



Nursery Relationships and Positive Behaviour Policy

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Type of Policy:	Statutory

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<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

1. Vision

At Little Common School Nursery, we believe that positive relationships are the foundation for children's wellbeing, behaviour and learning.

We work in close partnership with families and the wider community to support every child to develop the social, emotional and communication skills they need to flourish, reach their potential and develop a lifelong love of learning. Our approach is rooted in kindness, consistency and an understanding of each child's individual stage of development.

This policy sits alongside the Little Common School Behaviour Policy and Safeguarding and Child Protection Policy. While approaches in Nursery are tailored to the developmental stage of very young children, our expectations are rooted in the same whole-school values and commitment to positive relationships, inclusion and wellbeing.

2. Principles

At Little Common School Nursery, our approach to behaviour is underpinned by the following principles:

- Relationships come first. Children thrive when they feel safe, secure and emotionally connected to trusted adults.
- Behaviour is communication. We recognise that young children often express their needs and feelings through their behaviour and require adult support to understand and manage these emotions.
- All children have the right to feel safe. We actively promote environments where children feel protected, valued and respected at all times.
- Inclusion is central. Our Nursery is an inclusive setting where difference is respected and discrimination, unkindness or exclusionary behaviour is not tolerated.
- Positive behaviour is taught, not assumed. Children are supported to learn appropriate behaviour through clear modelling, consistent routines and guidance from adults.
- Development matters. Expectations of behaviour are age-appropriate and reflect children's individual stages of emotional and social development.
- Support over sanctions. We use nurturing, restorative approaches that focus on understanding, learning and repair rather than punishment.

These principles guide all interactions, routines and responses within the Nursery and ensure our approach is consistent, compassionate and developmentally appropriate.

2.1 Our School Values in Nursery

At Little Common School Nursery, our behaviour approach is guided by the six whole-school values, which are introduced in age-appropriate and meaningful ways through daily interactions, play and routines.

We support children to be:

- **Considerate** – learning to notice others' feelings, take turns and show kindness
- **Creative** – expressing emotions, ideas and experiences through play, talk and exploration
- **Confident** – feeling safe to try new things, make mistakes and seek help from trusted adults
- **Ambitious** – developing perseverance, curiosity and pride in their achievements
- **Resilient** – learning to manage big feelings with adult support and recover from difficulties
- **Healthy** – building emotional wellbeing, positive relationships and a sense of belonging

These values are modelled by adults and reinforced consistently, helping children to build strong foundations for positive behaviour as they move through the school.

3. Personal, Social and Emotional Development (PSED)

PSED underpins everything we do at Nursery and is central to the EYFS curriculum.

- We help children to understand and manage their feelings in age-appropriate ways.
- Children are supported to form positive relationships with peers and adults.
- Staff use emotion coaching, co-regulation and consistent language across all rooms to help children feel calm, understood and supported.

We recognise that young children are still learning how to regulate their emotions and behaviour, and they require patient adult guidance.

4. Expectations of Behaviour

Our expectations are developmentally appropriate and focus on learning.

We support children to:

- Show respect for themselves, others and their environment
- Develop empathy, understanding and kindness (being **considerate**)
- Express their ideas, feelings and creativity positively
- Begin to take responsibility for their actions with adult support, developing **confidence** and **resilience**
- Learn about fairness, inclusion and how to be part of a community

Positive behaviour is recognised through specific praise, encouragement and relationship-based feedback, helping children understand what they are doing well and why it matters.

5. Use of Rewards and Sanctions

At Nursery, children learn best through connection, consistency and clear boundaries.

- Rewards are used sparingly and thoughtfully (e.g. verbal praise, recognition of effort).
- We do not use punitive sanctions.
- When behaviour is challenging, adults focus on reflection, repair and learning, rather than punishment.
- Family partnership is maintained through Class Dojo and verbal communications to enable rewards and sanctions to be consistent, fair and supportive both at home and in nursery.

This supports children to develop internal motivation and emotional understanding over time.

6. What We Expect From Staff

All staff:

- Model calm, respectful behaviour and language at all times
- Teach routines and expectations clearly and consistently
- Build strong, trusting relationships with children and families through the key person approach
- Promote equality, inclusion and fairness in all interactions

- Consistently model the school values in their interactions with children, families and colleagues

Adults recognise their role as co-regulators, supporting children to feel safe before expecting self-regulation.

7. Individual Needs

Every child is unique. Some children need additional support to manage emotions or behaviour.

- We adapt our approaches to meet individual needs, including SEND.
- Reasonable adjustments are made in line with the Equality Act 2010.
- Staff work closely with parents and external professionals where appropriate to ensure consistent support.

8. Responding to Challenging Behaviour

When behaviour is challenging, staff will:

- Observe and identify possible triggers or unmet needs
- Respond calmly using low-arousal, supportive strategies
- Offer reassurance and help children to name and understand their feelings
- Use time-in, staying with the child rather than isolating them
- Work in partnership with parents to support consistency
- Seek support and guidance from external services

Where necessary, Behaviour Support Plans may be developed to provide additional structure and guidance, in collaboration with parents/carers and the SENCO.

9. Monitoring Arrangements

This policy is reviewed annually by the Headteacher to ensure it remains compliant with the EYFS statutory framework and aligned with the whole-school behaviour policy.

Day-to-day leadership and oversight of behaviour practice within Nursery is led by the EYFS leader, working in close liaison with the SENCO and Deputy Headteacher, who has responsibility for behaviour across the school.

The Headteacher maintains strategic oversight of relationships and behaviour across all phases, ensuring that Nursery practice remains fully aligned with the school's values, behaviour culture and safeguarding responsibilities, while remaining developmentally appropriate for young children.

Leaders work collaboratively with staff and families to monitor the effectiveness of this approach and to ensure that positive relationships, emotional wellbeing and safe, supportive behaviour expectations remain at the heart of Nursery provision.