“Practitioners must provide experiences and support to enable children to develop a positive sense of themselves and of others. They must support children's emotional well-being, helping them to know themselves and what they can do. They must help children to develop respect for others, social skills and a positive disposition to learn.”

(from EYFS consultation document 2006.)

Aspects
• Dispositions and Attitudes
• Self-care
• Making relationships
• Sense of Community
• Self-confidence and self-esteem
• Behaviour and self-control

Included are short articles on :-
• Maslow’s hierarchy of needs
• Conflict resolution
• Key-persons
• Golden rules
• An enabling environment
• Independence
• Suggested further reading
Conflict Resolution with Young Children

Highscope have put together a useful set of steps for children to work through when conflict arises.

These steps will need to be taught to your children and your environment could include displays with visual prompts.

Highscope also sell a useful video illustrating this approach in action
www.highscope.org
Solving Problems & Resolving Conflicts

1. Approach calmly.
2. Acknowledge feelings.
3. Gather information.
4. Restate the problem.
5. Ask for solutions and choose one together.
6. Be prepared to give follow up support.

(1996 Highscope)
Keyperson Working
Some key points

- A commitment to providing consistent care and emotional support to each child as an individual throughout the day.
- Needs to be developed over time and requires a commitment to this approach.
- Originally about rediscovering the child as an individual in nursery.
- Generally taken to mean that a small group of children is assigned to be overseen by a particular adult- this definition is inadequate.
- A child should experience an adult who is “tuned in” to their needs and interests.
- An adult who can develop a special and personal history with the child.
- If children are given impersonal care in nurseries they can become rather passive and institutionalised or difficult, demanding or aggressive.
- Keyperson working requires a manager with organisational flair.
- The whole focus and organisation of the nursery should enable and support close attachments.
- Staff need a clear definition of the key person approach and its importance.
- Children’s attachments at nursery will not undermine attachments at home and may even help them.

For further information on keyperson working see cd-rom included in the Birth to Three Framework Pack.
Possible Actions

- Frequent use of outdoors
- Uninterrupted blocks of time. Remove unnecessary routines and interruptions.
- Staged warnings – “we will need to tidy away in five minutes”
- Children able to leave models up
- The environment is neither over- or under-stimulating
- Physical and intellectual challenge
- Set up quiet areas
- Use sound absorbing materials
- Resources readily available- “Get it, use it, return it”
- Adults are good role models
- Clear expectations- positive, could be Golden Rules
- Plenty of opportunities to be expressive and to explore
- Adult approval and praise (esp. boys)
- Children achieving- this will improve their self-confidence and their self-esteem
- A balance of self-directed and adult-initiated activities
Golden Rules

Simple positive statements –

We walk inside
We use kind hands and feet
We look after our toys
We listen
We share
We take turns

In the autumn Term –
Talk to the children in small groups about the rules and how they are there to keep everyone safe and happy. Ask them to act them out – take photos and involve the children in choosing which ones for which rule.

Laminate and use Velcro so that the rules can be taken to a child as a reminder if needed.

Then take one rule a week –
• think about what it means
• what it looks like
• all look for people using this rule
• stickers linked to it
• adults and children taking photos which could go on the parents board of children doing the rule

This could be used as the basis for small group circle time (ask EY consultant for input on circle time is interested)

Keep emotion and personal blame out of golden rules. Talk about the behaviour ‘You hit James, we use kind hands, show me your kind hands, look at our picture’, ‘You are running. We walk inside to keep everyone safe’ etc

Once all rules have been established keep observing and reminding and sometimes you will need to have a focus on a particular rule again.
Promoting Independence
Some questions to think about

• How well does the storage space and labelling make clear to children where to access and return resources?
• Do the children have free access to
  -mark-making materials
  -creative resources eg paint, different adhesives, numerals
• How many things have you done today that children could have tackled themselves
  -dressing and undressing themselves
  -preparing materials, eg making playdough, mixing paints, preparing snacks, setting the tables, pouring drinks
  -tidying away equipment?
• What decisions and choices are the children encouraged to make about:
  -the activities they do
  -the materials they use
  -how they use their time
  -who they work with
  -when they go to the toilet
  -when they have their snack
  -when they play inside or outside?
• What opportunities have the children had to
  -make and share opinions about their work
  -responding to the work of others
  -having others respond to their work?

Adapted from “Young Children's Personal, Social and Emotional Development” by Marion Dowling
Why use Quality Circle Time

• Quality Circle time can be used to promote positive relationships within your setting

• It should encourage the development of high self-esteem

• All children will feel equally valued

• The children will learn turn taking and sharing

• It should promote good speaking and listening skills

• It should always be FUN
How to Conduct Circle Time

- For young children small groups are probably best
- The time should be limited to about ten minutes
- Sit the children in a circle. Using chairs, carpet squares or cushions may help. Use an area free from distractions
- Have a “talking object” an attractive stone, small teddy, wooden egg or something else that is "special".
- Establish circle time as a safe time. Children who do not wish to speak must be allowed to pass on the talking object
- It is important for practitioners and children to come to the circle with a positive attitude
- Teach the five skills of Circle Time which are: Looking, listening, speaking, thinking and concentrating
- Use actions as prompts when you talk about the five skills

“In circle time we use our looking skills”- point to eyes
“we use our listening skills”- point to ears
“we use our speaking skills”- point to mouth
“we use our thinking skills”- place hands on temples
“we use our concentrating skills”- clasp hands together, place hands in lap
Suggestions for Further Reading

“Foundations of Independence” by S. Featherstone and R. Bayley
Featherstone Education

“An Eye for an Eye Leaves Everyone Blind” Teaching Young Children to
settle conflict without Violence by S. Finch National Early Years
Network

“Storylines: an anthology for using puppets and soft toys for addressing
PSHE issues.” Lawrence Education Publications

“Here We Go Round Quality Circle Time for 3-5 yr Olds”
By Jenny Mosley & Helen Sonnet Positive Press

“Young Children’s Personal, Social and Emotional Development” by Marion
Dowling Paul Chapman Publishing

“Assessment in Early Childhood Settings- Learning Stories” by Margaret
Carr, Paul Chapman Publishing

“Key Persons in the Nursery: Building Relationships for Quality Provision”
by Peter Elfer, Elinor Goldschmied and Dorothy Selleck David Fulton

“Why Love Matters; How Affection Shapes a Baby’s Brain” by S.Gerhardt
Brunner-Routledge

“Self-esteem and Successful Early Learning” by R. Roberts Hodder and
Stoughton