



# Promoting Positive Behaviour Policy

<b>Policy Name:</b>	Promoting Positive Behaviour Policy
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# 1. Policy Overview

This policy sets out our approach to promoting positive behaviour with our children. We ensure our enabling environments and positive relationships support children to develop the skills they need to self-regulate their own behaviour.

Staff guide children through warm, positive interactions, recognising that children need to develop high levels of self-esteem and self-confidence to become resilient and contributing citizens.

All "Manager" responsibilities and actions referred to throughout the policy would usually be undertaken by the most senior person in charge, in the absence of the Nursery Manager.

## 2. Roles and Responsibilities

### 2.1 Behaviour Coordinator

- 2.1.1** Each nursery will have a Behaviour Coordinator who works with the staff team to support any behavioural concerns or issues within the nursery.
- 2.1.2** The Behaviour Coordinator will hold at least a Level 3 childcare qualification and must have specific training regarding young children's behaviour. They must update their knowledge at regular intervals, and at least every three years.
- 2.1.3** The company has a Behaviour Coordinator who supports all nurseries overall, and who also supports Special Educational Needs and Disabilities across the nurseries.

### 2.2 Behaviour Coordinator Responsibilities

#### The Behaviour Coordinator must:

- 2.2.1** Keep themselves up to date with training and knowledge, accessing reputable training locally, within the company and online where appropriate.
- 2.2.2** Regularly review the Promoting Positive Behaviour Policy, ensuring they practise and pass this information on to the whole nursery team at least every six months. This includes appropriate and inappropriate responses to children's behaviour and any additional relevant information. This must be recorded in the staff meeting minutes and a register of attendees must be signed. Practitioners must follow and adhere to the Behaviour Flow Chart (Appendix 4).
- 2.2.3** Support Key Persons to maintain records of behaviour issues or concerns in the nursery, including ABC Forms (Appendix 1) and Individual Behaviour Strategy Plans (Appendix 2). The Behaviour Coordinator must oversee that the Nursery Manager has completed the behaviour tracking table monthly, or has viewed and is aware of all children with behavioural needs (Appendix 3).
- 2.2.4** Support Key Persons to work with families and carers where there are behaviour issues or concerns, and assist with arranging behaviour meetings where necessary.
- 2.2.5** Manage information sharing on individual children while ensuring confidentiality and data protection requirements are met.

- 2.2.6** Seek advice and liaise with external agencies and professionals when appropriate and with parental consent.
- 2.2.7** Ensure that the Nursery Manager, Area Manager, Special Educational Needs and Disabilities Coordinator and, where appropriate, Early Years Specialist, are kept informed of behaviour issues or concerns where extra support is needed.
- 2.2.8** Support the management team in the induction of new employees regarding the Promoting Positive Behaviour Policy and Procedure.

## **2.3 Management Team Responsibilities**

- 2.3.1** The management team must ensure that the Behaviour Coordinator has the appropriate skills, training and knowledge to carry out their role to the highest expectations.
- 2.3.2** Non-contact time must be allocated for the Behaviour Coordinator wherever possible to carry out their additional responsibilities. This includes attending training, meetings, and supporting the staff team with observations and record keeping.
- 2.3.3** Embed a consistent approach from the staff team that is both age and developmentally appropriate, where expectations have been made clear to everyone involved with the care of the children, including their parents/carers.
- 2.3.4** Ensure all staff have completed and passed the Noodle Now training on promoting positive behaviour within their six-month probation. To maintain knowledge and understanding, practitioners must complete this training yearly.
- 2.3.5** Ensure staff access training and advice regarding promoting positive behaviour and effective behaviour strategies, revisiting this at staff meetings at least quarterly. Managers must ensure practitioners understand and adhere to the nursery Behaviour Flow Chart, refreshing this with practitioners at staff meetings (Appendix 4).
- 2.3.6** Managers must complete the behaviour tracking table monthly, or ensure that the Behaviour Coordinator has done so. On completion, it must be sent to the Area Manager and Area SENDCo/Behaviour Coordinator (Appendix 3).

## **2.4 Key Person Responsibilities**

### **The Key Person must:**

- 2.4.1** Liaise closely with the family in a professional and sensitive manner to agree the best support for the child.
- 2.4.2** Embed a culture of promoting positive behaviour. This includes acting as a positive role model and providing consistent age-appropriate expectations and boundaries for children to understand and follow.
- 2.4.3** Recognise changes in behaviour that may indicate a safeguarding concern and/or additional needs of a child and raise any concerns without delay. The Key Person must follow and adhere to the nursery Behaviour Flow Chart (Appendix 4).
- 2.4.4** Work with the Behaviour Coordinator to embed consistent and effective strategies where there are any behaviour issues or concerns, using Individual Behaviour Strategy Plans.

- 2.4.5** Keep accurate records and observations of any behaviour issues or concerns.
- 2.4.6** Communicate with parents and carers to ensure they are aware of any factors outside the nursery that may be affecting the child's behaviour, for example, the arrival of a new baby.
- 2.4.7** Ensure Key Persons have scheduled four to six weekly behaviour meetings if a child is on an Individual Behaviour Strategy Plan.

## **2.5 All Other Staff Responsibilities**

### **All staff must:**

- 2.5.1** Understand and implement the Promoting Positive Behaviour Policy to ensure a consistent, positive and age-appropriate response to children's behaviour. Staff must follow and adhere to the nursery Behaviour Flow Chart (Appendix 4).
- 2.5.2** Create a physical environment that is safe, well organised and stimulating, with activities, resources and equipment that are appropriate for children's ages and stages of development.
- 2.5.3** Provide opportunities for children to become involved and engaged in their own learning environment, including the setting of rules and boundaries.
- 2.5.4** Provide an enabling environment that allows plenty of well-planned experiences that challenge children to explore, discover, experiment, think critically and concentrate.
- 2.5.5** Create a nursery culture and age-appropriate environment that promotes children's independence, builds their resilience and self-esteem, and helps them develop the skill of self-regulation (see section 4).

## **3. Procedures**

### **3.1 Responding to Challenging Behaviour**

- 3.1.1** The Key Person must discuss any concerns about a child's behaviour with the Behaviour Coordinator. They must ensure the Behaviour Flow Chart is understood and followed by taking the correct next steps (Appendix 4).
- 3.1.2** The Key Person must monitor persistent challenging behaviour on the ABC form and inform the parents/carers once a behaviour trend has been identified (three or more trends) (Appendix 1).
- 3.1.3** The Key Person must arrange a meeting to discuss concerns with the parent/carer.
- 3.1.4** A consistent approach must be agreed by all parties involved. The Individual Behaviour Strategy Plan (Appendix 2) can be used to record, monitor and review agreed strategies. The plan must be reviewed within the agreed timescale by the Key Person and/or Behaviour Coordinator.
- 3.1.5** If a child's challenging behaviour is putting the health and safety of other children and/or staff members at risk, we reserve the right to reduce the number of sessions the child attends the nursery or, in extreme cases, to cancel the child's nursery place.

- 3.1.6** This course of action must be authorised by the Area Manager and must be considered only as a last resort and after discussions have taken place with outside agencies (for example, Havering Area SENCO) and the child's parents/carers.
- 3.1.7** Staff must record any incidents involving children's behaviour that impacts on another child/group, or where an injury has been received because of a child's behaviour, on an accident, incident and injury form on the Family app. This must then be recorded on ABC.
- 3.1.8** The Manager must be informed immediately, and the parent/carer must be informed on collection of the child or sooner, depending on the severity of the injury.

## **3.2 Physical Intervention**

"Physical Intervention is where practitioners use reasonable force to prevent children from injuring themselves or others, or damaging property." (Statutory Framework)

- 3.2.1** Staff must not make any attempt to physically restrain a child unless trained to do so and as an agreed strategy within the behaviour plan.
- 3.2.2** Any allegations made against staff regarding the physical restraint of a child must be taken seriously (see also Child Protection Procedures).
- 3.2.3** The child's parents/carers must be contacted immediately and informed of the restraint and the reasons for doing so.
- 3.2.4** An Accident & Incident Form (Family app) must be completed. The Serious Incident Report must also be completed and sent to the Area Manager within 48 hours.

## **3.3 Unacceptable Methods of Behaviour Management**

### **Staff must never:**

- 3.3.1** Use or threaten physical punishment, including smacking, slapping, shaking or forcibly removing a child from a situation.
- 3.3.2** Shout at children.
- 3.3.3** Humiliate, intimidate or shame a child in any way.
- 3.3.4** Handle or lift children without care and respect.
- 3.3.5** Threaten children with the withholding of food or deprive them of food and drink.
- 3.3.6** Use or threaten any punishment that will adversely affect a child's wellbeing.
- 3.3.7** Over-handle children, including pulling, pushing, prodding, dragging, or excessively picking up and moving children unnecessarily.

### **3.4 Bullying**

All staff must make every effort to create a tolerant and caring environment that has regard for a child's cultural capital, promotes Fundamental British Values and celebrates our diverse society.

#### **Bullying can be defined in the following categories:**

- 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, passing notes about others, or making fun of another person.
- 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, including cyberbullying.
- Psychological: behaviour likely to create a sense of fear or anxiety in another person.

#### **Dealing with bullying behaviour**

- 3.4.1** All incidents must be addressed thoroughly, with care, sensitively and without prejudice.
- 3.4.2** Children should be encouraged to discuss their feelings and emotions, including the impact this could have on others, in an age and stage appropriate way.
- 3.4.3** Staff must inform the Behaviour Coordinator or management team if they witness an incident of bullying, and the situation must be closely monitored. If this behaviour becomes persistent, the parents/carers must be informed and the incidents recorded.
- 3.4.4** If a child tells a member of staff that they are being bullied, they will be given time to explain what has happened and reassured that they were right to tell.

#### **Biting - see Biting Policy.**

**All staff must read and understand the Company "Handling Children with Care and Respect" leaflet.**

## **4. Additional Supporting Information**

- 4.1.1** Staff must be sensitive to the individual needs of the children, their culture and family backgrounds, and their developmental stages of learning.
- 4.1.2** Children are not born with an understanding of the rules of acceptable behaviour; this knowledge and understanding is acquired by positive reinforcement and role modelling.
- 4.1.3** Children learn when they are given appropriate responsibility, allowed to make decisions, choices and errors, and are respected as independent learners.
- 4.1.4** Children develop and progress best in an environment where:
  - They develop positive relationships with their Key Person. This ensures they feel safe and secure, and that they are supported by staff to understand that their actions have consequences.

- Age-appropriate expectations are embedded consistently, and everyone knows what is expected of them.
- They are free to learn and play in a way that is organised so that desired behaviours are positively encouraged.
- Opportunities for inappropriate behaviour are reduced.
- Appropriate behaviour is positively recognised, acknowledged and reinforced.
- Staff support them in solving potential conflicts with their peers using strategies such as HighScope conflict resolution steps.

## 4.2 Strategies to Promote Positive Behaviour

Positive: Notice when children exhibit wanted behaviour and reinforce this with praise and attention.

Planning: Plan thoughtful, stimulating and challenging activities led by children's interests.

Praise: Offer specific praise for exhibiting wanted behaviour, for example, "Well done, Tommy, you were very patient and waited for your turn to climb the ladder," rather than "Good boy."

Routines: Use consistent routines so children feel safe and secure, while remaining flexible so children are not continually disrupted or frustrated by stop/start play.

Interaction & Supervision: Positive, engaging adult attention supports positive behaviour.

Prevention: Adults should anticipate and act proactively to remove or avoid potential situations before they occur, for example, by providing sufficient resources and allowing time and space to engage in play.

Promotion: Use age-appropriate room agreements (golden rules) that are agreed with children and remind them of wanted behaviour, for example, kind hands and walking feet.

## 4.3 Strategies for Supporting Unacceptable Behaviour

For the purpose of this policy, "unacceptable behaviour" is defined as any behaviour that is likely to injure, hurt or upset another child, the child themselves or an adult, or any action that is likely to cause damage to property.

The age and stage of development of the child must always be considered when choosing an appropriate strategy:

- Distract the child to prevent an action or avoid repeated action.
- Ensure close supervision\* of a child thought likely to behave in an unacceptable way.
- Say "No..." and give a specific explanation of what is not acceptable.
- Tell a child what you want them to do rather than what not to do, for example, "sand in the sand tray."
- Speak calmly, clearly and firmly to gain attention, but do not shout.
- Focus positive attention on the individual who has been harmed or affected by the unacceptable behaviour.
- Offer choices to empower children as well as distract them.
- Explain the sanction that will happen if the behaviour does not change and follow through. This must never be a physical or emotional threat; it must only involve removal of an object or person to prevent harm or damage.
- Be consistent so that children gain a clear understanding of expectations and boundaries.
- Offer a fresh start after a situation has been dealt with, so everyone can move on.

**\* Close supervision means being within reach of a child and observing them, so it is possible to intervene immediately as necessary to prevent harm.**

## 4.4 Definitions

### Fundamental British Values

Democracy; rule of law; individual liberty; mutual respect; and tolerance for those with different faiths and beliefs.

### Cultural Capital

The essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education, and the knowledge, skills and behaviours that accumulate over time through many different experiences and opportunities.

### Resilience

The capacity to recover quickly from difficulties; toughness. The ability to bounce back.

### Self-Esteem

Confidence in one's own worth or abilities; self-respect.

### Self-Regulation

The ability to understand and manage behaviour and reactions to feelings and things happening around you. This includes regulating reactions to emotions, calming down after something exciting or upsetting, focusing and refocusing attention, controlling impulses, and learning behaviour that helps you get along with other people.

## 5. Appendices

Appendix	Description
1	ABC Behaviour Management Monitoring Tool
2	Behaviour Strategy Plan
3	Behaviour Tracking Table
4	Behaviour Flow Chart

### Review History

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03/01/2023	Salma Khodabaksh
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