

DURHAM UNIVERSITY DAY NURSERY

SUPPORTING AND UNDERSTANDING BEHAVIOUR POLICY

1. Policy Statement / Purpose

- 1.1 **“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.” (From Every Child Matters Statutory Framework for Early Years Foundation Stage, Department for Children, Schools and Families 2008)**
- 1.2 At Durham University Day Nursery we understand that children are born with their own unique personalities and they learn their behaviour from their surroundings and experiences. We, the adults – staff and parents/carers – must work in partnership to set a good example while allowing the children the opportunity to experience and explore the world around them.
- 1.3 We will encourage and support the children:
- To become confident, independent and self-assured
 - To respect themselves, others and the environment
 - To express their thoughts and feelings in an appropriate way.
 - To develop resilience with supportive strategies, enabling them to manage challenges.

2. Aims

- To develop self-respect and growing self-esteem.
- To support pro-social behaviour including consideration and empathy for others
- The ability to guide their behaviour
- Social skills such as negotiation and problem-solving.
- To develop a caring attitude towards others
- To support the children in playing with others and share resources
- To promote acceptable behaviour, the broad aims of which are shared by all culture.

3. Promoting Positive Behaviour

- We will treat other people with consideration and safety
- We will take care of our play resources
- We take turns when there is not enough for everyone
- We listen to each other and work together to solve problems
- Children will be encouraged to take responsibility for their own actions and behaviour.
- Staff will give praise and attention to positive behaviour thus raising self-esteem and social awareness

- Staff will treat all children with inclusion and the opportunity to develop individually
- Staff will not humiliate children or use any kind of physical punishment.
- Adults will not shout, or raise their voices in a threatening way

We aim to provide an environment in which there is acceptable behaviour where children are provided with the opportunity to grow and learn to respect themselves, other people and their environment.

We are committed to a partnership approach working with our parents, working closely together to foster a consistent approach to positive behaviour.

All children are respected and valued without discrimination. Adults in the nursery will make themselves aware of, and respect, a range of cultural expectations regarding interaction between people.

We have a designated named member of staff who has responsibility for issues concerning behaviour management. Nursery Manager; Deputy Nursery Managers and SENCOS to do the following: -

- Keep up to date with legislation, research and thinking on supporting children's behaviour.
- Access relevant sources of expertise on supporting children's behaviour.
- Monitor all staff training and practice to ensure all training is up to date and being implemented into practice.
- We recognise family practices vary between cultures and staff in the nursery, and we need to be aware of these practices and respect these.
- Children with English as additional language will be supported in the communication barrier to develop their understanding of positive behaviour

4. Developing Behaviour

Most children, at certain ages and stage of development demonstrate behaviour that may be viewed as negative. Children may demonstrate certain behaviours both verbally or physically. We recognise that children may display negative behaviour because they are still exploring their emotions, therefore do not fully understand how to deal with these emotions and what is deemed as socially acceptable. It is a learning process and children require guidance and support from the adults around them.

There are always causal factors for less positive behaviour and therefore it is important to try to understand what could be the cause.

5. Dealing with negative and more challenging Behaviour

- 5.1 Staff will intervene with a calm approach to stop children hurting each other or behaving in an unsafe way.
- 5.2 We will work with the child to help children to negotiate or solve problems.
- 5.3 Staff will discuss incidents of negative behaviour with the children involved, encouraging them to resolve any disagreements. Children will be encouraged where possible to discuss how they feel.
- 5.4 Depending on the age of the child, we use various strategies to support their understanding of negative behaviour.
 - Age and stage of development where children are able to resolve their own conflict – with support where needed.
 - For our under 3's we will support the children by using distracting techniques and simple sentences explaining why we don't do that.
 - For our older children we can begin to use discussions around respecting others, how our actions can hurt others and utilise reward charts to support and promote positive behaviour.
- 5.5 Practitioners must consider the individual needs, interests, and the stage of development of each child and use this when supporting positive behaviours.
- 5.6 Practitioners will meet with parents/carers to discuss any change in behaviour at home and will discuss any triggers at home/nursery and then agree strategies to use at home and nursery for consistency. This will be monitored and reviewed when needed.
- 5.7 Behaviour support plans to be created with parents/carers - identifying concerns, how the behaviours are demonstrated and strategies to be used at home and in nursery to use in order to help and support. This would then be reviewed at 6 weeks. SENCO to complete Dingley's Promise training online.
- 5.8 Children with recognised or emerging Special Educational needs or Disability may demonstrate some less positive behaviours. Strategies will be developed in line with the child's level of understanding, age and stage of development. This could be in consultation with other professionals and in agreement with parents.

Establishing Good Behaviour Good behavior is recognised through:

5.9 Appropriate Use of Language

Staff will talk with children about appropriate behaviour. We will aim to give elements of choice to the child. Staff will refer to the behaviour and not label the child (we don't say "you're naughty"). We will work with the children to identify and name their emotions and other children's emotions.

5.10 Positive Adult Role Models.

All staff working in the nursery will model appropriate behaviour. It is the staff's responsibility to set clear expectations of behaviour to enable children to feel secure. Students and supply staff will be supported to ensure a consistent approach to behaviour.

5.11 Encouraging Good Relationships between Children

Staff will encourage children to support one another. Staff will encourage children to respect one another and develop positive self-esteem. Children will be supported to develop self-discipline and become responsible for their own actions.

5.12 Partnerships with Parents and Other Services

The nursery will work closely with the parent and child to develop a strategy to improve the child's behaviour. Parents will have an opportunity to discuss managing their child's behaviour and receive guidance when necessary on an individual basis.

In exceptional circumstances, advice and support from other professionals may be necessary to work effectively with the child's parents and carers. In such situations, an Antecedents Behaviour Consequences tool (ABC) specifying their needs and targets to improve their behaviour can be used to recognise any triggers or patterns in the child's behaviour helping us to identify any triggers.

If behaviour results in an injury to another child/adult e.g. a bite or damage to property the incident will be recorded on an accident/incident log.

Staff will use physical intervention only in exceptional circumstances where it will be used for the purpose of averting immediate danger of personal injury to any person including the child.

Physical punishment and threats are **never** used in Nursery.

6. Staff Skills

Within the setting we have staff with skills that would enable the setting to meet particular needs around managing behaviour. Attend regular training through SEN team and early years team at DCC.
SENCO complete Dingley's Promise Training.

7. Version Control / Revision History:

Current Status Version: Final

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Version	Date	Changes	Changed by
Draft Version 2.0	19 June 2018	Draft version	Amy Collingwood
Draft version 2.1	20 June 2018	Move to GES format	Janice Grinter, Nursery Administrator
Final version	20 June 2018	Approved	Kim Roberts, Nursery Manager
Revised	23 Aug 19	Change made to Section 5	Lauren Smith, Room Lead and Hayley Staff, Deputy Manager
Final version 3.0	27 th August 19	Approved	Kim Roberts, Nursery Manager
Revised	29 th January 2021	Added section 7	Amy Collingwood
Final Version 4	29 th January 2021	Approved	Kim Roberts, Nursery Manager
Revised	17 th January 2022	Change made to Section 3	Amy Collingwood, Adele Warner, Deputy Manager, Kim Roberts, Nursery Manager
Final Version 5.0	19 th January 2022	Approved	Kim Roberts, Nursery Manager
Final Version 6.0	18 th January 2023	Approved, no changes	Kim Roberts, Nursery Manager
Revised	07 th February 2024	Changing policy title, changing wording and spelling. Added a new section 5.6	Adele Warner, Deputy Manager and Hayley Staff, Deputy Manager, Amy Collingwood, Room Lead
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Revised	12 th February 2025	Changed wording, added section 5.7, updated section 3, 6.4 and 7.	Adele Warner, Deputy Manager, Kate Sanderson, Deputy Manager, Kim Roberts, Nursery Manager, Amy Collingwood, Senco and Jen Bolland, Senco
Final Version 8.0	20 th February 2025	Approved	Kim Roberts, Nursery Manager
Revised Version	27 th April 2026	Changed wording and spelling. Added to section 5.4	Adele Warner, Deputy Manager, Kate Sanderson, Deputy Manager, Hayley Staff Deputy Manager.
Final Version	27 th April 2026	Approved	Kim Roberts Nursery Manager