



# POSITIVE BEHAVIOUR POLICY

Signed: ..... (Chair of Governors)

Dated: .....

Signed: ..... Headteacher)

Dated: .....

Review Date: Autumn 2026

**Rationale:**

Our policy is in place in order to ensure that children, parents, carers and all staff understand the approaches and strategies used to support children's behaviour. Understanding and following the same approach will support the development of children's personal, social and emotional development.

At Eastwood we are committed to providing an inclusive enabling environment where children feel happy, safe and secure. The adults in the nursery model high standards of behaviour, both with children and each other.

Staff are sensitive to the individual communication needs of each child, and respond appropriately. They have an understanding of child development and the importance of secure relationships. The Key Person approach is embedded at Eastwood and ensures that each child has a secure attachment with an adult who is attuned to their needs. Staff are aware of children's communication needs and abilities and employ a range of strategies including verbal communication, facial expressions, the use of symbols, PECs and signing to ensure their voice is heard and valued.

At Eastwood we believe that a positive behaviour policy creates a stable environment where children feel confident and secure to explore all the opportunities within the nursery. This policy helps us to keep our focus on what we value. These include:

- Self-respect, self-esteem and resilience
- Social behaviour including consideration and empathy for others
- The ability to regulate their behaviour
- Social skills enabling them to negotiate and problem solve with their peers

**Objectives:**

At Eastwood adults will help children to manage their behaviours in positive and consistent ways by: -

- Supporting and encouraging self-regulation and autonomy in children, and preventing and de-escalating challenging behaviour
- Providing good role models at all times, adults who are respectful of children's needs
- Supporting intrinsic motivation of the child rather than relying on extrinsic motivators e.g. rewards. Giving children specific praise e.g. praise for trying, offering kindness, achieving a skill they have worked on developing
- The voice of the child at Eastwood is valued and protected
- Supporting children by listening and validating their feelings, providing them with the language to identify their emotions, supporting them with finding strategies for the problem and providing visual symbols in the learning environment to ensure that children have opportunities to share their feelings
- Setting reasonable expectations that have been discussed with the child, parents and carers, establishing clear boundaries, using appropriate communication, verbal, signs or symbols and appreciating and praising children's efforts
- Encouraging and promoting positive behaviour. Giving children every chance and

encouragement to develop the skills that they need to work well with another child or children, giving children respect at all times

- Recognising that when a child is emotional and dysregulated , it is not the time to try and teach about appropriate behaviours
- Using stories to reflect on problems
- Actively helping children to manage their behaviour; value and respect their contribution and that of others. Setting clear, realistic, relevant, age-appropriate and consistent boundaries
- Helping children to reflect on difficult situations at an appropriate time and when they are ready to do so. Recognising it is futile to do this the child is dysregulated
- Working in partnership with parents/carers developing a triangle of trust, nursery, parent and child. During home visits, daily conversations, progress meetings parents are encouraged to share any concerns about their child's behaviour
- Working with parents on matters relating to behaviour and informing them early should we have concerns and share any joys about their child's learning

### **Strategies when supporting children with different and additional needs**

At Eastwood we respond to children in ways which take into account their individual needs and varied life experiences.

- The adults recognise every child is unique child and are sensitive to their needs including their sensory needs, visual, auditory, touch , smell, taste, vestibular and proprioceptive
- Adults are alert to the individual child's sensory needs so they can provide the right strategy for maintaining focus
- Adults are calm and consistent in their responses to children
- Adults understand the value of gaining the child's attention and then giving the child time to process the instruction / request
- Preparing the child for any change, use visual cue/ now and next boards gestures
- Creating an enabling environment which for some children will be low arousal with minimum distractions, children with hearing impairment to be near the front for group times
- Multi agency working to support an holistic view of the child

### **Aims:**

- Ensure that children are safe from harm and experiences that will damage their sense of wellbeing
- Provide an enabling environment where children feel good about themselves, develop self-confidence and resilience
- Help children understand clear routines and boundaries
- Enable children to develop independence, self-regulation and self-control
- Help children to develop positive relationships with each other and adults

- Involve parents/carers in helping children to make good progress with behaviour and ensure that they are informed and involved where there is a concern
- Ensure that all children are fully included and have their needs met whilst ensuring that all children and adults are safe.
- The interactions from adults to manage behaviours are respectful, consistent, fair, and positive.
- Avoid the need for 'rules' but instead focus on children's rights to be safe, happy and experience a sense of wellbeing at Eastwood.
- Helping children understand about the importance of respect for others, consequences and positive choices.