**Diagram

Description automatically generatedCrossroads Nursery - Promoting Positive Relationships Policy**

**Policy Statement:**

At Crossroads Nursery we are committed to being an excellent nursery community in which everyone is respected and valued, motivated and supported, in a nurturing and safe environment.

Our vision helps us to realise the **RAINBOW** values of our nursery.

**R**esilience, **A**dventurous, **I**nquisitive, **N**urturing, **B**rave, **O**utdoor learning and **W**ellness.

The community at Crossroads Nursery aim to:

* Provide a safe environment that promotes curiosity, wonder and excitement for all our learners.
* Promote an ethos of kindness, love, compassion and respect that celebrates success.
* Provide rich learning experiences that are fun, motivating that recognise individual interests.
* Explore opportunities within the natural environment that utilises the idyllic rural setting.

Staff work as a team to ensure children enjoy a safe and motivating environment where positive relationships and 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 ") and work to create a positive ethos and strong relationships which are based on mutual respect and trust. “Realising the Ambition, Being Me” 2020 provides guidance on the experiences and interactions necessary to deliver learning to young children and informs how our staff support wellbeing and positive relationships in our nursery setting.

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

* Use the **S**afe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**esponsible, **R**espected, **I**ncluded, (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”)
* Promote positive behaviour through the use of verbal praise, written comments on focus weeks, learning journey, peer recognition and parent recognition.
* Provide positive role models through showing consideration, good manners and respect for all children and adults.
* Understand age and stage appropriate behaviour.
* Listen to children, allowing them to share their opinions and for adults to take it seriously.
* Make an effort to differentiate between deliberate and accidental occurrences.
* Be fair and consistent in the way they approach all children.
* Ensure that all staff share successful strategies; are aware of risk assessments, support plans, child’s plans, and potential triggers.
* Use children’s care plans to record strategies, interventions and discussions.

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

* Regularly visit the United Nations Rights of the Child.
* Regularly visit SHANARRI Calamari.
* Regularly visit SIMOA.
* Praise and encourage positive behaviour and interactions and ensure that children do not receive adult attention only for negative actions.
* Engage the children in activities such as daily check ins, scripting of emotions and circle time to raise self-esteem and encourage mutual respect.
* Liaise with parents, team members and members of senior staff if a child is in need of support, if necessary create an individual action plan.
* Liaise with parents to seek permission to consult with 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), SHANARRI Calamari and SIMOA, and reflect on their practise.
* Ensure children are aware of why nursery has rules and that their actions can impact on themselves and others.
* Develop a positive set of rules in nursery, which establish expected behaviour.
* Include children in creating nursery rules.
* Promote positive relationships and behaviour.

**If there has been an incident that has negatively impacted on the nursery environment or another pupil, staff will:**

* Use age and stage appropriate restorative approaches by listening to all parties’ views of the incident.
* Deal sensitively and not publicly with anyone who has not followed nursery rules.
* Use a clear but calm voice.
* Offer fair and consistent treatment to all involved in any incident.
* Make clear the actions that have been unacceptable, referring to SHANARRI Calamari.
* Share what impact this has had on themselves and others and offer alternative ways of dealing with the situation.

**Management process:**

* Most incidents will be dealt with at the time by a staff member. Significant incidents will be shared with the EYLP and EYSP and recorded using the incident log.
* These incidents will be shared and discussed with parents/carers.
* EYLP and EYSP will follow Aberdeenshire Council Guidance on recording of incidents.
* EYLP and EYSP will follow Care Inspectorate Guidance on use of notifications system to record incidents.
* The Head Teacher will be informed of any serious incidents.
* If there are consistent and growing concerns around a pupils’ behaviour, the EYLP, EYSP or Head Teacher will discuss these concerns with parents.
* If necessary, a support plan may be created with parents and staff to support the child.
* External agencies may become involved through discussion with parents.

All staff are expected to be aware of and follow this policy. Further training and support can be found at:

* <https://aldo.aberdeenshire.gov.uk>
* [Early learning and childcare practitioners: training modules - gov.scot (www.gov.scot)](https://www.gov.scot/publications/training-modules-for-all-elc-practitioners/)

**Monitoring**

* It is the responsibility of the EYSP and EYLP to ensure that new or temporary staff are familiar with this policy and to monitor that it is being implemented consistently.

**Guidance and Policies**

**National Policy/Guidance:**

* Scottish Government, 2013, "Better Relationships, Better Learning, Better Behaviour " <https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>
* Scottish Government, 2017,"Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions" <http://www.gov.scot/Resource/0052/00521260.pdf>
* 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.scotland.gov.uk/gettingitright)
* Education Scotland, 2016, “How good is our early learning and childcare?” <https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf>
* Care Inspectorate, 2020, "Records that all registered care services (except childminding) must keep and guidance on notification reporting" <https://www.careinspectorate.com/images/documents/2611/Rcds%20services(except%20cm)%20must%20keep%20and%20guidance%20on%20notification%20reporting%20(300420).pdf>
* Scottish Government, 2017, “Health and Social Care Standards My support, my life” <https://www.gov.scot/publications/health-social-care-standards-support-life/pages/1/>
* Scottish Government,2020,” Realising the Ambition: Being Me. National Practice Guidance for Early Years” <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>
* Care Inspectorate, 2022, - “Quality Framework for Early Learning and Childcare” <https://www.careinspectorate.com/images/documents/6578/QF%20ELC%2013092022.pdf>
* The United Nations Convention on the Rights of the Child, 1989 [Layout 1 (unicef.org.uk)](https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf)
* The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill 2021 [UN Convention on the Rights of the Child - gov.scot (www.gov.scot)](https://www.gov.scot/news/un-convention-on-the-rights-of-the-child/#:~:text=The%20UNCRC%20%28Incorporation%29%20%28Scotland%29%20Bill%20will%20make%20it,to%20go%20to%20court%20to%20enforce%20their%20rights.)

**Aberdeenshire Policy/ Guidance:**

* Aberdeenshire Council, 2007, “Guidance for Schools and Community Schools Networks: “Working together” to Support Children, Young People, and Staff Promoting positive relationships”, [*https://www.aberdeenshire.gov.uk/media/12213/promotingpositiverelationships.pdf*](https://www.aberdeenshire.gov.uk/media/12213/promotingpositiverelationships.pdf)

**Health and Social Care Standards:**

* *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.*
* <http://www.gov.scot/Resource/0052/00520693.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Read by** | **Signed** | **Comments** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |