help children understand what constitutes appropriate behaviour and work towards self-regulation. Helping young children to build good relationships and develop empathy through cooperation and collaboration modelled by adults in the Nursery will lead to an atmosphere of independence between children.

We need to make sure our expectations and boundaries set for the setting are appropriate to the children's age and developmental stage.

The anti-bullying policy complies with the Human Rights Act 1998 and the Race Relations amendment Act 2000. It should be used in conjunction with the schools' policies on behaviour and information on equality.

We believe that bullying can take various forms:

Verbal bullying calling someone names and making unkind remarks such as, "You are not my friend."

Physical bullying: hitting, pushing, and punching someone.

Exclusion deliberately preventing participation, e.g., by saying "You can't play here."

Disapproval facial grimace, gestures such as thumbs down, e.g., when a child is asked to pair with another. Intimidation: staring at someone, invading the other's space to get one's own way.

The following procedures are laid out to ensure that any form of bullying is dealt with swiftly and effectively:

- Use of emotion coaching approach – Connect, acknowledge, set limits, and make a plan for next time.
- Determine whether the incident can be termed as bullying. If it is, then support any child who has been affected.
- Ensure that the act is identified as wrong.
- Support the child who has perpetrated the incident ensuring that the issue itself is dealt with.
- Talk about the incident together.
- Liaise with parents as appropriate
- Talk about the issue with all children (not identifying individuals), e.g., in group times using a child friendly medium, e.g., a story book, role play with puppets, etc.
- Follow the incident up with keyperson who will monitor the situation.
- Use discretion in recording the incident, depending on its severity. Monitoring Any concerns regarding children's behaviour will be aired formally in a staff meeting and informally daily.