



Dunoon ELC Promoting Positive Behaviour Policy

This policy was adopted at a meeting of:

Dunoon Early Learning and Childcare

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On January 2024

Signed: *Rachael Bryant*

Designation: Head Teacher

Statement of Purpose



The UN Convention on the Rights of the Child

Article 2 (non-discrimination)

Article 12 (respect for views of the child)

Article 19 (protection from violence, abuse and neglect)

Article 28 (right to education and discipline in schools must respect children's dignity and their rights)

Dunoon Early Learning and Childcare (ELC) setting acknowledges that in working with very young children we play an important role in fostering positive and caring attitudes towards others. We recognise that for the very young child their own personal needs are central and that they are in the process of learning to control their emotions, develop their sharing and turn taking skills and build their concern and empathy for others. We want to foster attitudes that enable them to contribute positively to shared experiences.

In order to support children to do this our focus will be on promoting positive behaviour, endeavouring at all times to take a positive rather than negative approach. Our aim is to be supportive and non-confrontational.

Throughout this policy the term **parents** is used to include all main caregivers.

Consistency of Approach

In promoting positive behaviour consistency of approach within the staff team is vital to ensure clear messages and avoid confusion for the children. We recognise also the importance of working co-operatively with parents in this area and will share this policy with them and take on board their comments and suggestions.

Staff will at all times present a good role model of behaviour to children, both in their interactions with other adults and with the children themselves.

We will highlight and focus on good behaviour rather than reprimanding children where possible. We will always endeavour to diffuse any potential situation and not escalate it by being confrontational.

Rewards for good behaviour should take the form of praise and adult attention.

Expectations

We expect adults/staff and children to treat each other and the environment with respect, care and concern at all times and will promote this ethos throughout the setting. We will use group, altogether and snack times to engage children in non-threatening discussions about appropriate behaviour, acceptable boundaries and why we need guidelines for behaviour within the setting. We will encourage empathy for the feelings and safety of others. Apologies for any lapses in behaviour will be encouraged but never forced.

Positive behaviour expectations of children will also be shared with parents at enrolment and revisited at parents' evenings or consultations to foster a co-operative and consistent approach.

Strategies

The management of behaviour is the responsibility of everyone in the setting and staff, children and parents should work together to develop and establish an approach relevant to all. Positive behaviour will be reinforced with praise and encouragement and staff will set a positive example to children thus enabling a culture of respect to be developed between children and staff. Staff and children will value each other and behave in a tolerant friendly way to each other. As a staff team we will model behaviour which promotes nurture and wellbeing and encourage it in others to help develop a positive image and acquire discipline, self-monitoring of behaviour should be established. Staff will work as a team and develop a consistent approach when dealing with

behaviour. Staff will remain calm and avoid raising their voice.

Children should be encouraged to take responsibility for their own behaviour, to resolve conflicts themselves and given opportunities to develop the interpersonal skills needed to develop as confident individuals. Conflicts between children should try to be resolved by discussion and negotiation. Children should be given the opportunity to explain the reasons for their behaviour and this should be discussed with the child and reasons explained as to why the behaviour is inappropriate. Children should be made aware of the impact of their behaviour on themselves and others. If the behaviour persists the child should be removed from the situation and moved to another area/quiet space. Limited use should be made of this strategy and it should always be for the minimum amount of time necessary. The child should have the opportunity to make amends for their behaviour and be able to rejoin the group or activity. We will actively promote positive behaviour and positive relationships within our setting.

Any concerns regarding a child's behaviour will be discussed, at the earliest opportunity, with the parent to help to try to identify the cause and to share strategies to deal with the behaviour. However the default position will be to deal with behavioural issues within the setting wherever possible.

Toddlers' behaviour can sometimes be difficult to understand but it should be recognised that it is quite normal behaviour for children at this stage of their development. Refusing to eat, resisting bedtimes, not co-operating with toilet training, crying when parents leave the room, temper tantrums, biting, and other forms of seemingly anti-social behaviour are all normal. They are exploring their expanding world and learning to be independent.

Long Term Behavioural Issues

Children may come to the setting who need more focused support to help develop positive behaviour. Staff will have to respond sensitively to the child and positive strategies should be developed and implemented consistently by the staff team. Children may display negative behaviour due to short term circumstances (e.g. family issues) or long term circumstances (e.g. diagnosed conditions such as ADHD). Staff should make every effort to understand why the child is behaving in this way and the parent should be consulted to help identify any reasons for the behaviour. Strategies to help with the behaviour will be shared with the parent and any other relevant professionals in order to identify the best way to support the child. Management will ensure that any child with diagnosed behavioural issues has the relevant support in place and that staff, parents and other professionals adopt a collective and consistent approach to support the child. There should be a shared vision which is understood and followed by all.

Involving Parents

Parents are the prime educators of their child therefore it is important that effective partnerships with parents are established. The setting must ensure that these partnerships are built on trust and mutual respect to help develop positive dialogue between the setting and the home. Sharing ideas and strategies to deal with behaviour ensures a joint approach and leads to an understanding of the needs of the child.

Monitoring of this Policy

It will be the responsibility of the Head Teacher to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved by observing and monitoring practice within the setting and reviewing the policy annually in conjunction with parents and children.

Health and Social Care Standards

1.9 I am recognised as an expert in my own experiences, needs and wishes;

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

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.

3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me

Links to national policy:

Health and Social Care Standards My Support, my life (Scottish Government 2017)

<https://www.gov.scot/Resource/0052/00520693.pdf>

<https://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

<https://www.gov.scot/Resource/0042/00423979.pdf> (GIRFEC)

My world triangle – how I grow and develop

<http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/index.asp>

<http://www.gov.scot/Resource/0045/00458455.pdf> (*Building the Ambition*, Scottish Government 2014)

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf

<https://beta.gov.scot/publications/un-convention-rights-child-guide-children-young-people>

Better relationships, better learning, better behaviour

www.gov.scot/Publications/2013/03/7388

<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>

<http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/healthandwellbeing/index.asp>

Children and Young People (Scotland) Act 2014

http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf