



Promoting Positive Relationships

Article 12: (Respect for views of the child) Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 39: (Recovery from trauma and reintegration) Children have the right to help if they have been hurt, neglected or badly treated.



Statement of Purpose

Kindness and respect are two of our core values and expectations expected at Strathburn School and ELC. Staff work as a team to ensure children enjoy a safe and stimulating environment where positive behaviour is promoted, and children are encouraged to think of others as well as themselves. Staff ensure

“social and emotional wellbeing is at the heart of everything they do” (Scottish Government, 2013, "Better Relationships, Better Learning, Better Behaviour ") (1) **and work to create a positive ethos and strong relationships which are based on mutual respect and trust.** “Realising the Ambition, Being Me” 2020 (2) **provides guidance on the experiences and interactions necessary to deliver learning to young children and informs how our staff support wellbeing and positive relationships within the ELC setting.**

These relationships, experiences and our ethos meet the following expectations of Health and Care Standards (3) -

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

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.

2.8 I am supported to communicate in a way that’s right for me, at my own pace, by people who are sensitive to me and my needs

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

In order to provide a safe, positive environment staff will:

- Use the SHANARRI indicators to plan for and ensure the well-being of all children (Scottish Government, 2012, "Getting it right for children and families: A guide to Getting it right for every child") (4)
- Promote positive behaviour through the use of verbal praise, written comments on profiles, peer recognition, house point rewards and stickers.
- Provide positive role models through showing consideration, good manners and respect for all children and adults.
- Understand stage / age appropriate behaviour.
- Make an effort to differentiate between deliberate and accidental occurrences.
- Be fair and consistent in the way we approach children.
- Ensure that all staff share successful strategies and are aware of risk assessments and potential trigger points.





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Children should be treated as individuals and be made aware of the effect their behaviour has on themselves and others, and staff will:

- Regularly revisit the United Nations Rights of the Child.
- Praise and encourage good behaviour and ensure that children do not receive adult attention only for undesirable behaviour.
- Engage the children in activities, such as circle time, to raise self-esteem and encourage mutual self-respect.
- Liaise with parents, team members and members of the management team if a child is in need of behaviour support; if necessary agree an individual action plan.
- If necessary seek parental permission to consult external agencies.

Staff and parents should ensure children know what is expected of them, and to achieve this staff will:

- Regularly revisit the United Nations Convention on the Rights of the Child (UNCRC) – (1989) (5) and reflect on their practise.
- Ensure that all pupils are aware of why there are rules within the setting and that they understand that their behaviour can impact on their own learning and that of others.
- Develop a positive set of rules in the setting, which establish expected behaviour.
- Where relevant include the children, as well as parents and carers in drawing up these rules.
- Inform parents/carers and children of the finalised ELC rules
- Promote Positive Behaviour

If there has been an incident of behaviour that has negatively impacted on the school environment or a pupil's learning:

- Listen carefully to all involved parties views of the incident.
- Deal sensitively with anyone who has not behaved in an appropriate way.
- Offer fair and consistent treatment to all parties involved in any incident.
- Speak to pupils in a calm voice.
- Make clear to everyone involved which behaviours have not been acceptable and discuss alternative ways of having dealt with the situation.
- Ensure that the child is given time to talk about what has happened and to think about the effect that this has had on others and also on themselves.



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Behaviour management process:

- Most incidents will be dealt with at the time by a staff member. - Significant incidents will be reported to the EYSP and recorded. (Care Inspectorate, 2012, "Records that all registered care services (except childminding) must keep and guidance on notification reporting") (6) - These incidents will be discussed with parents/carers.
- The Senior Management team will be informed of any serious instances of misbehaviour immediately.
- If a pupil's behaviour causes concern or is consistently disruptive then parents will be informed by the The Senior Management team and the ELC staff will closely monitor the situation.
- If necessary then an age appropriate solution focussed plan will be drawn up by the staff, parent/carer and child.
- External agencies may require to be involved if behaviour continues to escalate.

Staff are expected to be aware of and follow this policy. Further training and support may be found at

<https://aldo.aberdeenshire.gov.uk>

<https://education.gov.scot/improvement/documents/inc52trainingprogramforsupportstaffintro.pdf>

Monitoring

It will be the responsibility of the Early Years Senior Practitioner to ensure that new or temporary staff are familiar with this policy and to monitor that it is being implemented by all staff.





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Appendix 1

Scottish Government, 2013, "Better Relationships, Better Learning, Better Behaviour"
<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

Appendix 2

Scottish Government, 2020, "Realising The Ambition, Being Me "
<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

Appendix 3

Scottish Government, 2018, "Health and Social Care Standards: my support, my life."
<https://www.gov.scot/publications/health-social-care-standards-support-life/>

Appendix 4

Scottish Government, 2012, "Getting it right for children and families: A guide to Getting it right for every child"
www.scotland.gov.uk/gettingitright
<http://www.gov.scot/Resource/0045/00458341.pdf>

Appendix 5

United Nations, 1989, "Convention of the Rights of the Child" <https://www.unicef.org/child-rights-convention>

Appendix 6

Care Inspectorate, 2012, "Records that all registered care services (except childminding) must keep and guidance on notification reporting"
[http://www.careinspectorate.com/images/documents/2611/Records%20that%20all%20registered%20care%20services%20\(except%20childminding\)%20must%20keep%20and%20guidance%20on%20notification%20reporting%20\(V6\).pdf](http://www.careinspectorate.com/images/documents/2611/Records%20that%20all%20registered%20care%20services%20(except%20childminding)%20must%20keep%20and%20guidance%20on%20notification%20reporting%20(V6).pdf)

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