



Wonder Barn Nursery

7.0 Managing Behaviour

7.1 Promoting Positive Behaviour

This policy is shared with all staff, parents and stakeholders. It is also published on via our communication app 'Family'

Role: Gemma Aziz and Rebecca Collins- Owners/Directors

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7.1 Promoting positive behaviour

Policy Statement

At Wonder Nurseries, we believe that all children have the right to feel safe, valued, and respected. We are committed to promoting positive behaviour in a supportive, nurturing environment where children can develop self-regulation, empathy, and confidence. Our approach is guided by the principles of the Early Years Foundation Stage (EYFS) 2025 Statutory Framework, which emphasises the importance of positive relationships, enabling environments, and individual development.

Aims

- To promote respectful, kind, and cooperative behaviour through consistent positive modelling.
- To create a safe, calm, and inclusive atmosphere where children can explore and learn confidently.
- To establish clear, age-appropriate boundaries with linked and proportionate consequences.
- To use therapeutic and restorative approaches that help children understand and manage their emotions.
- To work closely with parents and carers to ensure consistency between home and nursery.

Our Approach

At Wonder Nurseries, we believe that behaviour is a form of communication. We respond to children's needs with empathy, patience, and understanding.

Positive Modelling

- Staff consistently model kind, respectful language and behaviour.
- We demonstrate positive ways to express feelings, solve conflicts, and repair relationships.
- Staff use calm voices, gentle body language, and clear communication to guide children.

Encouragement and Praise

- We recognise and celebrate positive behaviour through specific praise (e.g. "You shared your toy so kindly" rather than "Good girl/boy").
- We encourage intrinsic motivation—helping children feel proud of their own efforts and progress.

Therapeutic and Restorative Practice

- We support children to name and understand their emotions.
- When conflict occurs, we guide children to find solutions and repair relationships.
- We acknowledge feelings before addressing behaviour ("I can see you're upset because you wanted that toy...").
- Reflection happens at the child's developmental level, never through punishment or shame.

Boundaries and Consequences

Children feel most secure when they know what is expected of them. Boundaries are consistent, clear, and age-appropriate.

Examples of clear expectations:

- We use kind hands.
- We walk inside.
- We listen when someone is talking.

When behaviour challenges arise:

1. Reminder – A verbal reminder of the expectation ("Remember, we use kind hands.").
2. Support and Redirect – Adults either offer choices **or** support to change behaviour ("Would you like to play here or in the quiet area to calm down?" or "I can see you are upset/did not make the right choice, come with me and we will.....").
3. Reflect and Repair – After the moment has passed, help the child reflect ("What can we do to make it better?").
4. Consistent Follow-Up – If unsafe or persistent behaviour continues, staff will work with the child's key person and parents to develop a supportive plan.

Physical intervention

Physical intervention will only be used to prevent harm and always in line with our Safeguarding Policy. The term *physical intervention* is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention. Staff should not use physical intervention – or the threat of physical intervention – to manage a child's behaviour unless it is necessary to use **"reasonable force in order to prevent children from injuring**

themselves or others or damage property” (EYFS). If *reasonable force* has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.

Corporal (physical) punishment of any kind should never be used or threatened.

Partnership with Families

- We share strategies and observations openly and respectfully.
- We encourage families to discuss any concerns about their child’s behaviour.
- Consistency between settings helps children feel safe and understood.

Staff Roles and Responsibilities

- All staff model and promote positive behaviour consistently.
- The Nursery Manager oversees implementation and ensures all staff are trained in positive and therapeutic behaviour approaches.
- Key Persons build strong relationships with children and families, offering emotional security and personalised support.

Behaviour from Adults in the Setting

- Our setting has a zero-tolerance approach to discriminatory, prejudiced, or inappropriate behaviour from adults, including any form of xenophobia or bias directed toward individuals or groups.
- All adults are expected to demonstrate respect, inclusivity, and cooperation while on the premises.
- Concerns about an adult’s behaviour — including language or actions that undermine the wellbeing, identity or dignity of others — will be taken seriously and addressed in line with our Conduct and Complaints policies.

When inappropriate or discriminatory behaviour from **adults** occurs:

- The individual will be asked to stop immediately and will be reminded of the expectations for conduct within the setting.
- If the behaviour continues or is repeated, the adult may be asked to leave the premises. Where the adult is a staff member, this may lead to formal disciplinary action.
- If a parent makes inappropriate or discriminatory comments to staff or others, this will be recorded and discussed with the setting manager. Parents will be reminded of the standards expected and asked to comply.

For repeated breaches, a staged approach will be taken:

1. A verbal warning and reminder.
2. A formal letter requesting the parent sign an agreement to uphold respectful conduct.
3. In serious or ongoing cases, the setting may consider restricting access or withdrawing the child’s place to maintain a safe, respectful environment for all.

These measures are in place to ensure our community remains welcoming, inclusive, and emotionally safe for children, families, and staff.

Legal and Guidance Framework

- EYFS Statutory Framework (2025)
- Children Act 1989/2004
- SEND Code of Practice (2014)