

Achieving Positive Behaviour

Policy Statement

Little Learners Nursery and Pre-school believes that children flourish best when their personal, social and emotional needs are met and where there are clear, consistent and developmentally appropriate expectations for behaviour.

We recognise that behaviour is a form of communication and seek to understand the underlying needs, feelings and experiences influencing children's behaviour. Staff use a nurturing, inclusive and developmentally appropriate approach to support children in learning positive ways to express themselves and interact with others.

Children need to learn to consider the views, feelings, needs and rights of others and understand the impact that their behaviour has on people, places and objects. This is a developmental process that requires support, encouragement, teaching and positive role modelling. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting Personal, Social and Emotional Development (PSED).

We recognise that some behaviours may be linked to communication difficulties, developmental differences, additional needs, trauma or Special Educational Needs and Disabilities (SEND). Where appropriate, we will work closely with parents, carers and external professionals to ensure children receive the support they need to succeed.

Our Procedures

The staff named below have overall responsibility for supporting personal, social and emotional development and behaviour management within the nursery.

Nursery	Responsible Person
Ambleside	Charlie Walton
St Nicholas	Jodie Richards

These individuals are responsible for:

- Keeping up to date with legislation, research and best practice relating to positive behaviour support.
- Accessing relevant expertise and professional advice where additional support is required.
- Ensuring all staff receive appropriate training in promoting positive behaviour and emotional wellbeing.
- Maintaining records of staff attendance at relevant training sessions.

We recognise that expectations and approaches to behaviour may vary between cultures and families. Staff will respect and value diversity whilst maintaining consistent expectations within the nursery.

We require all staff, students and volunteers to:

- Provide positive role models through their interactions with children, families and colleagues.
- Treat everyone with kindness, respect, care and courtesy.
- Follow this policy consistently.
- Promote inclusion and positive relationships throughout the nursery.

New staff, students and volunteers will be familiarised with this policy as part of their induction programme.

We work in partnership with parents and carers and share information regarding children's behaviour and emotional wellbeing. Where concerns arise, we will work collaboratively with families to understand underlying causes and agree appropriate support strategies.

Strategies Used to Support Positive Behaviour

All staff, students and volunteers are expected to use positive and supportive approaches to behaviour management which are appropriate to each child's age and stage of development.

These include:

- Acknowledging children's feelings.
- Helping children understand boundaries and expectations.
- Teaching children appropriate ways to express emotions.
- Supporting children to develop emotional regulation skills.
- Encouraging problem-solving and conflict resolution.
- Recognising and praising positive behaviour.

We will:

- Ensure sufficient resources and activities are available to minimise unnecessary conflict.
- Acknowledge kindness, cooperation and sharing.
- Support children to develop self-esteem and confidence.
- Promote a strong sense of belonging and inclusion.
- Avoid situations where children receive attention only for negative behaviour.
- Help children understand the consequences of their actions and learn alternative responses.

Unacceptable Behaviour Management Practices

Little Learners Nursery and Pre-school will never:

- Use physical or corporal punishment, including smacking or shaking.
- Threaten children with physical punishment.
- Humiliate, shame or single out children.
- Use degrading treatment or language.
- Shout at children or raise voices in a threatening manner.

These practices are inconsistent with our values and with EYFS requirements.

Physical Intervention

Physical intervention will only be used when necessary to prevent:

- Injury to a child.
- Injury to another person.
- Serious damage to property.

Any use of physical intervention must be:

- Reasonable.
- Proportionate.
- Necessary.
- Used for the shortest possible time.

Details of any incident will be:

- Recorded promptly.



- Reviewed by management.
- Stored within the child's records.
- Shared with parents on the same day, or as soon as reasonably practicable.

Any use of physical intervention will be managed in accordance with this policy, the Safeguarding and Child Protection Policy, and EYFS requirements.

Children Under Three Years

When children under three behave in ways that may be considered inconsiderate, staff recognise that responses must be developmentally appropriate.

We understand that babies and very young children:

- Cannot yet regulate their emotions independently.
- Require sensitive adults to support emotional regulation.
- Need secure attachments and consistent relationships.

Where behaviours such as biting, tantrums or physical responses occur, staff will:

- Remain calm and supportive.
- Comfort and reassure children.
- Help children identify and understand feelings.
- Consider possible underlying causes.
- Work closely with parents where concerns become frequent.

A child's key person plays an important role in promoting security, attachment and emotional wellbeing.

Rough and Tumble Play and Fantasy Aggression

We recognise that young children often engage in imaginative play involving superheroes, chasing games and fantasy themes.

Such play is not automatically viewed as aggressive or concerning.

Staff will:

- Monitor play carefully.
- Establish agreed boundaries.
- Ensure children remain safe.
- Use opportunities to discuss empathy, fairness and conflict resolution.
- Encourage alternative ways of solving problems and helping others.

Hurtful Behaviour

We take hurtful behaviour seriously.

We recognise that most children under five occasionally hurt others during moments of frustration, excitement or emotional distress. This behaviour is usually spontaneous and should not automatically be labelled as bullying.

Staff will:

- Support the child who has been hurt.
- Help the child responsible understand the impact of their actions.
- Support emotional regulation.
- Help children identify and express feelings appropriately.
- Teach empathy and consideration for others.
- Promote problem-solving and friendship skills.

We encourage "kind hands" and "kind words" throughout the nursery.

We do not force children to apologise. Instead, we support genuine understanding, empathy and repair of relationships.



Where Behaviour Becomes Persistent

We recognise that persistent hurtful behaviour may indicate additional needs or underlying difficulties.

Possible contributing factors may include:

- Insecure attachments.
- Communication or language difficulties.
- Limited emotional regulation skills.
- Special Educational Needs and Disabilities (SEND).
- Adverse Childhood Experiences (ACEs).
- Trauma.
- Domestic abuse.
- Neglect or abuse.
- Significant life changes or family stresses.

Where concerns persist, we will work with parents and may seek advice or support from:

- The Early Years Inclusion Team.
- Speech and Language Services.
- Health professionals.
- SEND support services.
- Other relevant agencies.

Biting

Biting is common amongst young children and can occur for a variety of developmental reasons including:

- Teething.
- Exploration.
- Frustration.
- Communication difficulties.
- Stress or anxiety.
- Excitement and limited self-control.

Our approach is to identify:

- When the biting occurred.
- Who was involved.
- What happened beforehand.
- Any potential triggers.

We work closely with families to:

- Share information.
- Identify patterns.
- Implement supportive strategies.
- Promote alternative methods of communication and emotional expression.

Where biting persists, advice may be sought from specialist support services including the Early Years Inclusion Team and Speech and Language Therapy services.

Bullying

We take bullying very seriously.

Bullying involves persistent physical, verbal or emotional behaviour intended to cause distress to another child. It is characterised by deliberate intent and an awareness of the impact on others.



If bullying behaviour is identified, we will:

- Listen to and support the child who has been bullied.
- Intervene immediately.
- Explain to the child displaying the behaviour why it is unacceptable.
- Promote understanding of the impact of their actions.
- Provide opportunities to practise positive behaviour.
- Avoid labelling children as "bullies".
- Explore any underlying reasons for the behaviour.
- Work closely with parents to develop support strategies.
- Keep all parties informed of actions taken.

We believe that supporting all children to develop empathy, emotional regulation and positive relationships is the most effective way to prevent bullying behaviours.

This policy complies with the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework effective from 1 September 2026.

Date policy last reviewed/updated	4 th August 2026	Reviewed by	Terri Noone – Interim Regional Nursery Manager Charlie Walton – Nursery Manager Jodie Richards – Nursery Manager
Date of next review/update	August 2027		