

## 1.6 Promoting Positive Behaviour

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## 1.6 Promoting Positive Behaviour

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### **Policy Statement**

At **Miss B's Nursery**, we believe that children learn and develop best in an environment that is caring, respectful and supportive. Our ethos centres on kindness, cooperation and the recognition that **play is a fundamental part of childhood**. We strive to create a nurturing environment where children feel secure, valued and able to explore, learn and play freely.

We aim to establish a calm and well-organised environment where children understand expectations while feeling safe and supported. Children should be able to engage in play and learning without fear of harm or disruption from others. By encouraging mutual respect, empathy and cooperation, we support children in developing confidence, self-esteem and self-discipline.

Miss B's Nursery recognises that children's behaviour is closely connected to their emotional wellbeing and stage of development. We therefore ensure that expectations for behaviour are **fair, clear and appropriate for each child's age and developmental stage**.

As children grow, they gradually learn about boundaries, fairness and the difference between right and wrong. They also develop awareness of others' feelings, needs and rights, and begin to understand how their actions affect people, environments and objects. Staff support this learning by modelling positive behaviour and guiding children through difficult situations such as disagreements or emotional challenges.

These practices reflect the rights of children outlined in the **United Nations Convention on the Rights of the Child (UNCRC)**, including:

- **Article 3** – The best interests of the child must be a primary consideration.
- **Article 12** – Children have the right to express their views and feelings.
- **Article 28** – Children have the right to learn in a safe and respectful environment.
- **Article 31** – Children have the right to play and participate in enjoyable activities.

The nursery also follows the **Early Years Foundation Stage (EYFS) statutory framework**, which requires providers to manage children's behaviour appropriately and strictly prohibits corporal punishment.

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### **1.6.1 High Expectations for Behaviour**

Miss B's Nursery promotes a culture where children are encouraged to treat others with kindness and respect. Staff maintain positive expectations and help children understand that considerate behaviour towards peers and adults is important.

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## **1.6.2 Agreed Group Rules**

Children are involved in discussing and agreeing on simple rules that guide how everyone behaves within the nursery. This helps children feel ownership of the expectations and supports their understanding of fairness and cooperation.

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## **1.6.3 Consistency and Awareness**

When families join Miss B's Nursery, parents and carers are informed about the nursery's approach to behaviour. Staff explain the rules that children have helped create and consistently reinforce them.

Consistency among adults ensures children understand what is expected and helps them develop confidence in managing their own behaviour. Clear boundaries and guidance enable children to gradually regulate their actions independently.

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## **1.6.4 Positive Role Modelling**

Staff behaviour provides a strong example for children. All adults working in the nursery, including staff, volunteers and students, aim to demonstrate kindness, patience, respect and good communication.

By modelling these behaviours, we help create a welcoming atmosphere where everyone feels valued.

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## **1.6.5 Encouraging Positive Behaviour**

Staff actively recognise and praise behaviours such as kindness, cooperation and sharing. Positive feedback helps children understand which behaviours are valued.

Adults also ensure that attention is not focused solely on challenging behaviour. For example, staff may highlight a child who is demonstrating good listening or sharing to encourage others to follow that example.

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## **1.6.6 Celebrating Kindness**

Miss B's Nursery celebrates acts of kindness and helpfulness through a visual display, such as a **Kindness Tree**. When a child demonstrates thoughtful or caring behaviour, their name may be added to the display using a symbolic "fruit".

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This celebration is shared with the group to encourage children to learn from positive examples. Parents may also receive a short message explaining the child's kind action so they can celebrate the achievement at home.

While the nursery uses praise thoughtfully, staff are mindful that excessive rewards can sometimes encourage children to behave only for external recognition. The aim is to help children develop **internal motivation and understanding** of positive behaviour.

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### **1.6.7 Using Persona Dolls**

A persona doll may occasionally be used to introduce discussions about feelings, fairness and behaviour. The doll represents a child with its own personality and experiences and may "visit" the nursery to share stories about situations they have encountered elsewhere.

Children are encouraged to discuss how the doll might feel and suggest ways to resolve the situation. Tools such as visual aids, "feeling fans", and PSED-specific toys may help children express emotions.

The doll also shares positive experiences so that it is not associated only with negative situations.

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### **1.6.8 Clear and Simple Guidance**

Group rules are simple and easy for children to understand. Staff regularly refer to them during the day to help maintain a positive and respectful environment.

When behaviour becomes challenging:

- Staff **never threaten or use corporal punishment**.
  - Staff **avoid raising their voices** in a threatening way, except if necessary to prevent immediate danger.
  - Children are **never excluded or sent out of the room alone**.
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### **1.6.9 Supporting Reflection**

If necessary, staff may speak with a child individually to help them reflect on their actions and consider alternative choices.

In some situations, a child may be invited to sit briefly in a designated quiet space, such as a **thinking chair**, to help them calm down and reflect.

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## **1.6.10 Focusing on Behaviour, Not the Child**

Adults make it clear that the **behaviour is unacceptable**, not the child. This helps children maintain self-esteem as they learn to make better choices.

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## **1.6.11 Encouraging Apologies**

If someone is hurt by another child's actions or words, an apology is encouraged. When appropriate, an adult may support or model the apology on behalf of the child.

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## **1.6.12 Staff Awareness and Intervention**

Staff closely observe children's interactions and step in when needed. Where possible, children who are confident may be encouraged to resolve minor disagreements themselves, helping them develop independence and problem-solving skills.

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## **1.6.13 Managing Conflicts**

If disputes arise or situations become heated, staff intervene calmly and sensitively by:

- stopping any harmful actions
  - acknowledging the feelings of those involved
  - listening to each child's perspective
  - helping children understand what happened
  - guiding them towards a peaceful resolution
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## **1.6.14 Developmentally Appropriate Responses**

Strategies used to address behaviour are always suitable for the child's age, understanding and emotional development.

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## **1.6.15 Addressing Recurring Behaviour**

If challenging behaviour occurs regularly, staff work closely with parents and carers to understand possible causes.

Observations may be recorded to identify patterns, triggers or influences such as:

- changes at home
- illness or tiredness

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- emotional stress
- additional needs

Strategies may include behaviour monitoring systems or structured observation methods such as the **ABC approach**:

- **Antecedent** – what happened immediately before the behaviour
- **Behaviour** – what the child did
- **Consequence** – what happened afterwards

This analysis helps staff identify the reason behind the behaviour and implement supportive strategies.

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### **1.6.16 Rough-and-Tumble Play and Imaginative Aggression**

Young children sometimes engage in play that includes themes such as superheroes, battles or dramatic conflicts. While this may appear aggressive, it is often part of imaginative play rather than harmful behaviour.

Miss B's Nursery recognises that **rough-and-tumble play and teasing can be normal aspects of development** when they occur within safe limits.

Staff monitor these situations and help children agree on boundaries so that play remains enjoyable and safe for everyone. Such scenarios can provide opportunities to discuss ideas about fairness, empathy and resolving conflict.

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### **1.6.17 Behaviour Linked to Additional Needs**

Staff recognise that some behaviours may arise from a child's **additional needs or developmental differences**. In these situations, the nursery works with families and relevant professionals to ensure appropriate support strategies are in place.

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### **Following these approaches**

By following these approaches, Miss B's Nursery promotes an environment where children learn to manage their behaviour, respect others and develop positive relationships. This supports their right to **play, feel safe and learn in a supportive environment (UNCRC Articles 3, 28 and 31)**.

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