



Positive Behaviour Policy

Angelina's Day Care (ADC)

1. Policy Statement

Angelina's Day Care is committed to promoting positive behaviour, emotional wellbeing, and respectful relationships throughout the setting. We recognise that behaviour is a form of communication and that young children are still learning how to understand their feelings, manage impulses, and interact positively with others.

Our approach is proactive, inclusive, and developmentally appropriate, supporting children to achieve, belong, and thrive, in line with the Early Years Inspection Toolkit.

This policy is underpinned by our commitment to:

- Children's emotional safety and wellbeing
- Inclusive practice and equality
- British Values, including mutual respect, tolerance, and cooperation

2. Related Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Biting Policy
- Physical Intervention (for a Child's Own Safety) Policy
- Dealing with Discriminatory Behaviour Policy
- SEND Policy
- Inclusion and Equality Policy

3. Our Behaviour Philosophy

We believe children behave best when they feel:

- Safe and secure
- Valued and respected
- Understood by trusted adults
- Supported by clear, consistent boundaries

Each child is treated as an individual. Staff model calm, respectful behaviour and use positive reinforcement, praise, and encouragement to help children develop confidence, self-esteem, and self-regulation skills.

We understand that some behaviours, such as biting, grabbing, or hitting, are developmentally typical in early childhood and require support rather than punishment.



4. Promoting Positive Behaviour

We promote positive behaviour by:

- Valuing each child's individuality and strengths
- Supporting emotional literacy and self-regulation
- Encouraging cooperation, sharing, and turn-taking
- Providing a predictable routine and consistent boundaries
- Offering a wide range of engaging, age-appropriate activities
- Using praise to reinforce positive behaviour
- Working in close partnership with parents/carers

5. Nursery Promises (Clear Boundaries)

To help children understand expectations, we use simple, consistent Nursery Promises, displayed and reinforced throughout the setting:

- We are kind and gentle to each other
- We share and take turns
- We listen to each other
- We look after our books and toys
- We use our walking feet indoors

These promises are referred to regularly and adapted appropriately for different ages and stages.

6. Roles and Responsibilities

All Staff

All staff, volunteers, and students are responsible for:

- Being positive role models
- Treating children and adults with care, courtesy, and respect
- Supporting children to understand and manage their emotions
- Using agreed behaviour strategies consistently
- Raising concerns promptly with the SENCO or management

Management and SENCO

The Nursery Manager holds overall responsibility for behaviour practice. The SENCO/Inclusion Lead provides additional support where behaviour may be linked to developmental needs, SEND, communication difficulties, trauma, or wellbeing.

Management and SENCO responsibilities include:



- Keeping practice aligned with legislation and guidance
- Supporting staff through advice, supervision, and training
- Liaising with parents and external professionals
- Ensuring consistent, fair approaches across the setting

7. Understanding Behaviour

Staff are trained to consider factors that may influence behaviour, including:

- Age and stage of development
- Communication needs
- English as an Additional Language (EAL)
- SEND
- Emotional wellbeing and anxiety
- Home and cultural influences
- Schemas and play patterns

Behaviour is always considered in context.

8. Managing Unacceptable Behaviour

We use positive, restorative strategies to manage behaviour.

Staff will:

- Acknowledge children's feelings
- Clearly explain why behaviour is unsafe or unacceptable
- Support children to calm and regulate
- Help children find alternative, appropriate responses
- Encourage problem-solving and empathy

Children are never:

- Shamed or humiliated
- Isolated as punishment
- Physically punished
- Subjected to inappropriate shouting

Physical intervention is used only to prevent immediate harm and strictly in line with the Physical Intervention Policy.



9. Supporting Conflict Resolution

We use a child-centred conflict resolution approach inspired by HighScope, encouraging children to take part in resolving disputes.

Staff will:

- Approach calmly
- Listen to all children involved
- Name and validate feelings
- Support children to suggest solutions
- Praise cooperation and effort

This approach builds confidence, resilience, and social problem-solving skills.

10. Calm-Down and Emotional Regulation

All rooms have designated calm-down spaces where children may choose to go voluntarily to regulate emotions.

- Calm-down areas are not used as punishment
- Staff role model how to use these spaces
- Children are supported, not excluded

11. Managing Incidents and Injuries

If a child is hurt or distressed:

- The injured child is comforted immediately
- The situation is addressed calmly and appropriately
- Incidents are recorded accurately
- Parents of all involved children are informed sensitively
- Children's names are never shared between families

Where behaviour is persistent or concerning:

- Targeted strategies are agreed with parents
- STAR or similar analysis tools may be used to identify triggers
- Risk assessments may be completed where necessary

12. Partnership with Parents and Carers

We recognise the importance of consistency between home and nursery.

We:

- Communicate openly and respectfully



- Share strategies and progress
- Involve parents early when concerns arise
- Develop targeted plans in partnership

All information is handled confidentially and sensitively.

13. Rough and Tumble / Pretend Play

We recognise that rough-and-tumble and imaginative play is a normal part of early development.

This play is supported within clear boundaries to ensure safety. Staff:

- Agree rules and limits with children
- Intervene where play becomes unsafe
- Use play themes as opportunities to discuss right and wrong
- Encourage empathy and alternative solutions

14. Discriminatory or Harmful Behaviour

Any discriminatory language or behaviour is taken seriously and addressed immediately in line with the Dealing with Discriminatory Behaviour Policy.

Children are supported to understand:

- Differences
- Respect
- Inclusion
- Fairness

15. Safeguarding and Behaviour

We recognise that behaviour may sometimes indicate underlying safeguarding concerns.

- All concerns are reported in line with the Safeguarding Policy
- Information is shared appropriately and lawfully
- Safeguarding overrides confidentiality where a child may be at risk

16. Training and Monitoring

- Staff receive behaviour management training as part of induction
- Ongoing training and reflective practice are supported
- Practice is monitored through supervision and observations

17. Policy Review

This policy is reviewed annually or sooner if guidance changes.



This policy was adopted on	Signed on behalf of the nursery	Date for review
01/09/2025	Feroza Akter	01/09/2026
Location:ADC/1		