PROMOTING POSITIVE BEHAVIOUR POLICY

At Wibli Wobli Nursery 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 to self-regulation. 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. This policy applies to all children aged 0–12 years who attend the setting. We recognise that children at different developmental stages have different emotional, social and behavioural needs. Therefore, strategies, expectations and levels of support are always adapted according to the age, stage of development and individual circumstances of each child.

We implement the early years curriculum to support children in developing their personal, social, and emotional skills. This involves helping children to understand their own and others' feelings, and begin to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches and age/stage-appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement. For children aged 5–12 years, we continue to support their personal, social and emotional development by helping them to understand more complex feelings, develop empathy, manage friendships and take increasing responsibility for their actions. At this stage, children begin to negotiate rules, understand consequences more deeply and develop independence. We support this through consistent boundaries, restorative conversations, and opportunities for children to take ownership of their behaviour and problem-solving.

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 or tantrums.
- Encourage self-discipline, 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 practitioners act as positive role models for children.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, ensuring children see that we value and respect them.
- Utilise a behavioural chart for children needing additional support. Create copies for the child's parent/carer to support and mirror the positive behaviour at home.

- Encourage all practitioners to accept 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 worker system enabling practitioners to build strong and positive relationships 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.
- Support and develop children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies, naming and talking about feelings and ways to manage them.
- Have a named designated practitioner responsible for behaviour management.
- Promote age-appropriate independence, responsibility and problem-solving for school-aged children.
- Provide opportunities for children aged 5–12 to contribute to decisions, rules and routines that affect them.
- Support older children to develop respectful communication skills and resolve more complex peer conflicts.
- Offer guidance that helps children aged 8–12 understand the impact of their behaviour on others, including within group dynamics and friendships.

Children aged 8–12 are supported to take greater responsibility for their choices, behaviour and relationships. At this stage, children have a developing understanding of fairness, cooperation and empathy, and are encouraged to reflect on their actions in a more independent way. Practitioners provide guidance that is firm yet respectful, with clear expectations that older children contribute positively to their environment, manage conflict using appropriate strategies and demonstrate increasing self-regulation. Age-appropriate consequences, restorative discussions and problem-solving activities are used to promote accountability and positive behaviour choices.

The nursery manager is the person responsible for promoting and supporting behaviour, and it is their role to:

- Advise and support other practitioners on any behaviour concerns.
- Liaise with the setting's designated ALNCo where a child requires further support or there are concerns about the impact of the behaviour on a child's education and care.
- Keep up to date with legislation and research relating to promoting positive behaviour, along with each room leader.
- 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 practitioners attend relevant in-house or external training for behaviour management. Keep a record of practitioner attendance at this training.

Nursery rules:
Our 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 displaying distressed or challenging behaviour, e.g., physical aggression or verbal bullying, are helped to talk through their feelings and actions through co-regulation, before thinking about the situation and apologising 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.

Behaviour procedure:

- 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 or corporal punishment, or any form of humiliation.
- Physical intervention (reasonable force) is only used to prevent immediate danger or personal injury, or to manage a child's behaviour if absolutely necessary, following training and parent agreement. Incidents are recorded and parents informed the same day.
- We recognise that children may display challenging behaviour requiring individual support; only trained practitioners use any restraint, with signed parental agreement. Incident forms are completed and reviewed, and CIW notified within 14 days.
- We avoid singling out children and always redirect or distract where possible.
- Staff do not raise their voices, except to keep children safe.
- Behaviour strategies are tailored to age, development and circumstances, helping children develop empathy, problem-solving and restorative skills.
- Parents are informed of concerns, and collaboration ensures consistency between home and nursery. External support may be sought if needed.
- Older children (5–12) receive support with more complex peer issues and are encouraged to reflect and set personal behaviour goals.

Anti-bullying:
We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are unacceptable. Bullying may be physical, verbal, or emotional, and always involves repeated behaviour. Staff intervene appropriately, inform parents and resolve situations using restorative approaches, supporting children to distinguish conflict from bullying.

Developmental expectations:

- 0–2 years: Early communication, attachment and emotional regulation supported through comfort and modelling.
- 2–5 years: Learning to share, take turns, manage strong emotions and understand simple rules. Co-regulation, clear boundaries and modelling are key.

- 5–8 years: Understanding consequences, empathy and more complex social situations. Independence, problem-solving and respectful communication encouraged.
- 8–12 years: Developing identity, fairness, peer relationships. Supported in reflection, responsibility, restorative practices and friendship management.

This policy was adopted on	Signed on behalf of the nursery	Date for review
27/10/2026	*L.George*	*10/2027*

POLISI HYBU YMDDYGIAD CADARNHAOL

Ym Meithrinfa Wibli Wobli, credwn fod plant yn ffynnu orau pan fyddant yn teimlo'n ddiogel ac yn sicr a bod eu hanghenion yn cael eu diwallu gan ymarferwyr cefnogol sy'n gweithredu fel modelau rôl da, yn dangos parch iddynt ac yn gwerthfawrogi eu personoliaethau unigol. Cefnogir plant trwy gyd-reoleiddio, lle mae oedolion a phlant yn gweithio gyda'i gilydd tuag at bwrpas cyffredin, gan gynnwys dod o hyd i ffyrdd o ddatrys gofidiau o straen mewn unrhyw faes a dychwelyd i gydbwysedd, gan arwain at hunanreoleiddio. Mae'r feithrinfa'n annog ac yn canmol ymddygiad cadarnhaol, gofalgar a chwrtais bob amser ac yn darparu amgylchedd lle mae plant yn dysgu parchu eu hunain, pobl eraill a'u hamgylchedd. Mae'r polisi hwn yn berthnasol i bob plentyn 0–12 oed sy'n mynychu'r lleoliad. Rydym yn cydnabod bod gan blant mewn gwahanol gamau datblygiadol wahanol anghenion emosiynol, cymdeithasol ac ymddygiadol. Felly, mae strategaethau, disgwyliadau a lefelau cefnogaeth bob amser yn cael eu haddasu yn ôl oedran, cam datblygiad ac amgylchiadau unigol pob plentyn.

Rydym yn gweithredu cwricwlwm y blynyddoedd cynnar i gefnogi plant i ddatblygu eu sgiliau personol, cymdeithasol ac emosiynol. Mae hyn yn cynnwys helpu plant i ddeall eu teimladau eu hunain a theimladau eraill, a dechrau rheoleiddio eu hymddygiad. Rydym yn cefnogi plant i wneud hyn trwy gydweithio â rhieni, cael dulliau cyson a ffiniau sy'n briodol i oedran/cam. Rydym yn helpu i feithrin hyder a hunan-barch drwy werthfawrogi pob plentyn a rhoi llawer o ganmoliaeth ac anogaeth iddynt. I blant 5–12 oed, rydym yn parhau i gefnogi eu datblygiad personol, cymdeithasol ac emosiynol drwy eu helpu i ddeall teimladau mwy cymhleth, datblygu empathi, rheoli cyfeillgarwch a chymryd cyfrifoldeb cynyddol am eu gweithredoedd. Yn ystod y cam hwn, mae plant yn dechrau trafod rheolau, deall canlyniadau'n ddyfnach a datblygu annibyniaeth. Rydym yn cefnogi hyn drwy ffiniau cyson, sgyrsiau adferol, a chyfleoedd i blant gymryd perchnogaeth o'u hymddygiad a'u datrys problemau.

Er mwyn cefnogi ymddygiad cadarnhaol yn ein lleoliad, ein nod yw:

- Cydnabod unigoliaeth ein holl blant.
- Darparu perthynas gynnes ac ymatebol lle mae plant yn teimlo eu bod yn cael eu parchu, eu cysuro a'u cefnogi mewn cyfnodau o straen, ac yn hyderus eu bod yn cael gofal bob amser.
- Deall bod rhai ymddygiadau yn rhan arferol o ddatblygiad rhai plant ifanc, e.e. brathu neu ffliw tantrum.
- Annog hunanddisgyblaeth, ystyriaeth i'w gilydd, ein hamgylchedd a'n heiddo.
- Annog plant i gymryd rhan mewn ystod eang o weithgareddau grŵp i'w galluogi i ddatblygu eu sgiliau cymdeithasol.
- Sicrhau bod pob ymarferydd yn gweithredu fel modelau rôl cadarnhaol i blant.
- Annog rhieni ac ymwelwyr eraill i fod yn fodelau rôl cadarnhaol a herio unrhyw ymddygiad gwael a ddangosir.
- Gweithio mewn partneriaeth â rhieni trwy gyfathrebu'n agored.
- Canmol plant a chydnabod eu gweithredoedd a'u hagweddau cadarnhaol, gan sicrhau bod plant yn gweld ein bod yn eu gwerthfawrogi a'u parchu.
- Defnyddio siart ymddygiad ar gyfer plant sydd angen cymorth ychwanegol. Creu copïau i riant/gofalwr y plentyn gefnogi ac adlewyrchu'r ymddygiad cadarnhaol gartref.

- Annog pob ymarferydd i dderbyn cyfrifoldeb am weithredu'r nodau yn y polisi hwn ac i fod yn gyson.
- Hyrwyddo di-drais ac annog plant i ddelio â gwrthdaro yn heddychlon.
- Darparu system gweithwyr allweddol sy'n galluogi ymarferwyr i feithrin perthnasoedd cryf a chadarnhaol â phlant a'u teuluoedd.
- Darparu gweithgareddau a straeon i helpu plant i ddysgu am ymddygiadau derbyniol, gan gynnwys cyfleoedd i blant gyfrannu at benderfyniadau am ymddygiad derbyniol lle bo'n briodol i oedran/cyfnod.
- Cefnogi a datblygu dealltwriaeth plant o wahanol deimladau ac emosiynau, hunanreoleiddio ac empathi yn ôl y cyfnod datblygu. Mae hyn yn cynnwys defnyddio strategaethau, enwi a siarad am deimladau a ffyrdd o'u rheoli.
- Cael ymarferydd dynodedig enwol sy'n gyfrifol am reoli ymddygiad.
- Hyrwyddo annibyniaeth, cyfrifoldeb a datrys problemau sy'n briodol i oedran plant ysgol.
- Darparu cyfleoedd i blant 5–12 oed gyfrannu at benderfyniadau, rheolau ac arferion sy'n effeithio arnynt.
- Cefnogi plant hŷn i ddatblygu sgiliau cyfathrebu parchus a datrys gwrthdaro mwy cymhleth rhwng cyfoedion.
- Cynnig canllawiau sy'n helpu plant 8–12 oed i ddeall effaith eu hymddygiad ar eraill, gan gynnwys o fewn deinameg grŵp a chyfeillgarwch.

Cefnogir plant 8–12 oed i gymryd mwy o gyfrifoldeb am eu dewisiadau, eu hymddygiad a'u perthnasoedd. Yn y cam hwn, mae gan blant ddealltwriaeth ddatblygol o degwch, cydweithrediad ac empathi, ac fe'u hanogir i fyfyrio ar eu gweithredoedd mewn ffordd fwy annibynnol. Mae ymarferwyr yn darparu canllawiau sy'n gadarn ond yn barchus, gyda disgwyliadau clir bod plant hŷn yn cyfrannu'n gadarnhaol at eu hamgylchedd, yn rheoli gwrthdaro gan ddefnyddio strategaethau priodol ac yn dangos hunanreoleiddio cynyddol. Defnyddir canlyniadau sy'n briodol i'w hoedran, trafodaethau adferol a gweithgareddau datrys problemau i hyrwyddo atebolrwydd a dewisiadau ymddygiad cadarnhaol.

Rheolwr y feithrinfa yw'r person sy'n gyfrifol am hyrwyddo a chefnogi ymddygiad, a'u rôl yw:

- Cynghori a chefnogi ymarferwyr eraill ar unrhyw bryderon ymddygiad.
- Cysylltu â Chydlynydd Anghenion Dysgu Ychwanegol dynodedig y lleoliad lle mae angen rhagor o gefnogaeth ar blentyn neu os oes pryderon ynghylch effaith yr ymddygiad ar addysg a gofal plentyn.
- Cadw i fyny â deddfwriaeth ac ymchwil sy'n ymwneud â hyrwyddo ymddygiad cadarnhaol, ynghyd â phob arweinydd ystafell.
- Cefnogi newidiadau i bolisïau a gweithdrefnau yn y feithrinfa.
- Mynediad at ffynonellau arbenigedd perthnasol lle bo angen a gweithredu fel ffynhonnell wybodaeth ganolog i bawb sy'n gysylltiedig.
- Mynychu digwyddiadau hyfforddi allanol rheolaidd, a sicrhau bod pob ymarferydd yn mynychu hyfforddiant mewnol neu allanol perthnasol ar gyfer rheoli ymddygiad. Cadwch gofnod o bresenoldeb ymarferwyr yn yr hyfforddiant hwn.

Rheolau'r feithrinfa:

Mae ein rheolau'n ymwneud â diogelwch, gofal a pharch at ei gilydd. Rydym yn cadw'r rheolau i'r lleiafswm ac yn sicrhau bod y rhain yn briodol i oedran a chyfnod. Rydym yn cynnwys plant yn rheolaidd yn y broses o osod rheolau i annog cydweithrediad a chyfranogiad a sicrhau bod plant yn cael dealltwriaeth o'r disgwyliadau ymddygiad sy'n berthnasol iddynt fel plentyn unigryw.

Mae plant sy'n arddangos ymddygiad gofidus neu heriol, e.e., ymosodedd corfforol neu fwlio geiriol, yn cael eu helpu i siarad am eu teimladau a'u gweithredoedd trwy gyd-reoleiddio, cyn meddwl am y sefyllfa ac ymddiheuro lle bo'n briodol. Rydym yn sicrhau bod y plentyn sydd wedi cynhyrfu yn cael ei gysuro. Rydym bob amser yn cydnabod pan fydd plentyn yn teimlo'n ddig neu'n ofidus ac mai'r ymddygiad sy'n annerbyniol yw'r ymddygiad, nid y plentyn na'i deimladau.

Gweithdrefn ymddygiad:

- Rydym yn cefnogi pob plentyn i ddatblygu ymddygiad cadarnhaol ac yn gwneud pob ymdrech i ddarparu ar gyfer eu hanghenion unigol.
- Nid ydym byth yn defnyddio nac yn bygwth defnyddio cosb gorfforol, nac unrhyw fath o gywilydd.
- Dim ond i atal perygl uniongyrchol neu anaf personol y defnyddir ymyrraeth gorfforol (grym rhesymol), neu i reoli ymddygiad plentyn os yw'n gwbl angenrheidiol, yn dilyn hyfforddiant a chytundeb rhieni. Caiff digwyddiadau eu cofnodi a rhoddir gwybod i rieni ar yr un diwrnod.
- Rydym yn cydnabod y gall plant arddangos ymddygiad heriol sy'n gofyn am gefnogaeth unigol; dim ond ymarferwyr hyfforddedig sy'n defnyddio unrhyw ataliaeth, gyda chytundeb rhieni wedi'i lofnodi. Caiff ffurflenni digwyddiadau eu cwblhau a'u hadolygu, a rhoddir gwybod i AGC o fewn 14 diwrnod.
- Rydym yn osgoi dewis plant yn unigol ac rydym bob amser yn ailgyfeirio neu'n tynnu sylw lle bo modd.
- Nid yw staff yn codi eu lleisiau, ac eithrio i gadw plant yn ddiogel.
- Mae strategaethau ymddygiad wedi'u teilwra i oedran, datblygiad ac amgylchiadau, gan helpu plant i ddatblygu empathi, datrys problemau a sgiliau adferol.
- Caiff rhieni eu hysbysu am bryderon, ac mae cydweithio yn sicrhau cysondeb rhwng y cartref a'r feithrinfa. Gellir ceisio cefnogaeth allanol os oes angen. • Mae plant hŷn (5–12 oed) yn derbyn cefnogaeth gyda materion cyfoedion mwy cymhleth ac yn cael eu hannog i fyfyrio a gosod nodau ymddygiad personol.

Gwrth-fwlio:

Rydym yn annog plant i gydnabod bod bwlio, ymladd, brifo a sylwadau gwahaniaethol yn annerbyniol. Gall bwlio fod yn gorfforol, yn llafar, neu'n emosiynol, ac mae bob amser yn cynnwys ymddygiad ailadroddus. Mae staff yn ymyrryd yn briodol, yn hysbysu rhieni ac yn datrys sefyllfaoedd gan ddefnyddio dulliau adferol, gan gefnogi plant i wahaniaethu rhwng gwrthdaro a bwlio.

Disgwyliadau datblygiadol:

- 0–2 oed: Cyfathrebu cynnar, ymlyniad a rheoleiddio emosiynol yn cael eu cefnogi trwy gysur a modelu.
- 2–5 oed: Dysgu rhannu, cymryd tro, rheoli emosiynau cryf a deall rheolau syml. Mae cyd-reoleiddio, ffiniau clir a modelu yn allweddol.

- 5–8 oed: Deall canlyniadau, empathi a sefyllfaoedd cymdeithasol mwy cymhleth. Annibyniaeth, datrys problemau a chyfathrebu parchus yn cael eu hannog.
- 8–12 oed: Datblygu hunaniaeth, tegwch, perthnasoedd cyfoedion. Cefnogir mewn myfyrio, cyfrifoldeb, arferion adferol a rheoli cyfeillgarwch.

Mabwysiadwyd y polisi hwn ar	Llofnodwyd ar ran y feithrinfa	Dyddiad adolygiad nesaf
27/10/2026	*L.George*	*10/2027*