



## Braehead Nursery

### Children's Wellbeing

Staff should ensure that their approach to behaviour management and wellbeing fits fully into the framework provided by the Care Standards set out below.

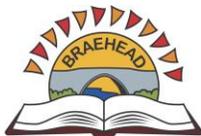
- Standard 1      I experience high quality care and support that is right for me.
- Standard 2      I am fully involved in all decisions about my care and support.
- Standard 3      I have confidence in the people who support and care for me.
- Standard 4      I have confidence in the organisation providing my care and support.
- Standard 5      I experience a high quality environment if the organisation provides the premises.

In order that all children feel comfortable and at ease in the nursery environment, staff should ensure that:

- 1) When planning and providing activities there is a balance of opportunity between those appropriate for the individual, small groups and large groups.
- 2) Children are able to participate in a range of activities related to their prior learning, interests and stage of development for their ages.
- 3) Children will not be expected to progress at the same rate as their peers.
- 4) Experiences take account of their varied ability and interest levels.
- 5) They are sensitive to the needs of individual children in all aspects of their organisation and practice.
- 6) Expectations are realistic of children at all levels of development and always make appropriate demands on them.

*Reviewed: February 2020*

*To be reviewed: February 2021*



- 7) Learning activities are attainable, challenging and provide opportunities to extend learning.
- 8) Clear evidence is collected of the strengths of individuals and corresponding areas for development.
- 9) Children are encouraged to participate enthusiastically in a variety of activities and whilst doing so begin to take some responsibility for their own learning.
- 10) Children are also encouraged to develop awareness of what is expected of them and to try their best in any situation.

### **Adult Interaction with Children**

Staff at all times should work to:-

- 1) Create a learning environment based on dignity, independence, self-confidence, socialisation and friendship.
- 2) Always choose language/manner of speech that demonstrates a variety of positive techniques and styles.
- 3) Communicate regularly with parent/carers about the needs, support and progress of children and, where appropriate, offer advice and support in order to help children at home.
- 4) Praise and encourage children for their work and thereby create and maintain a positive learning environment in which each child's contributions are recognised and valued.
- 5) Always be approachable and helpful to children seeking help or advice.
- 6) Develop relationships with children and their parents to enable staff to know and understand each child's personal history. Staff follow child's Care Plans and review regularly to meet the child's needs.

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- 7) Ensure that children and adults relate to each other in an open and respectful way and that warmth and mutual respect is evident in all interaction.
- 8) Encourage children to take responsibility and to feel that they are trusted and will be praised for self-discipline and good behaviour.
- 9) Develop a sensitive approach to parents' feelings when issues involving self-discipline are involved - i.e. a child's general behaviour, attitudes and relationships.
- 10) Create and maintain a harmonious atmosphere in which children are all held to be of equal worth and accorded the dignity of equal opportunity.
- 11) Encourage all children to be kind, caring, courteous and well behaved.

### **Additional Practice Guidance**

- 1) In planning, preparation and delivery of the Curriculum for Excellence, identify individual needs and provide a range of opportunities that will meet the levels of interest, involvement and application of all children.
- 2) Ensure that adult expectations are made clear and are regularly revisited as a matter of course individually, in groups and as a whole class. It shouldn't be used solely as a response to inappropriate behaviour. Circle Time is an excellent opportunity to develop and re-inforce an approach, which responds directly to the stage each child is at and therefore can be clearly understood at his/her level.
- 3) In approach, always be consistent to enable the children to feel confident and able to predict the effect (positive or negative) their behaviour will have.
- 4) Use the play environment to develop positive traits - a willingness to take turns, share, be patient, help others, etc.
- 5) In situations where there are indications of a confrontation between individuals take the heat out of the situation as soon as possible by directing an individual (or individuals) to another activity. Practitioners can use a chair for the child to sit on to reflect upon their actions. Once calm has been restored talk through the situation identifying positive strategies for avoiding repetition. Follow-up with an

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appropriate level of parental involvement if there is evidence of a pattern rather than a one-off incident.

- 6) Where persistent disruption occurs as a result of an individual's difficulties in settling into the Nursery environment the Head Teacher or Depute Head Teacher should be involved as soon as there is evidence of a pattern emerging.

**Our Braehead Nursery Vision, Aims and Values should be displayed and referred to on a regular basis.**

**Braehead Nursery's Vision, Values and Aims**



**Our vision...**  
*Grow together!*  
*Work together!*  
*Achieve together!*  
*Always try your best!*

**Our Nursery Values ...**



**Our Nursery Aims ...**  
*Growing together! - Be happy, healthy and safe.*  
*Working together! - Be responsible, respectful and develop confidence.*  
*Achieving together! - Be happy, proud and learn together.*