



Wee Mack's Policy for Promoting Positive Behaviour

March 2021

At Wee Mack's we are committed to aiding children's mental as well as physical development. The following areas are key to children's mental development:

- **Emotional Intelligence:** Promoting the management of feelings and behaviour.
- **Social Skills:** Encouraging children to form positive, respectful relationships.
- **Cognitive Skills:** Increasing self-confidence and self-awareness.

Children develop these areas through play, interaction, and discussion.

Here is how we at Wee Mack's aim to assist in each of the above areas:

Emotional intelligence

- accept that emotions are valid responses to our world
- listen when children are discussing their feelings
- Never scold, shoosh or disregard a child's feelings
- Help children to process their emotions in a positive and safe way
- Use soothing language 'I understand this made you angry. It's okay to feel angry. But yelling isn't going to help. Let's try and stay calm, then we can talk about it'
- Make connections between children actions and their feelings - 'I know you love playing with the ball, but it's time for lunch' - helps them to understand the root of their disappointment
- Encourage children to find a positive way of processing their emotions
- Show empathy and be a positive role model
- If tantrums happen, encourage children to discuss them afterwards

Social skills

- Use structured group play to exhibit the give and take required in social situations
- Encourage children to share and play together
- Show them how to respect one another by being polite, asking nicely, understanding limits and so on
- If disagreements occur, encourage children to resolve their differences together
- Use role play to re-enact social situations and different relationships



- Use storytelling and scenarios to demonstrate why everyone should be included, not just a child's particular friend(s)
- Show respect to other adults to provide a model of appropriate interaction with others

Cognitive skills

- make use of resources which encourage curiosity and problem solving
- Use a combination of structured and free play
- 'Go with the flow' - allow children's moods, interests and style of learning to direct their play choices
- Encourage children to ask questions, this is a great way to expand their learning
- Sorting, shapes, counting, colouring and puzzles all aid cognitive play
- Introduce loose parts to play opportunities

Positive Behaviour Charter

- We treat each other with kindness, politeness and respect. (Why? Because everyone deserves to be treated well by other people)
- We play together calmly and safely (Why? Because everyone deserves a safe pleasant environment)
- We allow each other to learn by sharing, helping each other and working together. (Why? Because learning together is best in a shared space)
- We make sure playtimes and mealtimes are pleasant times (Why? Because everyone deserves a break from learning and a chance to unwind)
- We look after toys, games and books and help to tidy up after activities (Why? So everyone can continue to enjoy our resources).
- We are open and honest with each other (Why? Because that's the best way to understand each other and forge good relationships)
- We listen - and follow - when we are giving instructions regarding keeping safe. (Why? Because our safety, and the safety of others, is of the utmost importance)
- If a problem arises, we discuss how to resolve it. (Why? Because this helps everyone to be involved and promotes dispute resolution)
- We include everyone. (Why? Because no one likes to feel excluded)
- The rules keep us all safe. If you see someone breaking the rules, politely remind them. (Why? This keeps them - and you - on the right path to happy and safe learning experiences)



Our pattern for re-enforcing the rules:

- Children will be reminded of the rules following relevant activity for instance 'it's time to tidy up; remember everyone needs to help'
- Explain why we have the rules.
- Explain what could happen if we don't follow the rules
- Remind the rules again
- Praise and recognise positive behaviour
- Give children the chance to contribute to the rules 'We are going to the park; what rules will keep us safe?'
- Discourage unacceptable behaviour; make sure children know what is acceptable and what isn't
- Discuss the impact of inappropriate behaviour or not following the rules
- Encourage children to reason that the correct behaviour is the best choice all round