



Kilcreggan Early Learning and Childcare Centre



Positive Relationships Policy



UNCRC:

Article 12: I have the right to be listened to and taken seriously

Article 19: I have the right to be protected from being hurt or badly treated

Statement of Purpose

Kilcreggan ELCC 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 and fostering positive relationships, 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 and fostering positive relationships, 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.

Our refreshed Values will regularly be referred to by staff. These are:

- Care
- Respect
- Leadership
- Co-operation

Children will be taught what they look like, sound like and feel like to allow them to understand the expectations for our children.

Kilcreggan Primary ELCC

Updated Aug 2023



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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 choices being made 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, together and snack times to engage children in non-threatening discussions about appropriate choices, acceptable boundaries and why we need guidelines for making good choices within the setting.

We will encourage empathy for the feelings and safety of others. Apologies for any poor choices 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.



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If poor choices persist, 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 poor choice 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 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. The Head Teacher 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. Kilcreggan ELCC will 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.



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Links to National Policy

Health and Social Care Standards My Support, my life (Scottish Government 2017)
My world triangle – how I grow and develop

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

Building the Ambition, Scottish Government 2014

HGIOELCC

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

National Care Standards

1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.

1.2 My human rights are protected and promoted and I experience no discrimination.

1.20 I am in the right place to experience the care and support I need and want.

4.5 If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me

Monitoring and Review

It is the responsibility of the Head Teacher along with the staff to monitor, evaluate and review the above arrangements and to adjust them according to need.