



Promoting Positive Behaviour

At Ringle Rainbow Nursery, we believe that children flourish when they feel safe, secure, respected and valued, and when they understand the expectations for behaviour appropriate to their age and stage of development.

Children learn how to behave through positive relationships with caring and responsive adults. All staff are expected to model kindness, respect, patience, empathy and appropriate communication.

We recognise that young children are still developing their emotional regulation, communication, social understanding and ability to manage impulses. Behaviour that adults may find challenging can be a normal part of early childhood development and may also be a child's way of communicating a need, emotion, difficulty or experience.

Our approach is therefore based on understanding, teaching and supporting positive behaviour rather than punishment.

We promote an environment in which children learn to:

- respect themselves and others;
- develop positive relationships;
- recognise and express their feelings safely;
- develop self-regulation;
- understand boundaries and expectations;
- develop empathy and consideration for others;
- resolve conflict peacefully where developmentally appropriate;
- care for their environment and resources; and
- understand that actions can affect other people.

We actively promote British values, equality, diversity and inclusion and ensure that children are supported to develop respect for others.

This policy should be read alongside the nursery's Safeguarding and Child Protection, SEND and Inclusion, Equality and Diversity, Complaints, and Staff Code of Conduct policies.

2. Aims

We aim to:

- * recognise the individuality of every child;
- * understand behaviour in the context of each child's age, stage of development and individual circumstances;
- * recognise that behaviours such as biting, hitting, pushing, grabbing and shouting can occur during early childhood development;



- * identify and respond to the communication behind underlying needs or behaviour;
- * support children to develop self-regulation and emotional literacy;
- * encourage consideration, empathy and respect;
- * provide clear, consistent and age-appropriate boundaries;
- * ensure staff are positive role models;
- * promote non-violent approaches to conflict;
- * praise and acknowledge children's positive actions and attitudes;
- * provide opportunities for children to develop social skills through play and group experiences;
- * involve children in developing simple expectations and routines where this is appropriate to their age and stage;
- * work openly and respectfully with parents and carers;
- * make appropriate adaptations and reasonable adjustments for children with SEND or additional needs;
- * identify patterns, triggers and contributing factors where behaviour is persistent or concerning;
- * ensure staff reflect on their own responses to behaviour;
- * maintain appropriate records of significant incidents and interventions; and
- * ensure that behaviour which may indicate a safeguarding concern is dealt with in accordance with safeguarding procedures.

3. Positive relationships and role modelling

Children learn through relationships and observation.

All staff are expected to:

- * speak calmly and respectfully to children;
- * listen to children and acknowledge their feelings;
- * model appropriate ways of managing emotions and disagreements;
- * use positive language;
- * praise specific positive behaviour;
- * recognise effort and progress;
- * provide consistent boundaries;
- * avoid labelling children;
- * avoid unnecessary confrontation;
- * respond sensitively to individual needs; and
- * reflect on how their own responses may influence children's behaviour.

Staff will not describe children as “naughty”, “bad” or similar negative labels. We distinguish between the child and the behaviour and communicate that it is the behaviour that is not acceptable, not the child.

Staff will not raise their voices at children except where this is necessary to prevent immediate danger or protect a child or another person.



4. Children's individual needs

We recognise that behaviour is individual and that children may behave differently depending on their developmental stage, communication skills, experiences and circumstances.

When considering behaviour, staff will take account of:

- * the child's age and stage of development;
- * communication and language development;
- * SEND and additional needs;
- * sensory needs;
- * emotional wellbeing;
- * physical or medical needs;
- * changes in the child's circumstances;
- * relationships and interactions;
- * the child's ability to understand expectations;
- * possible triggers;
- * the environment and routines; and
- * whether the behaviour may be communicating an unmet need.

Where appropriate, staff will use observations, discussions with parents/carers, information from the child's key person and advice from relevant professionals to develop a better understanding of the behaviour.

Where persistent behaviour concerns relate to developmental or additional needs, support will be coordinated through the nursery's SEND and Inclusion Policy and with parents/carers and relevant professionals.

5. Supporting self-regulation

We recognise that self-regulation develops over time and that young children need adults to co-regulate with them.

Staff will support children by:

- * naming and acknowledging emotions;
- * helping children understand what they are feeling;
- * modelling appropriate ways of expressing emotions;
- * providing calm spaces and opportunities to regulate;
- * using visual or other communication supports where appropriate;
- * giving children simple choices;
- * preparing children for changes in routines where possible;
- * teaching children alternative ways to communicate their needs;
- * supporting children to solve problems at a developmentally appropriate level; and
- * recognising and praising children's attempts to regulate themselves.



Children will not be expected to independently before they are

manage emotions developmentally ready.

6. Nursery boundaries and expectations

Our expectations are based on:

****Safety – Care – Respect****

Rules will be kept to a minimum and will be appropriate to children's ages and stages of development.

Examples include:

- * keeping ourselves and others safe;
- * using gentle hands;
- * using appropriate words and communication;
- * caring for toys, equipment and the environment;
- * listening to others;
- * respecting personal space; and
- * asking an adult for help when needed.

Children will be supported to understand expectations through modelling, repetition, stories, role play, visual prompts and everyday interactions.

Where developmentally appropriate, children will be involved in discussing expectations and solutions.

7. Responding to behaviour that challenges

When behaviour is challenging, staff will remain calm and consider what the child may be communicating.

Staff will:

1. ensure everyone is safe;
2. acknowledge the child's feelings;
3. use calm, clear and simple language;
4. remind the child of the expected behaviour;
5. redirect or offer an appropriate alternative where possible;
6. support the child to regulate;
7. consider any underlying need or trigger;
8. help children repair relationships where appropriate; and
9. record and share significant incidents in accordance with this policy.



We will not use punitive approaches that shame, frighten, humiliate or isolate children.

Where appropriate, staff may give children time and space to calm with an adult nearby and available to support them. This will never be used as a punitive “time-out” or as a means of isolating a child.

Physical aggression and incidents involving other children

Physical behaviours such as biting, hitting, kicking, pushing, scratching or grabbing can occur during early childhood. Staff will respond promptly and calmly. The immediate priority will be safety and emotional support.

The child who has been hurt will be comforted and supported. Staff will also support the child who displayed the behaviour, helping them understand, at an age-appropriate level, what happened and alternative ways of communicating their needs.

We recognise that a young child may not yet have the developmental understanding required for an apology. Children will not be forced to say “sorry”. Instead, staff will support children to develop empathy, repair relationships and make amends in ways appropriate to their development.

Parents/carers will be informed of significant incidents involving their child and given an opportunity to discuss the incident and any support strategies being used. The incident will be recorded on Babysdays.

Physical intervention

Ringle Rainbow Nursery does not use physical punishment or corporal punishment. Physical intervention will only be used where it is necessary to:

- avert immediate danger of personal injury to any person, including the child or
- manage a child's behaviour where this is absolutely necessary.

Any physical intervention must use the minimum reasonable force necessary and must be proportionate to the circumstances. Physical intervention will never be used as a punishment, for staff convenience or as a routine behaviour-management technique.

Where physical intervention is used:

- The child's safety and dignity remain paramount
- Staff will use the minimum force necessary for the shortest time necessary
- The incident will be recorded
- Parents/carers will be informed on the same day, or as soon as reasonably practicable
- The incident will be reviewed by the manager or appropriate senior member of staff



- staff will consider whether further preventative strategies or support are required and
- safeguarding procedures will be followed where appropriate.

Where a child has recurring behaviours that may present a risk, the nursery may develop an individual behaviour support plan. This may identify triggers, preventative strategies, communication approaches, environmental adaptations and appropriate responses. An individual plan does not provide advance permission for restraint. Any physical intervention must remain consistent with the circumstances and statutory EYFS requirements at the time.

Where specialist intervention or training is considered necessary, the nursery will seek appropriate professional advice and ensure staff are suitably trained.

Moving children away from danger

Where there is an immediate risk of harm, staff may move themselves, other children or the child away from a dangerous situation. This is a safety measure and will not be used as a punishment. The child will remain appropriately supervised and supported.

Prohibited practice

Staff and anyone working with children at Ringle Rainbow Nursery must not:

- Smack, hit, shake or otherwise physically punish a child
- Threaten physical punishment
- Use corporal punishment
- Humiliate or deliberately shame a child
- Deliberately frighten a child
- Use derogatory or discriminatory language
- Label a child negatively
- Use physical intervention for convenience or as punishment
- Use restraint routinely
- Isolate a child as a punishment
- use any punishment or behaviour-management practice that could negatively affect a child's wellbeing.

The nursery will take reasonable steps to ensure that corporal punishment is not used by anyone caring for or regularly in contact with children.



Supporting children with SEND

We recognise that behaviour can be influenced by communication difficulties, sensory processing differences, developmental differences, emotional needs and other forms of SEND. We will make appropriate adaptations and reasonable adjustments to support individual children.

This may include:

- Adapting the environment;
- Adapting routines;
- Providing visual supports;
- Using alternative communication methods;
- Reducing known triggers where reasonably possible;
- Providing additional adult support;
- Adapting expectations appropriately;
- Providing sensory or regulation opportunities;
- Working with parents/carers;
- Involving the nursery SENCO;
- Seeking advice from relevant professionals; and
- Developing an individual support plan where appropriate.

Persistent or concerning behaviour

Where behaviour becomes persistent, significant or concerning, staff will work with the child's key person, manager, SENCO where appropriate, parents/carers and relevant professionals to identify possible causes and develop a consistent support plan.

The nursery may use:

- Observations
- ABC-style recording where appropriate
- Environmental reviews
- Discussions with parents/carers;
- Individual behaviour support plans;
- Risk assessments;
- Professional advice
- Referrals or additional support where appropriate.

Risk assessments will identify potential triggers, risks and preventative measures where required. If a child's behaviour presents an ongoing risk to themselves or others, the nursery will take proportionate steps to maintain safety while continuing to support the child's individual needs.



Safeguarding

Behaviour can sometimes indicate that a child may be experiencing harm, abuse, neglect, trauma or another safeguarding concern. Staff must remain professionally curious and must not automatically assume that concerning behaviour is simply developmental.

Changes in behaviour, repeated concerning behaviour, significant emotional distress, sexualised behaviour, unexplained fear, or behaviour that may indicate a child is experiencing harm must be considered in accordance with the nursery's Safeguarding and Child Protection Policy. Staff must report safeguarding concerns to the Designated Safeguarding Lead in accordance with nursery procedures.

- The DSL is Jack Nash
- Deputy DSLs are Charlotte Baldock and Penny Reidy
- The Safeguarding Officer is Emma Endersey

Safeguarding concerns will be managed in accordance with current statutory safeguarding guidance and the nursery's safeguarding procedures.

Anti-bullying

We recognise that young children may not have a full understanding of bullying and that some behaviours, such as physical aggression, can be part of early development. However, repeated behaviour that causes another child to feel unsafe, threatened or distressed will be taken seriously. Bullying can include physical, verbal, emotional, social or discriminatory behaviour.

Staff will:

- intervene when a child is being hurt or intimidated
- support the child who has been affected
- support the child displaying the behaviour
- consider the developmental level of all children involved
- identify patterns and possible triggers
- teach children alternative ways to communicate and resolve conflict
- work with parents/carers where appropriate
- monitor the situation to ensure that the behaviour is addressed

Equality and discriminatory behaviour

Ringle Rainbow Nursery is committed to equality, inclusion and respect for all children and families. Discriminatory behaviour or language relating to characteristics such as race, religion or belief, disability, sex, gender, sexual orientation, age or other protected characteristics will be challenged appropriately. Staff will consider the child's age, understanding and developmental stage while making it clear that discriminatory or hurtful behaviour is not acceptable. The nursery will use age-appropriate books, stories, activities and conversations to promote respect, inclusion and understanding of differences.



Working with parents and carers

We recognise parents and carers as important partners in supporting children's behaviour.

We will:

- Communicate openly and respectfully
- Share significant incidents appropriately
- Listen to parents' knowledge of their child
- Work together to identify possible triggers and effective strategies
- Seek consistency between home and nursery where appropriate
- Involve parents/carers when individual support plans are being developed
- Seek professional advice where this may benefit the child.

Parents/carers may be asked to acknowledge that information about an incident has been shared with them. Their acknowledgement does not mean that they are required to agree with the nursery's record or interpretation of the incident. All concerns will be treated sensitively and confidentially.

Recording

The nursery will maintain appropriate confidential records of significant behaviour incidents and physical interventions.

Records will include, where appropriate:

- * The date and time
- * The children and adults involved
- * What happened
- * The context and possible triggers
- * Action taken
- * Any physical intervention used;
- * Injuries or first aid provided;
- * How the child was supported afterwards;
- * Whether parents/carers were informed;
- * Any further action required; and
- * Any safeguarding concerns or referrals.

Records will be maintained securely in accordance with the nursery's data protection and confidentiality procedures. Behaviour records are maintained on BabysDays in line with UK GDPR and the nursery's data protection arrangements.



Staff responsibilities

All staff are responsible for implementing this policy consistently. The named person with overall responsibility for behaviour management is Charlotte Baldock Nursery manager and SENCO.

The behaviour lead will:

- Advise and support staff with behaviour concerns;
- Support the development and review of individual behaviour support plans;
- Monitor patterns of behaviour;
- Ensure appropriate records are maintained;
- Keep up to date with relevant legislation, guidance and research;
- Support staff reflection and development;
- Liaise with parents/carers and relevant professionals where appropriate; and
- Review this policy and recommend changes where necessary.

Staff are expected to seek advice when they are unsure how to respond to behaviour.

Staff reflection and supervision

Staff will be supported to reflect on their responses to behaviour and consider whether their approach is effective, respectful and appropriate to the child's needs. Supervision and staff discussions may be used to consider:

- Recurring behaviour patterns
- Environmental triggers
- Staff responses
- Children's emotional wellbeing
- SEND and inclusion
- Safeguarding considerations
- Whether reasonable adjustments are required
- Whether additional training or professional support is needed.

Professional advice and additional support

Where appropriate, the nursery may seek advice or support from relevant professionals, which may include:

- The local authority early years team;
- SENCO or area SENCO;
- Health professionals;
- Educational psychology services;
- Speech and language professionals;
- Occupational therapy services; or
- Other relevant specialists.



Any referral or professional involvement will be undertaken in partnership with parents/carers wherever appropriate and in accordance with safeguarding requirements.

Ringle Rainbow Nursery is committed to creating an environment in which children feel safe, secure, valued and respected. We recognise that positive behaviour develops through warm relationships, clear boundaries, consistent adult responses, appropriate expectations and support for children's emotional development. We will always seek to understand the child behind the behaviour and respond in a way that protects their dignity, wellbeing and safety while also ensuring the safety and wellbeing of other children and adults. By positively promoting kindness, cooperation, empathy and respect, we aim to support every child to develop the emotional and social skills they need to thrive.

Last updated

This version was last updated on 21/08/2026 by C.L.Baldock