

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: [How Good Is Our Early Learning and Childcare](#)

1.4 Leadership and management of practitioners

3.1 Ensuring wellbeing, equality and inclusion

This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)

Article 3 – best interests of the child

Article 12 – respect for the views of the child

Article 19 – goals of education

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 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To create a nurturing, supportive and positive environment in which children, families and staff can form trusting and respectful relationships • To provide consistent approaches to positive behaviour • To enable children to cope with challenging times and build resilience throughout their social and emotional development • To ensure the child's rights and wellbeing needs are met • To create an engaging, meaningful and stimulating environment in which children can play and learn 	<ul style="list-style-type: none"> • Trusting and respectful relationships are nurtured by staff • Children and families are supported effectively to express their thoughts and feelings positively and safely • The setting has a consistent, nurturing approach to promoting positive behaviour, supporting children with challenges they may face as they develop and grow • All staff can articulate their understanding of wellbeing and their role and responsibility in the GIRFEC agenda • The principles of GIRFEC are evidenced in planning and provision of learning experiences • GIRFEC Principles and Values are understood and adhered to • Staff can identify the core principles of a significant event and record these as a matter of course for all children. • Staff can demonstrate a clear understanding of the importance of an active curriculum which engages children's interest and supports them to develop relationships • All staff have a shared awareness of developmentally appropriate play i.e. schemas • Realising the Ambition - section 3.3 (Schemas) 	<ul style="list-style-type: none"> • 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). • 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. • How Good is Our Early Learning and Childcare Quality Indicators –1.4 and 3.1 • 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) • Staff should engage in relevant training to support positive behaviour • Staff use appropriate guidance to inform practice and support children and families • Staff become familiar with Wellbeing web, its uses and the recording of significant information • Staff use information gained from the Wellbeing web to effectively plan to meet children's needs in relation to SHANARRI • Staff use their knowledge of child development to plan and implement learning opportunities which are well matched to children's needs • Staff have realistic expectations of children's behaviour based upon their understanding of individual child development and play patterns

- To ensure children's rights are upheld in accordance with the UNCRC

- Within and beyond our setting there is a shared understanding of wellbeing and children's rights

- Full account is taken of children's rights and is considered in respect of their stage of development
- All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights

Whole Team Strategies to consider within a nurturing approach.

Below are some strategies to support children within the setting. A consistent approach across the team is beneficial and will support children as they develop and learn.

Be consistent and patient in your approach, it takes time.

- Understand that all behaviour is communication including physical contact.
- Avoid giving attention when being over demanding but immediately give attention when acting appropriately.
- Model appropriate behaviours, show child how to respond/react to different situations though out the day.
- Praise positive behaviour/responses.
- Get down to the child's level unless identified as unsafe to do so.
- Talk in a low voice and slowly.
- Use language appropriate to developmental age and stage of the child.
- Don't insist on eye contact.
- Recognise feelings e.g. I can see you are upset/frustrated
- Display friendly body language.
- Be aware of who is around, remove the audience and surplus adults.
- One voice at a time.
- Use diversion and distraction, be a role model, engage the child in an activity within their interest and developmental stage.
- Ignore what is safe to ignore.
- Use consistent scripts, e.g.
 - Use child's name
 - 'We do not behave like that in nursery.'
 - 'I need you to take my hand/walk with me/sit with me' – describe the behaviour you want to see
 - Give the child some thinking time if appropriate

Physical Contact/Hurting others

- Make sure the child who has been hurt is comforted.
- Do not let the child benefit in any way by their unacceptable behaviour. Ensure they do not get their way.
- In a quiet moment gently explain why such behaviour is not allowed.
- Be aware of how you respond, you are the role model, be calm and firm but fair and compassionate.
- Do not insist on an apology as this can have little meaning, instead support child to check that the injured child is ok. Encourage positive interactions between the children if appropriate through play, reading a story or enjoying an activity together.