**Newburn Manor Nursery School**

**May 2017**

**Personal, Social and Emotional Development Policy**

**Reviewed May 2018**

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**RATIONALE:**

**Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. The aspects of learning covered are making relationships, self-confidence and self-awareness and managing feelings and behaviour.**

**PURPOSES and GUIDELINES:**

1. **To establish constructive relationships with children, other practitioners, parents and other agencies, that takes account of differences and different needs and expectations.**

Children learn to trust practitioners by having:-

* Consistent key adults to relate to
* Consistent responses
* Their interests and play supported
* An environment, which has a predictable rhythm with real situations (tidying up, taking messages, serving snacks etc.)

Children learn from adults as guides and role models:-

* To form positive relationships
* To celebrate and acknowledge differences
* Mutual respect and understanding
* Anti-discriminatory attitudes

Children learn about the importance of friendships:-

* By sharing their experiences with peers and practitioners and encountering empathy and active listening
* By sharing emotions and responses during activities
* By learning to value-trust, honesty, support and reliability
1. **To find opportunities to give positive encouragement and act as positive role models.**

Practitioners should:-

* + Show excitement
	+ Show awareness of needs
	+ Consider carefully the effect of their words and actions
	+ Positively influence the way children learn from each other
	+ Be aware of any injustices, making sure they are always addressed and resolved
	+ Plan strategies to support the development of social skills and friendships
	+ Resolve conflict calmly, acknowledging feelings, gathering information and asking for ideas about solutions and supporting negotiations
1. **To plan opportunities for children to work alone and in small and large groups.**

Children develop relationships when given time with other children and adults in a setting, which positively promotes social competence

1. **To ensure that there is time and space for children to focus on activities and experiences and to develop their own interests, autonomy and the disposition to learn.**

Practitioners need to provide experiences that:-

* + The children can control, are interesting and can succeed at, fostering feelings of competence and self confidence
	+ Motivate children to learn and carry on learning
	+ Develop problem solving by allowing the children to think about and practise ways of solving problems
	+ Develop the feeling of being capable of responding to self-chosen challenges.

Practitioners need to provide well-defined areas of interest and an orderly storage system where children have consistent access to materials and equipment, which can support independence and self-confidence.

1. **Plan activities that promote emotional, moral, spiritual and social development alongside intellectual development, providing positive images that challenge children’s thinking and help them to embrace differences in ethnicity, religion and disabilities. To provide activities that acknowledge children’s particular religious beliefs and cultural backgrounds**

There should be a safe, secure, purposeful environment in which the practitioners should provide:-

* + A routine which is predictable but not rigid
	+ Consistent adult expectations and support
	+ Opportunities for the children to participate in planning their own activities
	+ Planned learning explored in familiar or more ‘novel’ ways
	+ Well planned role play which helps children make sense of their world and gives them opportunities to express their feelings and encourages cooperative play
	+ Furnishings and room organisation that reflect family, ethnicity, religion and culture
1. **To use communication effectively to support development.**

Practitioners should:-

* + Respond to different forms of body language
	+ Help children by offering the vocabulary with which they can initiate interactions and enter conversations
	+ Use open-ended questions to support thinking in open ended ways with the possibility if unexpected and inventive outcomes
	+ Help children articulate their feelings in a wide range of contexts, practise resolving conflict, make choices and decisions, see situations from another’s point of view and form relationships.
1. **To promote learning by planning experiences and activities that challenge but are achievable.**

The practitioner should:-

* + Carefully plan challenges and problems that take account of individual strengths and are appropriate
	+ Ensure that children are not frustrated or demoralised
	+ That children who need ‘small step’ challenges, are vulnerable or have particular behavioural or communication problems have positive experiences
	+ Ensure that all children learn to regard themselves as capable and successful