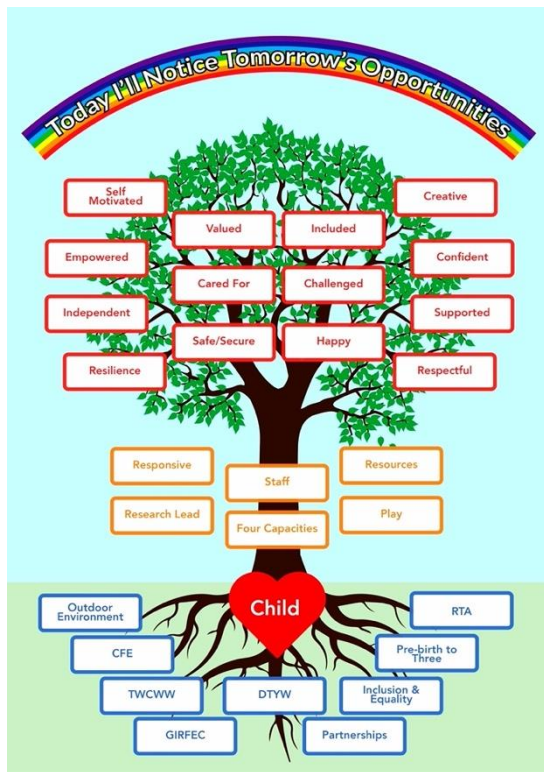


Promoting Better Relationships, Better Learning, Better Behaviour Policy



Rationale

In promoting positive behaviour within our learning environment, it is important that all stakeholders are made aware of our policy in creating a positive ethos for all service users including staff, children and parents.

Aim

Positive relationships are essential to the promotion of positive behaviour, the reduction of incidents of bullying and exclusion, improving learning and teaching and raising attainment and achievement for all. In order to achieve this, we have created this policy in partnership with staff, children and parents.

Outcomes

- Staff and parents work in partnership to promote positive behaviour
- All staff update and review South Lanarkshire Child Protection guidelines annually and recognise the needs of all children.
- Every child is treated with respect and as an individual.
- Staff recognise the needs and development of every child.
- Staff work with parents, and other professionals in promoting and managing positive behaviour.
- Staff model and coach the children in managing situations within the playroom, fostering resilience when something doesn't go the way they plan or hope.

Relationships

At Tinto nursery we want all children to feel safe, secure and develop positive relationships as they start their learning journey at nursery. Children and families are warmly welcomed on their daily arrival at nursery. Once inside, the children are invited into play by their learning pod keyworker. Each learning pod consists of a maximum of 8 children with a keyworker. Our keyworker system enables children to build positive relationships with a consistent adult. Having the same keyworker and peers within their learning pod for extended periods further enables children to build their confidence,

self-esteem and develop positive relationships through the nursery extended family.

As children play and learn they experience interactions that will support them in their social communication. Keyworkers play a vital role in providing emotional security and stability as they learn to express and regulate their emotions in play. With the help and support of an adult, the children will begin to learn to communicate their feelings verbally by modelling empathy, learning from adults and at times peers, demonstrating how to be kind, calm and caring.

Stories, songs and rhymes provide a toolkit to develop an empathic understanding of the thoughts, feelings and intentions of others. Through play experiences and interactions, children begin to develop an awareness of how to work with others when we are playing together. There may be times when children display strong emotions, however with the support of a nurturing adult, children can be supported and encouraged to find ways to relate and resolve any tensions.

At Tinto we use the 'Colour monster' story by Anna Llenas as a check in tool to promote discussion around feelings each morning and 'Emotion works' along with other wellbeing themes to help children to recognise and understand their needs and those of others.

Empowering Language

In everyday play, interactions and adult supported learning experiences the early learning team use the Getting it right for every child's wellbeing indicators to encourage children to reflect and think about being safe, healthy, active, nurtured, achieving, respected, responsible and included.

At Tinto nursery class through staff modelling and social coaching children begin to recognise and connect with the wellbeing indicators becoming confident individuals, effective contributors, responsible citizens and successful learners.

We recognise, support and raise awareness with all of our stakeholders through:

- Verbal feedback
- Ask me about stickers
- Kindness jars
- Reward stickers
- Learning Journal observations and stories
- Display photographs and children's work

As part of our self-evaluation process we regularly evaluate the success and impact of our current systems in place, through professional dialogue meetings, parental feedback e.g. google eforms, discussions with the children, pictorial forms and interactive voting systems e.g. pom poms in a jar.

Promoting positive behaviour examples:

- Celebrating children's achievements on the foyer screen. We recognise significant events in our children and families lives such as, new babies, moving home, birthdays.
- Displaying children's work
- Welcome time, story, snack and interacting through play and learning
- Specific labelled praise e.g. well done that was great working together as a team at tidy up time.
- We may also use thumbs up, stickers, stampers, special helpers as incentives
- Children encouraged to participate in activities, develop skills, social interaction
- Two-way process of sharing information between staff/parents; newsletters, leaflets, letters to parents.

Inclusion, equality and equality

We work in partnership with a range of external agencies within Health and Education to support your child in their learning and development. On occasion we may ask for your consent to request assistance from one of the professional agencies.

Sometimes children need additional support to help them learn at various stages in their lives. Support for learning includes a wide range of activities which increase the capacity of an educational establishment to meet the needs of all learners.

As a whole school we use the acronym **T**rust, **P**repared to learn, **S**afe (Tinto Primary School) as driver for our ethos however we have adapted our nursery TPS to suit the early level of nursery.

Trust

Play

Safe and Secure

Trust: All positive relationships are built on trust. Pupils, staff and parents need to trust that we have everyone's interests at the heart of all we do. The children, staff and parents need to trust that we have shared expectations and an understanding of what this looks like. This includes ensuring that we provide the very best learning experiences to raise attainment and achievement; that adults provide a consistent approach with regard to

expectations of behaviour and learning – that there is a certainty around these expectations that are respected and unquestioned; that everyone deserves respect; that everyone’s rights are embedded in all we do. Pupils, staff and parents should trust that their voice will be heard and respected (Article 12 of UNCRC/ Standards in Scotland’s Schools Act 2000)

Play – Play is central to our principles and values. Research suggests that, from the first stages of growth through to adulthood, play has a central role in developing strong attachments.

At Tinto we believe that all children have the right to play. Play takes many forms when at nursery it can be messy, imaginative, constructive, solitary, active, with peers, as a group, for a purpose, out of curiosity, outdoors etc. However more often for children the ultimate driver is to have fun. As children play, they make sense of what they know about the world and society already. Play is essential for children’s mental wellbeing and developmental growth. The adult’s role in play is also vitally important and at Tinto our team are skilled at knowing when to interfere and when to interact. Through careful observation and skilled interactions keyworkers are able to plan, encourage and facilitate play opportunities, whilst not inhibiting their opportunities for freedom and choice.

Safe and Secure – The values that underpin our school ethos equate to a safe learning environment. Children feel safe to display their emotions; to “fail”, to make mistakes. Within the nursery environment children feel safe to take a risk with their learning alongside staff who feel safe to allow children to take risks involving children in recognising and identifying risk.

There is not a judgemental ethos, but a positive ethos. There is also the aspect of physical safety that is discussed with the children – why it is safer to walk, not run; why it is safer to pass an item, rather than throw it; why it is safer to wait rather than push in etc.

There may be times some children display and experience behaviours that may require further support. If staff, have a particular concern regarding a child’s ongoing behaviour, they would work in partnership with families to raise awareness of their child’s individual needs, implementing a support plan with key targets and strategies to support children’s individual needs. At Tinto this is known as our 20/20. There may be times that children need further additional support from an external agency or professional to meet their specific learning needs e.g., health visitor, psychological services. All decision making involves parents at every stage.

Legislation and Frameworks relating to policy:

The United Nations Convention on the Rights of the Child (1989)

Getting it Right for Every Child (2006)

Policy reviewed by Tinto Nursery Early Learning and Child Care Team – November 2020

Curriculum For Excellence (2006)

Better Relationships, Better Learning, Better Behaviour (2012)

National Parenting Strategy (2012)

Additional Support for Learning (Scotland) Act 2004 and as amended 2009.

How Good is our early learning and childcare? (2016)

Health and Social care Standards (2018)

Play Strategy for Scotland – Our vision (2013)

Realising the Ambition – Being Me (2020)

South Lanarkshire Getting it Right for Every child in South Lanarkshire
Framework for Inclusion and Equality (2018)