

Promoting Positive Behaviour Policy

At Liberty Kids we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners, who act as good role models, show them respect and value their individual personalities. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement Realising the ambition: Being me!, the Curriculum for excellence and GIRFEC, supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and those of others and supports them to regulate their own behaviour. We help children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.
- Encourage parents and carers to share 'wow' moments and any achievements from home with their named person.

The named person for promoting and supporting behaviour is **Manager(s)**. It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with each room leader/senior/advanced practitioner will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed or challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour and make every effort to provide for their individual needs
- We never use, or threaten to use, physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being. All forms of physical punishment of children are against the law in Scotland and children have the same legal protection from assault as adults. The law change is part of the Children (Equal Protection from Assault) (Scotland) Act 2019, which has removed the use of 'reasonable chastisement' as a defence against an assault charge
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

Our promoting positive behaviour procedure is:

- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases, we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as health visitor
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child is removed from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow these procedures to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and out
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff
- Staff and parents are also welcomed to review and comment on the policy and procedure

At our nursery, staff follow these procedures to deal with behaviour that challenges:

- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Promoting Positive Behaviour Policy Links to Frameworks and Standards

Links to the Quality Improvement Framework for Early Learning and Childcare (2025):

This policy supports the following areas and Quality Indicators (QIs) from the Care Inspectorate’s latest QIF version:

- **Children thrive and develop in quality spaces**
Quality Indicator: Promoting health and wellbeing (pages 40–45) — The policy promotes children's emotional wellbeing through supportive relationships, consistent approaches to behaviour management, and fostering self-regulation and empathy in a safe environment.
- **Children are supported to achieve**
Quality Indicator: Wellbeing, inclusion and equality (pages 35–40) — By recognising individuality, working in partnership with parents, and using positive behaviour strategies, the policy supports inclusion and helps children develop confidence, social skills, and emotional resilience.
- **Leadership**
Quality Indicator: Leadership and management of staff and resources (pages 55–60) — Leadership ensures staff are trained, supported, and accountable in promoting positive behaviour, implementing policy consistently, and maintaining a culture that values respect, safety, and wellbeing.

Health and Social Care Standards (HSCS)

This policy aligns with the following relevant standards:

- **1.24** – Any treatment or intervention that I experience is safe and effective.
- **1.27** – I can experience and choose from a balanced range of accessible activities, including social, creative, physical and recreational activities, indoors and outdoors.
- **2.24** – I am helped to feel safe and secure.
- **2.26** – The people I care for are safe and protected from harm.
- **3.14** – I have confidence in people because they are trained, competent and skilled.
- **3.21** – I am protected from harm, neglect, abuse, bullying and exploitation.
- **4.11** – I experience a service that is well led and managed.

United Nations Convention on the Rights of the Child (UNCRC)

This policy promotes and respects the following rights:

- **Article 3** – The best interests of the child must be a primary consideration in all actions concerning children.
- **Article 12** – Children have the right to express their views freely in all matters affecting them.
- **Article 19** – Children have the right to be protected from all forms of violence, abuse, neglect and maltreatment.
- **Article 28** – Every child has the right to education that develops their personality, talents and abilities to the fullest.
- **Article 31** – Children have the right to relax, play and join in a wide range of cultural and artistic activities.

This policy was adopted on	Approved by	Date for Review
August 2025	Gail Anderson & Samantha Wilson	August 2026