

## **PROMOTING POSITIVE BEHAVIOUR POLICY**

### **Rationale**

Developing good relationships and positive behaviour in the setting, outdoor space and wider community is essential in creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning communities. As children face challenges they should be supported with working through difficulties, developing understanding and making positive choices.

[Scottish Government - relationships, learning and behaviour \(2018\)](#)

[Scottish Government - Realising the Ambition: Being Me \(2020\)](#)

**This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.

1.30 As a child I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

**This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and**

**Childcare:** [https://education.gov.scot/nih/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

1.4 Leadership and management of practitioners

3.1 Ensuring wellbeing, equality and inclusion

**This policy will be monitored by / through:** Feedback from parents, staff and children. Incident report forms, Complaints and Wellbeing indicators.

This policy will be reviewed in:	12 months
Review Date:	August 2023
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To create a nurturing, supportive and positive environment in which children, families and staff can form trusting and respectful relationships</li> <li>• To provide consistent approaches to positive behaviour</li> <li>• To enable children to cope with challenging times and build resilience throughout their social and emotional development</li> <li>• To ensure the child's rights and wellbeing needs are met</li> <li>• To create an engaging, meaningful and stimulating environment in which children can play and learn</li> </ul>	<ul style="list-style-type: none"> <li>• Trusting and respectful relationships are nurtured by staff</li> <li>• Children and families are supported effectively to express their thoughts and feelings positively and safely</li> <li>• The setting has a consistent, nurturing approach to promoting positive behaviour, supporting children with challenges they may face as they develop and grow</li> <li>• All staff can articulate their understanding of wellbeing and their role and responsibility in the GIRFEC agenda</li> <li>• The principles of GIRFEC are evidenced in planning and provision of learning experiences</li> <li>• GIRFEC Principles and Values are understood and adhered to</li> <li>• Staff can identify the core principles of a significant event and record these as a matter of course for all children.</li> <li>• Staff can demonstrate a clear understanding of the importance of an active curriculum which engages children's interest and supports them to develop relationships</li> <li>• All staff have a shared awareness of developmentally appropriate play i.e. schemas</li> <li>• Realising the Ambition - section 3.3 (Schemas)</li> </ul>	<ul style="list-style-type: none"> <li>• Children's plans and folios provide evidence of the voice of the child and family and demonstrates how this has been taken into account (e.g. My World document).</li> <li>• Agreed strategies and approaches are used to promote positive relationships across the setting, taking into account the relevant Health and Social Care Standards (2017) – 1.29, 1.30, 2.15, 2.19, and 3.5.</li> <li>• How Good is Our Early Learning and Childcare Quality Indicators –1.4 and 3.1</li> <li>• Staff model positive behaviours across all learning opportunities demonstrating a clear understanding of the Nurture Principles and their role in applying these in their daily practice and interactions with children and the wider community - Education Scotland - Applying Nurture as a Whole School Approach (2019)</li> <li>• Staff should engage in relevant training to support positive behaviour</li> <li>• Staff use appropriate guidance to inform practice and support children and families</li> <li>• Staff become familiar with Wellbeing web, its uses and the recording of significant information</li> <li>• Staff use information gained from the Wellbeing web to effectively plan to meet children's needs in relation to SHANARRI</li> <li>• Staff use their knowledge of child development to plan and implement learning opportunities which are well matched to children's needs</li> <li>• Staff have realistic expectations of children's behaviour based upon their understanding of individual child development and play patterns</li> </ul>