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**ALLOWAY EARLY YEARS CENTRE**

**POLICY FOR POSITIVE RELATIONSHIPS AND BEHAVIOUR**

RATIONALE

“*The Curriculum - puts the Child’’ at the heart of their own learning and provides them with a range of pathways that meet their individual needs and aspirations. Giving them skills and attributes they will need to develop”.*

(Curriculum for Excellence, 2004)

*“Using the National Practice Model, you can be assured that all children, young people and their families will have the full support of trained and confident practitioners delivering and identifying what support they might need*.”

(GIRFEC and the National Practice Model, 2010)

AIMS

* To encourage staff, children and parents/carers to value and promote positive behaviour.
* Children to become capable individuals in their own right, and, with support, can develop resilience to deal with many of life’s challenges.

OBJECTIVES

* Practitioners will continue to maintain awareness of significant changes in individual children’s behaviour and respond using appropriate intervention methods, and in partnership with parents and carers.
* Through everyday experiences, practitioners will endeavour to deliver a supportive, positive and relaxed atmosphere, within a learning environment.
* To develop resilience building, conflict resolution strategies and children’s confidence in dealing with situations in managing present and future needs in an appropriate manner.
* Practitioners will aspire to all children developing an understanding of the settings overarching values in the EYC.
* To build an achievable network between EYC and home to promote consistency when dealing with challenging behaviour.
* Practitioners to make every effort to practice positive aspects of citizenship e.g. sharing, turn taking, listening, positive behaviour etc.

IMPLEMENTATION

This will be achieved by establishing and maintaining standards of acceptable behaviour through consistent use of the EYC values which support the rules:-

* We are gentle/We don’t hurt others (inclusive)
* We are kind and helpful/We don’t hurt anybody’s feelings (kind)
* We listen and we stay safe (safe)
* We look after property/We don’t waste or damage things (respectful)

All children are aware of the values and use these to support positive behaviour within the EYC. They are aware that it is their responsibility to make good choices regarding their behaviour and that if they don’t make good choices, staff will speak with their parent/carer.

The values are displayed prominently in the early years setting. The early years centre playroom also has rules within the different areas which children are aware of and help to support one another in following these rules.

Each week, staff select a Values Champion for each of our school values. The child’s picture is displayed on the Values Champion board, with information on how they demonstrated the value.

For children who are unable to follow the positive behaviour policy and with staff frequently speaking to their parent/carer.

Rewards

Individual rewards – Stickers, Certificates and Praise

Each pupil can be awarded a sticker, certificate or given praise from the staff for many reasons:-

* Being gentle
* Being kind, helpful and a good friend
* Listening to others
* Looking after property
* Good tidying up

Jobs and responsibilities

All children have the opportunity to be a helper at Snack or helping staff members at the photocopier, collecting resources and setting up the new areas. This gives them a sense of responsibility and achievement which helps build positive behaviour.

Consequences

When children are finding it difficult to follow the rules they may be given time to reflect on their behaviour with a member of staff. This will allow them to discuss their behaviour before returning to play.

In extreme circumstances, we will work with parents and other agencies to support the child through periods of dysregulation through use of visuals, quiet spaces etc.

REVIEW

This policy will be reviewed annually or in light of new National/Local initiatives or experience.

Updated Sept 25 – L. Miller