



Dunnottar Nursery

Promoting a Positive Learning Environment Policy

Policy Statement

We strive to provide a safe and respectful learning environment for our children. We promote a restorative approach in nursery to ensure there are positive relationships between staff and children.

Health and Social Care Standards My support, My life 2017, Scottish Government.
As part of being registered with the Care Inspectorate, we must comply with this document and illustrate the standards within our nursery.

1.0 I experience high quality care and support that is right for me.

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

1.2 My human rights are protected and promoted and I experience no discrimination.

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.

4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.

Aims

We will strive for our nursery is a happy and secure place, where everybody's needs are met and all have the opportunity to succeed. We will promote positive behaviour and support children to be caring and confident.

This ethos that we are supporting links with the following Rights of the Child as stated by the UN Convention.

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

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 31: All children have a right to relax and play, and join in a wide range of activities.

Procedure

Staff will promote children's rights and encourage rights respecting actions of all children and adults through our Nursery charter which establishes expectations for children and adults.

Adults will:

- Set a good example to children by being positive role models showing consideration, good manners and respect in the way that they treat others.
- Promote pupils' self-esteem through praise and encouragement for desirable behaviours during interactions with them.
- Provide opportunities for personal growth and development through together time activities/discussions.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Treat each child fairly and consistently apply the nursery expectations.
- Build a supportive dialogue between home and school, and inform parents immediately if there are **serious** concerns about their child's welfare or **behaviour**.
- Support children to learn about rights and rights respecting actions associate with these rights.

Staff will deal with conflict by:

- Having a conversation with the child to find a solution to the problem. We will support each child to reach a solution to the problem by focusing on the reasons and causes for the behaviour, while making sure the child understands that it is the behaviour that is unacceptable and not the child. We will support all children involved by asking simple questions to find out what happened why it happened and how to put it right. Also to reflect on how they could behave differently if similar situations arise, while closely linking the discussions to our expectations.
- Keeping parents/carers informed about behaviours that we are concerned about. In certain cases, creating individual actions plans and targets to support children. We may also involve other agencies (i.e. Health Visitors, Educational Psychologists) where necessary.

Children will:

- Be involved with creating our Nursery charter each year.
- Review our Nursery charter as required.
- Follow the expectations.
- Act as good role models to each other and remind each other of Nursery expectations.

Parents/Carers will:

- Work with the Nursery, so that their child receives a consistent message about how to behave at Nursery and at home.
- Read the Nursery expectations and support them

Training

Educational Psychology Emotion Coaching Training November 2019

Children's rights and promoting a positive learning environment discussion at August In Service day.

Policy Review

This policy will be reviewed regularly and in response to accident, incident or change in National or Local policy or guidance.

Date of Issue: February 2020

Date of Review: February 2021

Policy Author: Caroline Duncan (DHT)

References

UNICEF Rights Respecting Schools Support Materials

<https://www.unicef.org.uk/rights-respecting-schools/>

Educational Psychology – Emotion Coaching Guide

<https://blogs.glowscotland.org.uk/as/public/aberdeenshireeps/uploads/sites/2304/2020/07/16105901/Guide-to-Emotion-coaching.pdf>