



Behaviour Policy

Date policy was adopted: 06/08/2024

Date last reviewed: 05/09/2025

Frequency of review: Annually

'When we look beyond the behaviour and see the emotion, we respond with love and connection instead of control and sanction '

Aims and expectations:

At the Duckling Nursery, our mission is for all children to be safe, feel valued and have a sense of belonging. Each child is an individual with their own identity, views, and perspective of the world, and it is our role to celebrate their unique spirit, giving them opportunities to grow and shine. We are passionate about making sure each child feels safe and listened to.

This policy is designed to promote a whole setting approach and explicitly teach and model positive behaviour, rather than simply deterring challenging behaviour. We allow our children to be curious, active, and engaged in their surroundings, while supporting them to understand and express their feelings in appropriate ways, resulting in high levels of engagement and wellbeing.

In addition, we have the following steps in place to ensure that all staff understand the settings approach to managing behaviour and relationships:

- Policies relating to relationships and behaviour are regularly reviewed/shared with staff, and this process forms part of our six-week induction period for staff who are new to the team.
- A separate code of conduct policy outlining behaviour expectations for all who use the setting. This is shared with parents on tapestry and our website and staff on enrolment.
- Regular staff meetings with in-house training and discussions around behaviour management.
- Interview questions relating to behaviour are asked during our recruitment process to ensure suitability.
- Observations and supervisions are carried out with staff routinely, to discuss best practise and explore any possible areas for development such as tailored support or training.
- Parent/Key Person meetings to discuss children's learning and development, including behaviour and attitudes.
- Staff undertake training and have a behaviour management coordinator responsible for supporting others in the setting.

Our behaviour management coordinator is: **Mrs Moore**

Rationale:

At the Duckling Nursery we understand that children learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide developmentally appropriate support, removing barriers to learning and promoting engagement.

The Duckling Nursery Ethos:

At the Duckling Nursery we promote kindness through everything we do by:

- Being kind to ourselves
- Being kind to others
- Being kind to our environment

We provide a homely welcoming environment to all. We work hard to promote positive respectful relationships and wellbeing between staff, which is mirrored in relationships among children and their families. We actively promote British values and encourage and praise positive, caring and polite behaviour and provide an environment where children learn to respect themselves, other people and their surroundings.

Key person approach

Relationships are an extremely important part of behaviour management. Non-verbal and extremely young children require the support of an adult who they trust, and who knows and understands them well to interpret behaviour. Our focus on strong Key person relationships, enables practitioners at our setting to understand each child's behaviour and emotional needs in a much deeper way.

We believe in equality. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support to achieve the high expectation we have for behaviour for all children. We aim to actively promote high self-esteem, and high aspirations for all children, through a culture and ethos that values every child through connection and belonging.

Parents as partners

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour. We recognise that there may be different expectations for children's behaviour at home and at the setting. With a good level of communication, we can provide consistency for the children, and this will help alleviate frustrations and misunderstandings that can lead to behaviours that are unacceptable or unknown. Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together, parent/carer and the setting will explore possible underlying causes and share positive strategies to ensure a consistent approach between setting and home, and an action plan will be agreed, shared and reviewed to monitor outcomes.

We share our behaviour and relationships policy, and other related policies with parents on tapestry and on our website. Key adults have daily discussions with parents about children's wellbeing, relationships, and activities, sharing any behaviour concerns at the earliest opportunity. In addition to this, parents are

invited to meet with the key person at least twice annually at parent consultations, where the child's progress and any concerns can be discussed/reviewed in greater detail. We invite parents to come and speak to us with any concerns they have and will arrange additional discussions as required.

Our Practice

Staff training:

In order to manage children's behaviour in an appropriate way, we will

- attend relevant training to help understand and guide appropriate models of behaviour
- discuss patterns of behaviour that arise throughout the week in staff meetings and put behaviour plans in place when necessary, which are shared with the staff team so we can work together to support the children's individual needs.
- Support all staff managing behaviour issues and to access expert advice if necessary, such as linking with our SEN, speech and language partners.
- regularly assess the environment to ensure that it is having a positive impact on behaviour, and that all children's needs are being met.

Be Kind to Ourselves

We help children to look after themselves by:

- Praising them - focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

Be Kind to Others

We help children to look out for others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings
- Naming and making feelings clear, including the consequences of their actions: reflecting to children.
- Being aware of the power of language, ie not being confrontational or negative
- Boosting self esteem
- Giving time to listen and help acknowledging their responses sensitively.

We help children to be polite by:

- Modelling polite language
- Encouraging sharing and turn taking through games and use of sand timers.

- Talking one at a time - listening to each other without interrupting when someone is already speaking.
- Giving children clear messages and setting an example.

Being Kind to our Environment

We ask children to look after equipment by;

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games e.g. considering - 'how do we look after this?'
- Washing the bikes and toys etc
- Reminding children to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it.

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Explaining proper care and use of areas (creative area, home corner, sand pit etc)
- Noticing, acknowledging, and praising 'careful handling' and modelling it
- Sharing responsibility

Children with SEN

We understand that a minority of children may need additional or different support, beyond that of other children of the same age. Support for these children in collaboration with parents/carers may involve:

- implementation of a 'one plan' and 'one page profile' with specific targets related to behaviour (please refer to our specific educational needs policy).
- referral to external agencies for additional support/assessments with parents/carers consent.
- Regular Team Around the Child (TAC) meetings (parents, carers, key practitioners, and SENCO) to ensure good communication and continued consistency.

Managing Challenging Behaviour

At The Duckling Nursery, we follow the procedure below to enable us to deal with behaviour that challenges.

- Wherever possible children will be distracted and re-directed to alternative activities
- Give children time and space to feel their emotions whilst always monitoring that they and others are safe
- Let the child know that we are here to help when they are ready

- Let the child know that it is ok to feel their emotions
- Once the child is calm, discussions will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- We always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- Strategies will be discussed to enable them to express their feelings and emotions safely
- We 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 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.

Managing aggression

To manage children's aggression in the nursery we:

- 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.
- help children understand that using aggression is inappropriate and they will be encouraged to resolve problems in other ways.
- initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors.
- never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being
- only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary.
- keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- do not raise our voices (other than to keep children safe).

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.

Staff Attitudes

We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate. This is discussed and reviewed with managers in supervisions.

Parent Partnership Procedure

- 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 behaviour that challenges 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 keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- 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 support 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.

Anti-bullying

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.

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. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Appendix:

British Values:

Democracy - Making decisions together

We encourage children to:

- know their views count
- value each other's views and values
- talk about their feelings
- take turns, share and collaborate
- ask questions
- share their views (e.g. about what story to read with a ballot box)

Individual liberty - Freedom for all

We guide children to:

- increase their confidence in their own abilities through allowing children to take risks
- talk about their experiences and learning
- explore the language of feelings and responsibility
- reflect on their differences
- understand we are free to have different opinions

Mutual respect and tolerance - **Treat others as you would like to be treated**

We inspire children to:

- value different views, faiths, cultures and races
- be engaged with the wider community
- know about similarities and differences between themselves and others
- share and discuss practices, celebrations and experiences
- use resources that challenge gender, cultural and racial stereotyping

Rule of law - **Developing a sense of right and wrong**

We help children to:

- understand their own and others' behaviour and its consequences
- learn to distinguish right from wrong
- create our rules and the codes of behaviour
- understand rules apply to everyone