

Razzy's Daycare & Nursery



Razzy's Daycare & Nursery
Est. 2025

Positive Behaviour Policy

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Introduction

At Razzy's Daycare & Nursery, we believe that a calm, nurturing and consistent environment enables children to develop their social and emotional skills, build secure relationships and learn positive behaviour that supports their well-being and development. Our approach to behaviour is rooted in the principle that all behaviour is a form of communication. We understand that children's actions reflect their developmental stage, individual needs, experiences at home and emotional regulation abilities. For this reason, our expectations are always age-appropriate, inclusive and grounded in empathy and respect.

We aim to provide a loving and supportive environment where children feel heard, valued and secure. We promote kindness, cooperation, patience and mutual respect by modelling these behaviours in all interactions with children, families and one another. We explicitly reject any form of humiliation, intimidation, shouting, threatening language, or corporal punishment and we recognise that punishment is not an effective or developmentally appropriate means of supporting young children. Instead, we focus on teaching, modelling and reinforcing prosocial behaviours, strengthening emotional literacy and guiding children towards understanding the impact of their actions.

This policy forms part of a wider framework of safeguarding and welfare requirements and should be read alongside our Safeguarding & Child Protection Policy, Equality & Diversity Policy, SEND Policy and Staff Behaviour Policy.

Legal and Statutory Framework

This policy is informed by and complies with the following:

- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2025

- The Children Act 1989 and 2004
- The Childcare Act 2006
- The Equality Act 2010
- Special Educational Needs and Disabilities (SEND) Code of Practice 2015
- Ofsted Education Inspection Framework
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- UN Convention on the Rights of the Child

Razzy's Daycare & Nursery has a statutory duty to promote children's personal, social and emotional development, support their early emotional regulation and ensure that any behaviour management strategies used are appropriate, consistent and free from any form of harm or negative labelling.

Our Approach to Behaviour

At Razzy's Daycare & Nursery, we recognise that children thrive in environments with clear, consistent expectations delivered through warmth, positive modelling and supportive relationships. Children learn best when adults stay calm, predictable and nurturing, even during moments of behavioural difficulty. We support children to understand their emotions, recognise the feelings of others, resolve conflicts and begin to take responsibility for their actions in a developmentally appropriate way.

We do not believe that children are "naughty" or "bad"; rather, certain behaviours may be challenging or unsafe. Our role is to guide the child, teach them strategies to manage their feelings and provide them with the support required to express themselves safely.

We use positive reinforcement, descriptive praise, encouragement, role-modelling and emotion coaching to help children internalise positive behaviour patterns.

We do not insist that children apologise on command, as this is not developmentally appropriate and often does not support genuine understanding. Instead, we help children recognise how their actions affect others and support them to make amends in meaningful ways.

Creating an Inclusive, Respectful Environment

Our setting is committed to promoting equality, celebrating diversity and ensuring that all children feel represented, respected and included. We use resources that reflect different

cultures, family structures, abilities and backgrounds and we actively challenge any discriminatory language or behaviour within the nursery or from visitors to the premises. We ensure that the physical environment is accessible and inclusive and we make reasonable adjustments to support children with disabilities, additional needs, or emotional or behavioural challenges. All adults in the nursery are expected to treat children and one another with dignity, courtesy and respect, modelling the behaviour we aim to cultivate in the children.

Working in Partnership with Parents and Carers

We recognise the importance of working collaboratively with families to support children's behaviour and emotional development. Parents and carers are informed of our expectations and are encouraged to share any concerns, home experiences, or contextual information that may affect their child's behaviour or emotional regulation.

When appropriate, we work together to develop strategies that provide consistency between home and nursery, ensuring the child receives consistent messages and support. If a child's behaviour becomes a cause for concern, staff will approach parents sensitively and work collaboratively to understand underlying causes. We may develop an action plan, complete behaviour observations, or seek additional support from the SENCO or external professionals where required.

Razzy's Daycare & Nursery has a designated Special Educational Needs Coordinator (SENCO). This role is currently fulfilled by the Nursery Manager. Name, qualifications and contact details are shared with families during induction and displayed in the reception area.

Supporting Children Through Developmentally Appropriate Strategies

Children are supported through warm, consistent adult guidance. Where behaviour is challenging, staff will first use redirection, distraction and positive reinforcement to guide the child towards safer or more constructive behaviour. If behaviour continues, staff will speak to the child calmly at their level, recognising and validating their feelings before reinforcing expectations.

If behaviour presents a risk to the child or others, the child may be gently removed from the situation to help them regulate with the support of a familiar staff member. This is not used as punishment, but as a protective and supportive measure. We never use time-out, isolation, or withdrawal of food, comfort, or toileting as a behaviour management strategy.

Record Keeping and Monitoring

If a behavioural incident causes harm, significant distress, or a safeguarding concern, staff will complete an incident form detailing exactly what occurred, including the child's words where relevant. Parents/carers will be asked to read and sign the record and staff will monitor patterns to ensure that underlying causes are identified.

Where a child displays persistent, concerning, or escalating behaviour, the SENCO will be consulted and, if necessary, an individual behaviour plan may be developed. This will always be done in partnership with parents and may involve observations, professional advice and early intervention strategies.

Children with Additional Needs

We fully recognise that some behaviours may be linked to developmental delay, neurodiversity, disability, trauma, or social/emotional needs. In such cases, children will receive targeted, sensitive support. Staff work closely with parents, the SENCO and external professionals to ensure strategies are tailored appropriately and that the child's needs are fully understood.

Individual behaviour plans, risk assessments, or additional support interventions may be put in place where required. Our approach is always strength-based and inclusive, ensuring that children with additional needs are not stigmatised.

Staff Training, Consistency and Professional Conduct

All staff receive ongoing training in behaviour management, attachment-aware practice, emotion coaching, trauma-informed approaches and inclusive strategies. Staff are expected to maintain high professional standards and follow this policy consistently. They must never use any form of physical, emotional or intimidating punishment, nor threaten such punishment. No child will ever be humiliated, shouted at, shamed, or labelled

negatively. Staff discuss behaviour as part of supervisions and team meetings to ensure consistent practice, reflect on approaches and identify areas where further support or training may be needed.

Physical Intervention

Physical intervention is only ever used when absolutely necessary to prevent a child from harming themselves or another person. Such intervention must always be the least restrictive option, carried out calmly and safely and recorded and reported to parents and management immediately. Physical intervention is never used as punishment. Staff follow safeguarding procedures at all times.

Reviewing This Policy

This policy is reviewed annually or sooner if legislation changes, guidance is updated, or if practice within the nursery identifies a need for it to be amended. Staff and parents are informed of any updates and the policy is made available to families when they join the nursery.