

## **Positive Behaviour and Relationships Policy**

### **Purpose**

At Aflah Nursery, we are committed to creating a safe, nurturing and respectful environment where every child feels valued, secure and supported. We believe that positive relationships are at the heart of children's learning, wellbeing and development.

This policy sets out how we promote positive behaviour through kindness, consistency and partnership with families, while reflecting the values of Islam and the teachings of the Prophet Muhammad ﷺ.

This policy should be read alongside the Safeguarding and Child Protection Policy, SEND Policy, Equal Opportunities Policy and Biting Policy.

### **Our Approach**

We recognise that young children are still learning how to understand and manage their emotions, communicate effectively and build positive relationships with others. Behaviour is viewed as a form of communication, and staff respond with patience, empathy and consistency.

We encourage children to develop values such as kindness, honesty, respect, compassion and responsibility through positive role modelling and age-appropriate guidance. Staff create an environment where children feel emotionally secure, understand clear boundaries, and are supported in making positive choices.

### **Promoting Positive Behaviour**

Positive behaviour is encouraged through:

- Building warm, trusting relationships with every child.
- Providing a welcoming and emotionally secure environment.
- Setting clear, consistent and age-appropriate expectations.
- Praising positive behaviour and celebrating children's achievements.
- Teaching children to share, cooperate, take turns and resolve simple conflicts.
- Supporting children's emotional literacy by helping them recognise and express their feelings appropriately.
- Providing engaging experiences that promote confidence, independence and positive social interactions.
- Working consistently as a staff team to ensure children receive clear and predictable messages.

Staff will always model respectful behaviour and communicate calmly and positively with children, families and colleagues.

## Managing Challenging Behaviour

When behaviour becomes challenging, staff will respond calmly, fairly and consistently, while considering the child's age, developmental stage and individual needs.

Staff will:

- Help children understand why certain behaviours are unsafe or unacceptable.
- Support children to regulate their emotions and make positive choices.
- Redirect behaviour where appropriate.
- Encourage children to consider the feelings of others.
- Always maintain children's dignity and self-esteem.

The following practices will never be used:

- Physical punishment.
- Shouting, intimidation or humiliation.
- Name-calling or labelling children.
- Isolating children as a punishment.
- Threatening or degrading language.

## Guidelines and useful strategies

### Model the behaviour that you want to promote

- Treat each other, children and parents, with respect and kindness.
- Use sensitive methods to create an enabling environment.
- Focus on the positive, remembering that a child may only ever have been told

what not to do.

- Acknowledge children's feelings, for example *"I can see you are very angry about that."*  
*"You look really sad"*.

Don't negate them; for example, avoid saying *"Don't be sad"* ... *"it will be alright"* ... *"don't cry"*.

### When you find a child's behaviour challenging:

- Children will never be sent out of a room without an adult.
- Techniques intended to single out children, such as a 'naughty step', will not be used.
- Get down to the child's level and show genuine concern. Make eye contact. If this is not possible, ensure you speak so the child can hear you.
- Use the child's name and keep what you say focused and to the point.
- Speak calmly and don't raise your voice. Never use threatening language or tone.

- State positively what you want to happen. For example, *“I want you to move around safely indoors.”* Or *“I want you to come down from there, it’s dangerous.”*
- Be firm and clear but avoid a direct power struggle. For example, saying, *“I can wait one minute for you to give that to me”* will give the child some time and space to adjust to what you are saying.
- Don’t keep talking or repeating. State in simple terms the action that is required. For example, *“I want you to come away now. I can wait one minute, but then I will have to hold your hand and bring you away.”* If the child does not respond, *“I need to hold your hand and bring you away now.”*

### **Behaviour which is dangerous, or causing harm**

It is important that you clearly signal the unacceptability of dangerous behaviour, and behaviour that harms others.

If a child is in immediate danger, you may need to raise your voice to be heard. This should be very exceptional, and it is important to be clear, not aggressive, when you do this.

If necessary, call for support.

### **Some strategies for dealing with dangerous and harmful behaviour**

*“I want you to put the stick down now. It’s sharp and that could hurt someone.”*

*“I want you to come down now. You could hurt yourself.”*

If no response, you could follow through with:

*“I want you to come down now. If you don’t come down now your playing will be finished for two minutes.”*

It is important that this is followed through and you call for help if necessary. To follow this strategy, you might sit quietly with the child, or hold the child’s hand and keep him/her with you. “Time out” is not used unless it is part of an Individual Behaviour Plan (IBP) strategy and has been agreed with the child’s parents. Before the child returns to play, ensure that the boundaries are clear. For example, *“Let’s go back and join your friends now. Remember, gentle touching.”* Settle the child into an activity before leaving him/her.

### **Hurting other children**

Where possible, first put your focus on the child who has been hurt. Show the child positive care and attention, giving comfort. When he/she is feeling calmer, turn your attention to the child who has done the hurting:

*“Can you see .....that hurt her? She is very sad/angry.”*

*“When you hit people, it hurts them. Remember, gentle touching/kind hands.”*

Encourage the child who has been hurt to say assertively, *“Stop. I don’t like that.”*

Then you need to make a judgment – is the child ready to return to the learning environment or is some time needed to calm down? When returning to play, end with a comment about behaving positively.

Sometimes two or more children have contributed to a problem. You may want to try an approach such as, *“Is there a problem here?” “What’s the matter?”* You may be able to model good ways to manage a conflict, for example, *“You look very sad about that, but it’s not your turn. You need to say, “Can I have a turn next?”*

### **Behaviour and Additional Needs**

Aflah Nursery recognises that behaviour is a form of communication and that children's behaviour may be influenced by their age, development, communication abilities, emotional wellbeing, SEND, experiences or other individual circumstances. Staff will seek to understand the reasons behind a child's behaviour rather than focusing solely on the behaviour itself. Appropriate support, reasonable adjustments and individual strategies will be introduced where required. Where concerns about a child's behaviour persist, the nursery will work in partnership with parents and carers and, where appropriate, the SENCO and relevant external professionals. This keeps the policy firmly **positive and developmentally appropriate**, rather than punitive.

### **Physical Intervention**

Aflah Nursery promotes positive behaviour through sensitive interactions, clear and consistent boundaries, appropriate routines, modelling, redirection and support for children's emotional regulation.

Physical intervention will **not be used as a form of punishment**. Corporal punishment, or the threat of corporal punishment, is never permitted.

There may be exceptional circumstances in which physical intervention is necessary to prevent a child from causing immediate injury to themselves or another person, or to manage a child's behaviour safely.

Any physical intervention used must be reasonable, proportionate and limited to the minimum necessary to protect the child or others from harm. Staff must consider the child's age, developmental stage, individual needs, and any Special Educational Needs or Disabilities (SEND). Every occasion on which physical intervention is used will be recorded, including the circumstances leading to the intervention, the action taken, and the reason it was considered necessary. The child's parent or carer will be informed **on the same day or as soon as reasonably practicable**.

The Nursery Manager will review any incident involving physical intervention to consider whether additional support, changes to practice, environmental adjustments or an individual behaviour support plan may be required.

Where physical intervention is used repeatedly with an individual child, the nursery will work closely with parents and carers and, where appropriate, the SENCO and other professionals to understand the child's needs and identify appropriate strategies.

### **Repeated patterns of behaviour**

If a child is consistently repeating the same difficult behaviour, or targeting a particular child, then you must bring the issue to a Team Meeting as soon as possible. Issues such as this may be approached by:

1. Raising staff awareness/vigilance.
2. Looking at “triggers” (e.g. is it always at tidying up time?) and acting to prevent the difficult behaviour occurring (e.g. giving a child positive attention at that time)

3. Evaluating provision/expectations on the child and adjusting as necessary.
4. Looking for patterns that might suggest causes or contributing factors (e.g. hunger just before lunch or later in the afternoon).
5. Talking with the child's parents/carers in order to gain an understanding of the challenging behaviour and agree joint strategies to manage the difficulties.

### **Supporting Individual Children**

Some children may require additional support to manage their behaviour. Staff will observe behaviour patterns to identify possible triggers and consider whether environmental changes or additional strategies may be helpful.

Where concerns persist, the nursery will work closely with parents to develop consistent approaches both at home and within the setting. Where appropriate, Individual Behaviour Plans may be introduced, and advice sought from external professionals with parental consent.

### **Bullying**

Bullying is uncommon in the early years; however, repeated intentional behaviour that causes physical or emotional harm will always be taken seriously.

Staff will investigate concerns promptly, support all children involved and work with parents to resolve issues in a positive and constructive manner. Where appropriate, concerns will be managed in line with the nursery's safeguarding procedures.

### **Partnership with Parents**

Positive behaviour is best supported through strong partnerships between the nursery and families. Staff will communicate openly with parents regarding any significant behavioural concerns and work together to develop consistent strategies that support the child's wellbeing and development.

Significant incidents will be recorded where appropriate, and parents will be informed promptly.

### **Reviewing Placements**

In exceptional circumstances, where a child's behaviour presents a significant and ongoing risk to the safety or wellbeing of the child, other children, or staff, and all reasonable support strategies have been exhausted in partnership with parents and relevant professionals, the nursery reserves the right to review the child's placement.

Any decision will be made fairly, proportionately and in the best interests of all children.

### **Staff Responsibilities**

All staff are expected to promote positive behaviour through their own conduct, maintain professional and respectful relationships, and consistently follow this policy. Staff will receive appropriate training and support to ensure they feel confident in promoting children's social and emotional development.

### **Monitoring and Review**

The Nursery Manager will monitor the implementation of this policy to ensure positive behaviour strategies are applied consistently across the nursery. The policy will be reviewed annually or sooner if legislation, statutory guidance or nursery practice changes.

Aflah Nursery

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Review Date: August 2027

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