



Promoting Positive Behaviour Policy – Lord Street Nursery

Document Control:

This document has been approved for operation within:	Apex Collaborative Trust		
Status	Statutory		
Owner	Gaynor Canty – Director Primary Partnerships		
Date effective from	September 2026	Date of next review	September 2028
Review period	Annual	Version	1

Version	Changes identified

Important: This document is only valid when viewed on the Trust online area (currently The National College). If this document has been printed or saved to another location, you must check that the version on your copy matches that of the document online.

Policy Statement

At Apex Collaborative Trust, we believe that positive behaviour develops through secure relationships, consistent routines, high expectations and nurturing support. We recognise that young children are still developing the skills needed to understand and manage their emotions, build relationships and respond appropriately in social situations.

We view behaviour as a form of communication and understand that all behaviour has meaning. Children need caring, responsive adults to help them regulate their emotions, develop self-control and learn positive ways of interacting with others.

Our approach is rooted in respect, kindness and understanding. We create an inclusive environment where every child feels safe, valued and listened to, enabling them to flourish socially, emotionally and academically.

This policy supports the Early Years Foundation Stage (EYFS) and reflects our commitment to safeguarding, wellbeing and the development of children's Personal, Social and Emotional Development (PSED).

Aims

At the nursery, we aim to:

- Create a safe, nurturing and inclusive environment where all children can thrive.
- Support children to develop self-regulation and emotional resilience.
- Promote positive relationships between children, families and staff.
- Encourage children to understand and manage their emotions.
- Develop respect, kindness and empathy towards others.
- Foster independence, confidence and responsibility.
- Support children in resolving conflicts positively.
- Recognise and celebrate positive behaviour and effort.
- Work collaboratively with families to provide consistency between home and nursery.
- Ensure all children feel a sense of belonging within our nursery community.

Key Principles

We believe that:

- Every child has the right to feel safe, valued and respected.
- Positive behaviour is taught through modelling, encouragement and support.
- Relationships are at the heart of effective behaviour development.
- Young children need co-regulation before they develop self-regulation.
- Behaviour should be understood within the context of a child's age, stage of development and individual needs.
- Children learn best when they feel emotionally secure.
- Families and practitioners work together to support children's social and emotional development.
- Some children may require additional support, adaptations or personalised strategies in order to achieve positive outcomes.

Our Values

At the nursery, our approach to behaviour is underpinned by the Apex Collaborative Trust values of **Ambition, Collaboration and Trust**. These values are explicitly taught, modelled and celebrated through daily interactions, routines and learning experiences.

Ambition

We encourage children to develop confidence, independence and resilience.

Children are supported to persevere, try new experiences, challenge themselves and take pride in their achievements. We celebrate effort as well as success, helping children develop a positive attitude towards learning.

Collaboration

We help children learn how to work and play alongside others, share resources, take turns, solve problems and build positive relationships. Children are encouraged to help one another, work together and contribute positively to the nursery community.

Trust

We create an environment where children feel safe, valued and respected. Through warm and secure relationships, children develop trust in themselves and others, enabling them to express their feelings, take risks in learning and develop a strong sense of belonging.

The Key Person Approach

Every child is supported by a designated Key Person who develops a secure and trusting relationship with them and their family.

The Key Person:

- Knows the child well and understands their individual needs.
- Supports children's emotional wellbeing and sense of belonging.
- Works closely with parents and carers.
- Helps children build confidence and resilience.
- Supports children to manage feelings and develop positive relationships.
- Monitors wellbeing and identifies any emerging concerns.

Secure attachments with familiar adults help children feel safe, develop confidence and learn to regulate their emotions effectively.

Behaviour Expectations

Children are supported to understand simple and age-appropriate expectations, including:

- Being kind and caring towards others.
- Using kind words and actions.
- Sharing and taking turns.
- Looking after resources and the environment.
- Listening to adults and following routines.
- Helping others when needed.
- Respecting everyone's right to feel safe.
- Demonstrating **Ambition** by having a go, persevering and developing independence.
- Showing **Collaboration** through teamwork, sharing and cooperation.
- Building **Trust** by being honest, respectful and caring towards others.

These expectations are taught through daily interactions, stories, role play, circle times, routines and adult modelling.

Promoting Positive Behaviour

Positive behaviour is actively taught and reinforced throughout nursery life.

Staff explicitly promote and model the values of **Ambition, Collaboration and Trust** throughout daily interactions, routines and learning experiences. Children are encouraged to recognise these values in themselves and others, helping them understand what positive behaviour looks like in practice.

Adults promote positive behaviour by:

- Building warm and trusting relationships.
- Modelling respectful communication.
- Using positive language and encouragement.
- Recognising and celebrating effort and achievement.
- Teaching emotional vocabulary.
- Helping children identify and express their feelings.
- Supporting turn-taking and cooperative play.
- Providing clear and consistent routines.
- Creating engaging learning opportunities.

- Supporting children to solve problems and manage conflicts.

Examples of descriptive praise include:

- "You showed great Collaboration when you worked together."
- "That showed real Trust because you told the truth."
- "You demonstrated Ambition by not giving up."
- "I noticed how kindly you helped your friend."

Our focus is on developing children's intrinsic motivation and helping them understand why positive behaviours matter.

Characteristics of Effective Learning

Through our approach to behaviour and emotional development, children are supported to develop the Characteristics of Effective Learning identified within the EYFS.

Play and Explore

Children are encouraged to:

- Investigate and experience new things.
- Have a go and take appropriate risks.
- Follow their interests and curiosity.

Active Learning

Children are encouraged to:

- Concentrate and keep trying when challenges arise.
- Enjoy achievements and successes.
- Develop resilience and perseverance.

Creating and Thinking Critically

Children are encouraged to:

- Develop their own ideas.
- Make links in their learning.
- Solve problems independently and collaboratively.

Positive behaviour is promoted through meaningful learning experiences, secure relationships and opportunities for children to develop confidence and independence.

Supporting Self-Regulation and Emotional Development

We recognise that self-regulation develops gradually and that young children require support from caring adults to understand and manage strong emotions.

Adults support children by:

- Remaining calm and reassuring.
- Acknowledging children's feelings.
- Helping children name their emotions.
- Providing comfort and reassurance when needed.
- Teaching calming strategies.
- Supporting reflection once children are emotionally ready.
- Helping children understand the impact of their behaviour on others.

Children may be supported through:

- Quiet and calming spaces.
- Sensory resources.
- Breathing exercises.
- Mindfulness activities.
- Stories and discussion.
- Emotion cards and feelings displays.
- Adult-guided problem solving.

Responding to Behaviour

When behaviours occur that are unsafe, unkind or inappropriate, staff will respond calmly, consistently and sensitively.

Step 1: Connect

Adults will:

- Ensure everyone is safe.
- Acknowledge feelings.
- Remain calm and supportive.

For example:

"I can see that you are feeling upset."

Step 2: Support

Adults will:

- Help children understand what has happened.
- Model appropriate language.
- Support children in finding solutions.
- Redirect behaviour where appropriate.

For example:

"You wanted the toy. Let's think of another way to ask for a turn."

Step 3: Restore

Once calm, adults will:

- Discuss the impact of actions.
- Encourage empathy.
- Support children to repair relationships.
- Reinforce positive choices.

For example:

"What could we do to help our friend feel better?"

Behaviour We Do Not Use

At Apex Collaborative Trust, we do not:

- Shame or humiliate children.
- Label children as "naughty" or "bad".
- Use threats or intimidation.
- Shout at children.
- Use corporal punishment.
- Use exclusionary "time out" approaches.
- Isolate children as a punishment.
- Publicly compare children.

Where children need support to regulate, they may spend time with a trusted adult in a quieter space until they are ready to rejoin learning and play.

Inclusion and Additional Needs

We recognise that all children are unique and develop at different rates.

Some children may require additional support to develop social, emotional and behavioural skills. We understand that behaviour can sometimes be linked to communication needs, sensory processing differences, developmental stages, special educational needs or experiences outside the nursery environment.

Where concerns arise, we will:

- Work closely with parents and carers.
- Observe and monitor behaviour patterns.
- Consider possible underlying needs.

- Involve the SENDCo where appropriate.
- Make reasonable adjustments.
- Develop personalised support plans.
- Seek advice from external agencies where necessary.

Our focus will always be on understanding the reasons behind behaviour and providing appropriate support.

Significant Behaviour Concerns

For behaviours that are persistent, significantly challenging or causing safety concerns, we will:

- Record observations and incidents.
- Identify possible triggers and patterns.
- Meet with parents and carers.
- Develop a support plan.
- Review strategies regularly.
- Involve external professionals where appropriate.

The focus will remain on supporting the child's emotional development, wellbeing and future success.

Partnership with Parents and Carers

We believe children achieve the best outcomes when families and practitioners work together.

We will:

- Build positive relationships with families.
- Share achievements and successes regularly.
- Communicate concerns promptly and sensitively.
- Work collaboratively to identify effective strategies.
- Listen to parents' views and knowledge of their child.
- Provide support and guidance where appropriate.

Parents and carers are encouraged to discuss any concerns with staff at the earliest opportunity.

Physical Intervention

Physical intervention will only ever be used as a last resort when necessary to:

- Prevent a child from harming themselves.
- Prevent a child from harming others.
- Prevent serious damage to property.

Any physical intervention will be:

- Reasonable.
- Proportionate.
- Recorded.
- Reported to parents on the same day.

Equality, Diversity and Inclusion

Apex Collaborative Trust celebrates and values diversity.

We are committed to ensuring that every child is treated fairly and respectfully regardless of their age, disability, ethnicity, religion or belief, gender, family background or individual needs.

Through our curriculum, resources and interactions, we help children develop respect, understanding and appreciation for the diverse world in which they live.

Monitoring and Review

The **Headteacher** has overall responsibility for behaviour and emotional wellbeing within the nursery.

The effectiveness of this policy will be monitored through:

- Observation of practice.
- Staff discussions and professional development.
- Parent feedback.
- Behaviour records and support plans.
- Review of children's wellbeing and progress.

The Headteacher will work closely with nursery staff, the SENDCo and families to ensure that this policy is implemented consistently and continues to meet the needs of all children.

Our Commitment

At Apex Collaborative Trust, we are committed to developing children who embody the values of **Ambition, Collaboration and Trust**. Through nurturing relationships, high expectations and positive support, we help every child develop the confidence, resilience and social skills needed to flourish both now and in the future.

We believe that every child deserves to feel safe, valued and successful. By working together with families, we create an environment where children learn to manage their emotions, build positive relationships and develop the foundations for lifelong learning and wellbeing.