



At **Elite SF**, 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 are supported through **co-regulation**, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance, leading onto a path to **self-regulation**.

Elite SF actively promotes **British values**, 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 the **our Elite SF curriculums** supporting children to develop their personal, social, and emotional development. This involves helping children to understand their own feelings and those of others and beginning to regulate their behaviour.

We support children to do this by working together with parents, having **consistent approaches**, structure, routine, and age/stage-appropriate boundaries suitable for the emotional development of each child.

We help build **confidence and self-esteem** by valuing all children and giving lots of praise and encouragement.

Objectives to Support Positive Behaviour

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.
- Encourage **self-regulation**, consideration for others, our surroundings, and property.
- Encourage children to participate in **group activities** to develop social skills.
- Ensure that **all coaches act as positive role models**.
- Encourage **parents and carers** to be positive role models.

- Work in **partnership with parents** by communicating openly.
- **Praise children** and acknowledge their positive actions and attitudes to show respect and value.
- Encourage all coaches to accept their responsibility for implementing the goals of this policy **consistently**.
- Promote **non-violence** and encourage children to deal with conflict peacefully.
- Provide a **key person system** enabling coaches to build strong relationships with children and their families.
- Provide **activities and stories** to help children learn about accepted behaviours.
- Support children's understanding of **feelings, emotions, self-regulation, and empathy**, appropriate to their developmental stage.
- Assign a **named person** responsible for promoting positive behaviour and behaviour support at each site.

Responsibilities of the Named Person

The named person will:

- Advise and support staff on any behaviour concerns.
- Liaise with the nursery's **SENCo** where a child requires further support.
- Keep up to date with legislation and research on promoting positive behaviour.
- Support changes to nursery policies and procedures.
- Act as a **central source of information** and access relevant expertise.
- Attend external training and ensure staff attend relevant **in-house or external training**.

Elite SF Rules

Our nursery rules focus on **safety, care, and respect**.

- Rules are **age-appropriate**.
- Children are **involved in setting rules** to encourage cooperation and understanding.

Managing Behaviour That Challenges

Children displaying distress or challenging behaviour (e.g., biting, verbal bullying) are supported through **co-regulation**.

- Comfort is always provided to the child affected.
- We acknowledge that **feelings are acceptable**, but behaviour must be addressed.

Our procedure includes:

- Supporting all children to develop **positive behaviour**.
- **Never using or threatening physical punishment**.
- Using **physical intervention only when necessary** to prevent harm or property damage.
- Maintaining records and notifying parents of any interventions.
- Using **restraint only if necessary**.
- **Avoiding humiliation or singling out children**.
- Distracting and redirecting children where possible.
- Making it clear that **behaviour, not the child**, is unwelcome.
- Adapting strategies based on **age, development, and circumstances**.
- Encouraging children to **apologise only when they understand the reason**.
- Coaches reflect on their own responses to behaviour.
- Informing parents of unkind or upsetting behaviour and discussing solutions.
- Supporting children in developing **non-aggressive strategies** for expressing feelings.
- Keeping **confidential records** of any challenging behaviour.
- Implementing **individual behaviour support plans** for aggressive actions.
- Conducting **risk assessments** to identify triggers and maintain safety.

Coach Approach

- Ensure children feel **safe, happy, and secure**.

- Help children understand **aggression is not acceptable** and encourage problem-solving.
- Initiate games and activities to channel overly boisterous behaviour positively.
- Make the policy available to coaches and parents **annually**.

Anti-Bullying

- Children are taught that **bullying, fighting, hurting, and discriminatory comments** are unacceptable.
- Coaches **intervene early**, discuss incidents with parents, and seek consistent resolutions.
- Physical aggression is addressed while recognising its developmental context.

Outcomes

By promoting positive behaviour:

- Children develop a **positive sense of self**.
- Build **confidence** and **friendships**.
- Learn to **cooperate and resolve conflicts peacefully**.
- Are better prepared for **school and later life**.

Policy Review:

- Adopted on: 29th December 2025
- Signed on behalf of the nursery: J. Bartram
- Date for review: 29th December 2026