Tachbrook Nursery School
Personal, Social & Emotional Development Policy

'Happy, healthy & high expectations'

Personal, Social, and Emotional Development

Introduction

At Tachbrook Nursery we recognise the critical importance of supporting the personal, social, and emotional development of young children during their early years. This policy outlines our commitment to providing a nurturing and inclusive environment that fosters positive growth and development in these key areas. By implementing this policy, we aim to ensure that each child feels valued, supported, and equipped with the necessary skills to navigate their emotional well-being and relationships effectively.

Aims:

Inclusion and Diversity:

1. We will create an inclusive environment that celebrates diversity, respects each child's unique qualities, and promotes equality of opportunity for all children, inclusive of their background or individual circumstances.
2. We will actively challenge discrimination, bias, and stereotypes to foster a sense of belonging and acceptance among children, families, and staff.

Emotional Well-being:

1. We will prioritise the emotional well-being of each child, recognising that emotional resilience and self-regulation are crucial for their overall development.
2. We will provide opportunities for children to develop a positive self-image, build self-confidence, and express their emotions in a safe and supportive manner.
3. We will encourage open communication and create an environment where children feel comfortable and safe seeking help, expressing concerns, and sharing their feelings.

Relationships and Social Skills:

1. We will foster positive relationships among children, families, and staff: emphasising empathy, respect, and cooperation.
2. We will provide opportunities for children to engage in collaborative play, group activities, and discussions, promoting the development of social skills such as sharing, turn-taking, and conflict resolution.
3. We will support children in developing positive communication skills, including active listening, expressing themselves effectively, and understanding the perspectives of others.

Self-Identity and Belonging:

1. We will encourage children to develop a positive sense of self-identity and understand their cultural heritage: fostering a strong sense of belonging.
2. We will promote the exploration and celebration of diverse cultures, beliefs, and traditions through activities, resources, and experiences.
3. We will respect and accommodate individual choices regarding identity, including gender identity, ensuring an inclusive environment for all children and families.

Staff Training and Development:

1. We will provide ongoing training and professional development opportunities for staff members to enhance their knowledge and understanding of personal, social, and emotional development.
2. We will encourage staff members to reflect on their own practices, biases, and attitudes to ensure a supportive and inclusive approach to children's emotional well-being and development.

Collaboration with Families:

1. We will establish strong partnerships with families, recognising their vital role in supporting children's personal, social, and emotional development.
2. We will communicate regularly with families, sharing information, and seeking their input to ensure a holistic approach in supporting children's emotional well-being and development.

Our curriculum is set out in accordance with the EYFS statutory framework and is split into the following areas:

- Self-Regulation
- Managing Self
- Building Relationships

How our curriculum is implemented

Children's learning is linked to our curriculum progression map. This maps out progress children should make during their time at Tachbrook. Half termly learning objectives are linked to individual learning activities which all children are able to access.

SELF-REGULATION

This encompasses helping children to develop an understanding of their own and others' feelings, gain better control of these and become more able to express their emotions appropriately. We want children to be persistent when working towards a goal of their choice or in a group, to be patient and be able to wait when appropriate. When working with peers and adults we want children to be pay attention to the task at hand, listen carefully and respond appropriately following instructions and share their thoughts and ideas.

Knowledge, understanding, skills & attitudes

We wish each child to develop the following:

Knowledge & Understanding

Children will be helped to develop knowledge & understanding of:

- The range of their own emotions and feelings including joy, happiness, excitement, anger, frustration, sadness, fear, likes and dislikes.
- The acceptable forms of expression of these and that these can be discussed and reflected upon.
- That other children and adults also have a similar range of emotions and feelings.
- To share and take turns with peers.
- To follow instructions and respond appropriately.

Skills
Children will be helped to develop skills in:

- Manage their impulses with support from an adult.
- Expressing a full range of emotions through talk as well as through play and representation.
- Empathising with others' feelings and emotions and to talk about these.
- Channelling feelings such as frustration and anger into acceptable and non-aggressive forms of expression.

Attitudes
Children will be helped to develop:

- A respect for their own feelings and those of others
- A sense of fairness
- A reflective attitude
- A willingness to discuss feelings with staff in a one to one or group situation as appropriate

How the school promotes this
Staff can help children to understand, express and control their emotions in many ways;

- Acknowledging children's feelings e.g. "I can see that you are feeling very angry" or "Are you missing your friend today?"
- Discussing emotions, using examples in play and story-telling.
- Helping children who have difficulties in expressing frustration, anger, dislike etc. without resorting to aggression by teaching them more appropriate strategies.
- Making sure that all children know what is considered unacceptable by setting clear and consistent boundaries.

MANAGING SELF

We want children to learn the following knowledge, understanding, skills and attitudes when manging themselves:

Knowledge & Understanding:
Children will be helped:

- To know they can approach adults when they need help
- To know they will be listened to others and they can ask for help
- To know nursery routines
- To know how to keep themselves safe
- To develop an understanding of healthy choices
- Knowledge of their own strengths and limitations and becoming in tune with their own self.
- Knowledge of what is possible now with and without support from adults and what needs to be developed in the future.

- Knowledge & understanding of acceptable behaviour in a range of social situations in school, at home and in the wider community.
- Knowing that expectations of behaviour and what is considered acceptable can and do differ from one situation to another, between different sets of people and often between home and school.
- Knowing and accepting that these different standards are expected to be adhered to.
- Knowing that they are unique and individual amongst many others, that each is different in some ways and similar in others.

Skills

Children will be helped to develop the following skills in:

- Using a range of socially acceptable forms of behaviour appropriate to the situation
- Expressing points of view verbally ,expressing feelings and needs in an acceptable way
- Self-protection i.e. saying "Stop it, I don't like it" to behaviour from others that is upsetting or inappropriate
- To know some strategies to keep themselves safe such as asking for help and following safety instructions
- Reflecting about self and own personal style/approach
- Making self-assessments and setting personal challenges
- Moving from dependence on carers and staff to independence
- Becoming self-confident in a variety of social situations - working/playing alone, in pairs, small and large groups with and without adults

Attitudes:

Children will be helped to develop the following attitudes:

- Feel settled & a sense of belonging when at nursery
- To have a go and join in with a wide variety of activities'
- A positive and caring attitude towards themselves and their actions
- A positive attitude towards their achievements, however small, and a realisation that further development is possible
- Independence, self-reliance and self-confidence
- A willingness to try new things and not be daunted by failure
- A caring attitude towards their surroundings
- A willingness to participate as an individual for the good of the group as a whole
- A sense of responsibility towards self, immediate environment and others
- To enjoy and share food/drinks in a social situation

How the school promotes this:

Staff attitudes

Staff's attitudes and behaviour are crucial to children developing a healthy sense of self and must include:

- Liking and respecting young children
- Inviting children to express themselves and listening to their points of view
- Knowing when extra help and support are needed, yet allowing children to try things for themselves

- Staff act as models of behaviour therefore we must act as we wish the children to - including paying attention to our tone and volume of voice
- Greeting and welcoming children and their parents/carers and showing respect to all Encouraging children to try new things, to try something again
- Understanding that a child's perspective of the world is not the same as an adult's
- Staff use a quiet voice when talking to children

How staff use Praise

The way we praise children, both about their behaviour and their achievements, can have a positive or negative effect. Staff should consider carefully how they use praise as some forms of praise might not always be helpful e.g. by saying "That's lovely, well done" does not give the child specific feedback. This is not helpful in terms of supporting the child's self-evaluation skills or self-esteem. It relates only to the finished product and not the process and effort that went into it which are just as important.

Asking a child, for example, to "Do a painting for me" is likely to make the child more dependent on members of staff rather than doing something for their own purposes.

In order to help children develop the skills involved in self-assessment, praise needs to be informative, specific and to enable a dialogue with the child about the process e.g. "How did you do it?" or "You couldn't do that last term, but now you can". It should also recognise the effort involved in the task; "You had to solve lots of problems to do that." This type of praise then becomes encouragement to further achievement.

Clear boundaries

All children need clear boundaries in order to understand and be able to comply with the social behaviour which is expected of them. These need to be made explicit from the beginning of a child's time in the school. A consistent approach from all staff is essential. This is not to say that we cannot be flexible. It is acceptable for children to negotiate alterations to routines etc. from time to time, as long as no-one else gets hurt or upset or equipment damaged.

When teaching children routines and organisation of the nursery staff should use clear and positive language to remind children of these e.g. 'Remember to walk inside', 'Now wash your hands', when tidying up 'I want you to tidy away the scissors', 'Your job is to put the stones in the basket'. Staff will differentiate tasks based on the developmental stage of individual children.

When saying "No" reasons should always be given. It is only when children understand why an action is wrong that they can begin to take charge of modifying their own behaviour. Not only does this show respect for the child's ability to reason, but also tells them exactly what they should not be doing. It must be stressed, however, that staff must make it clear to children that it is **certain behaviours that are unacceptable and not the children themselves.**

BUILDING RELATIONSHIPS

Children come to nursery school with a wide range of experiences of relating to peers and adults outside their family. Some will have very little experience of either and others may have been to nurseries, playgroups, toddler groups, crèches or childminders from a very

young age. This means that children can and do differ from each other considerably in terms of turn taking, playing cooperatively, forming positive attachments to adults and peers and showing sensitivity to their own and others' needs.

The school believes that helping children to develop positive relationships with each other and with adults is of paramount importance in ensuring that children are happy and secure.

Relationships with peers
We want children to develop the following:

Knowledge & Understanding that:

- They have the right to make friends in school
- Someone can still be your friend even if they are not playing with you all the time
- Children have different but acceptable ways of relating to others which need to be respected
- Children can be hurt by what others do and say
- Relating to one child may require different skills than relating to a larger group

Skills
Children will be helped to develop skills in:

- Approaching peers and responding to their approaches in an appropriate manner
- Joining others already involved in an activity
- Sustaining group play
- Initiating play
- Negotiating effectively in pair/group situations through talk and action
- Resolving conflict in acceptable ways
- Turn-taking and sharing independently of adult support
- Being assertive in acceptable ways
- Giving a point of view and listening to and respecting those of others
- Supporting others to join in group play
- Supporting others in meeting their needs - e.g. helping someone put their coat on or find a piece of equipment
- Helping others to behave acceptably and use appropriate language, tone and voice level

Attitudes
Children will be helped to develop:

- A caring attitude towards their peers
- A respect for children's individuality and different personal styles
- A willingness to be open to others' points of view
- An appreciation of others' achievements
- A willingness to be part of a group and abide by group decisions
- A willingness to share and take turns
- A respect for others' rights and property

Relationships with Adults
We want children to develop the following:

Knowledge & Understanding:

- That staff are here to support, enable and protect children
- What is appropriate behaviour towards and from adults and that this will differ depending on whether the adult is a stranger or familiar person
- That staff ultimately set the rules in the school for the benefit of all

Skills
Children will be helped to develop skills in:

- Approaching and responding to adults in school
- Sharing staff attention

Attitudes
Children will be helped to develop:

- A positive and respectful attitude towards staff
- Trust in staff
- A willingness to accept our decisions on discipline matters

How the school promotes this

It is very important that when new children start, staff support them in play with other children, introducing them to the group and frequently joining in the play themselves. The amount of support needed at this initial stage varies from child to child and will be assessed by staff through observations and discussions with parents/carers. During this period (and indeed, at all times) staff model acceptable social behaviour and ways of relating to others. In some cases this will mean explicitly showing children how to play together through talk, assigning roles, organising turn-taking and sharing and showing explicit disapproval of physical responses such as hitting or snatching.

We must also ensure that all our interactions with parents are respectful, friendly and professional so that children can see we are adults whom their parents/carers trust; this will help children to feel positive about their experience here.

It is important that we plan for a range of social situations on a daily basis e.g. setting up activities across the curriculum (both inside and out) that **require** co-operation between peers.

Staff play an important role in helping to sustain and extend group play by becoming involved themselves. This only works if staff are sensitive and responsive to children's ideas; allowing them to initiate; ensuring that quieter children are listened to by the group and only themselves take the lead to help children resolve conflicts.

Through their interactions with and observations of children, staff become aware of individual needs and plan to support these both in the short and long term.

Care of the Nursery Environment

An important aspect of the social development of children is their attitude to the environment in which they live, work and play. It is important children are taught awareness and how to care for the nursery environment.

Knowledge, understanding, skills & attitudes

The school's enabling environment and self-help approach to materials and equipment means that children have to be taught, right from the beginning how to use equipment carefully and to put it back in the right place after use. Regular, clear and well understood nursery routines contribute to the children's development as independent learners by giving them responsibility for some of the day to day care of their environment.

Knowledge & Understanding

Children will be helped to develop knowledge and understanding of:

- The routines of tidying-up, looking after equipment, clearing up after one activity before moving on to the next
- Where to find and return things
- Safety rules for the use of equipment
- Which materials cannot be mixed with others eg no dough in the clay, no water on wooden surfaces
- Why we need to have procedures for care and order

Skills

Children will be helped to develop skills in:

- Organising their own materials in the space immediately around them rather than indiscriminately
- Tidying up and the routine of tidying
- Helping other children, especially new ones, to follow these routines
- Caring for equipment/tidying up with and without adult support

Children will be helped to develop:

- A caring and respectful attitude towards nursery equipment and space
- An observant and watchful approach
- Independence in caring for the nursery environment following simple and clear procedures and routines
- A sense of joint ownership of equipment

How the school promotes this

Staff need to encourage all children to tidy up after themselves as part of developing a sense of responsibility for themselves, others and their environment. The aim is to get children to do this independently.

For new and less experienced children this will start with asking them to put a way one piece of equipment and giving a specific instruction e.g. "Paint brush in pot", "Horse in basket." For children who are not yet understanding instructions or who may need extra support staff members may gently use a hand over hand action to support tidying. For other

children staff may leave them to play for as long as possible and ask them to do one tidy up job before story time so they learn the routine of tidying up and have the satisfaction of helping. It may be important to explain to other children why some children are able to tidy up more and others less for example “Rakesh is new, he is learning how to tidy up.”

Conclusion

By implementing this Personal, Social, and Emotional Development Early Years Policy, we are committed to providing a nurturing and inclusive environment that supports the holistic development of each child. We recognise that fostering children’s emotional well-being, relationships, and self-identity is vital for their lifelong success and happiness. Through collaboration with families, ongoing staff training, and a focus on inclusion and diversity, we aim to create a positive and supportive foundation for children's early years.