



St Bartholomew's Nursery Class

Promoting Positive Relationships

AIM:

- To support children to be caring towards others and living things
- To encourage children to be proud of their environment and look after it
- To be good role models when taking care of our resources and support others to do the same
- To work with children to build their self-esteem, and allow them time to self-regulate their feelings and emotions
- To encourage children to talk about all types of feelings and emotions and explain to children it's ok not to be ok
- To help children understand that at nursery, home and in the wider community their opinions count, as do the opinions of others

ROLE OF THE ADULT:

- We acknowledge that children within the nursery are at different stages of development and understanding and have different experiences of relationships and behaviours
- It is important to us that all staff support children as individuals and work with families to enable children to be resilient individuals able to build relationships and work in the environment in a positive way
- We support children by acknowledging and allowing the feeling of the child, but ensuring we set limits of acceptable ways of displaying the feeling. We see it as our role to support our children to understand their own emotions and the emotions of others, plus find positive ways to show how they are feeling
- We believe children are able to cope better with emotion if they understand it, plus it supports self-regulation that will support them for the rest of their lives
- We want to make it clear we do not condone unacceptable behaviour and the safety of all children is paramount
- It is important that all staff are fair and consistent with their expectations and behaviour, and are also all consistent using the 3 step approach system when dealing with a challenging child
- When a child becomes very frustrated and clearly unable to move from one situation, staff will allow the child time to self-regulate using strategies from the 3 step approach
- Physical restraint is only permissible in circumstances where staff are attempting to prevent a child from harming themselves or others, or to prevent serious damage to property

- Staff recognise that part of development is learning about others and relationships, and this includes conflict and problem solving to reach a resolution. As much as possible we allow children to resolve their own issues and intervene when it is evident that an adult is needed to diffuse a situation
- Strategies that involve shouting, humiliating children or punishment are not used at St Bartholomew's Nursery. We recognise the importance of supporting and working with our children to understand the boundaries in the nursery, at home and the wider world in order to build successful and positive relationships. It is important that children understand why a boundary is in place and why certain behaviours are not acceptable
- Praise is part of learning and should be used purposefully to encourage and promote positive relationships
- It is important for staff to understand trigger factors for certain behaviour and that this is shared with all staff
- It is important for staff to try to get to the bottom of behaviour and understand the child is trying to communicate something with us. All behaviour is a form of communication.
- It is important that we communicate with parents about their child's behaviour. This may be in the form of daily feedback from the child's key worker. Staff should use the 3 step approach when dealing with parent's feedback if needed. This can be difficult to accept for parents however staff should also offer support such as a copy of the 3 step approach or contact details of the Health Visitor and if needed provide workshops on supporting positive relationships.
- All newly appointed staff should familiarise themselves with the 3 step approach

Signed: *Martina Macintyre*

Reviewed: November 2023

<p><u>Acknowledge the feeling of the child</u></p>	<ul style="list-style-type: none"> • Name it • Sympathise with the child 	<ul style="list-style-type: none"> • You look a bit angry/sad • I don't like seeing you angry • I wonder what made you angry/sad • I wonder if you are sad because _____ is playing with _____ • It's not nice when you can't have something, it can be difficult to share
<p><u>Set the limit</u></p>	<ul style="list-style-type: none"> • Make it clear it is acceptable to feel sad/angry, however the way in which they chose to show it was not acceptable 	<ul style="list-style-type: none"> • I know you are sad/angry that _____ is playing with _____ but we can't hurt our friends • I know you are angry about the train, but we don't throw toys, if you could really hurt someone • I know you are really sad today, but we can't throw things, we might hurt somebody, or even yourself, we don't want that
<p><u>Problem solve</u></p>	<ul style="list-style-type: none"> • Consider positive ways to showing emotion • If another child is involved how can we make them feel better? • Find a solution to the problem? 	<ul style="list-style-type: none"> • I wonder what you could do when you feel angry/sad next time? Go play somewhere else? Go cuddle bear? Get a drink of water? Cuddle a lady? Cuddle a friend? Have a wee seat at calming area? Count to 10? • Poor _____ She's hurt now, I wonder what could make her feel better? Give her hug? Say sorry? Checks she is ok? • If you can't have a bike now, maybe ask if you can have it next? Find another bike? Do something different whilst you wait? • If child is developmentally able, support them to consider solutions?