



# **Personal, Social & Emotional Policy**



*Bristol City Council Education Service*

## **REDCLIFFE CHILDREN'S CENTRE**

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### **Personal, Social & Emotional Policy**

#### **Rationale**

We aim to give every child the best opportunity to grow in self confidence and self esteem by enabling them to develop a positive sense of themselves. We will encourage them to become independent, to be able to make and be responsible for their own decisions. We encourage each child to treat themselves, others and their environment with respect. We encourage each child to develop a positive attitude and disposition to new experiences and learning. Children will be involved in processes and encouraged to make decisions for themselves. In this way we provide a curriculum which 'actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' ( DfE).

Children's rights which are displayed in the reception area shape our ethos and vision, support the safeguarding of children and form the basis of the Personal, Social and Emotional Policy.

# Children's Rights

## Redcliffe Children's Centre

Everyone on this planet is protected by the Universal Declaration of Human Rights. Wherever we live, whoever we are, these are our rights and no one should take them away from us. Freedom, peace, and justice around the world are built on these rights.

- Children have the right to tell you what they are thinking or feeling, whether they whisper, shout it, paint, draw, mime or sign it.
- Every child has the right to develop their own beliefs in a positive way.
- All children have the right to be loved.
- All children have the right to a good childhood.
- All children have the right to play and rest.
- All children have the right to be happy.
- All children have the right to experience the freedom of natural spaces - climb trees, wallow in mud, feel the wind in their faces, the rain in their hair.
- All children have the right to make decisions for themselves, take risks, and be challenged.
- All children have the right to an inspiring education
- All children have the right to feel safe from harm.
- All children have the right to be cared for when sick or hurt.
- All children have the right to belong to a family and feel safe.
- **Nobody has a right to hurt children, emotionally or physically.**

### Purposes of the Personal, Social and Emotional Policy:

- To enable each child to become a happy and well motivated citizen through positive experiences.
- To encourage children to respect and care for others and to value other people's ideas and beliefs with opportunity for shared discussion.
- To enable each child to build a positive self image, show appropriate self respect and take care of their own needs with guidance and support from adults in the setting.
- To enable children to express their feelings and to talk about them.
- To develop in each child a sense of responsibility for their own actions with reasonable expectations and developing appropriate responsibilities.
- To help each child to develop an awareness of appropriate behaviour and of what is right and wrong and why.
- To encourage children to show due care and concern for their environment.
- To help each child to develop an appreciation of the beauty, awe, wonder and mystery of the world around them by giving them time to explore and relish new experiences.
- To work in partnership with parents and other professionals in implementing this policy making the most of their experiences, contacts, and skills.
- To build children's resilience through playful engagement with each other.
- To ensure that provision in this area reflects our Equal Opportunities, Special Educational Needs and Inclusion Policy Statements.
- To ensure the delivery of a play based curriculum which, in its philosophy and practice, helps children to develop their personal, social, emotional, moral and cultural skills.
- To ensure all staff understand children's developmental stages of development and how to further them by engaging in the children's play and providing positive role modelling.
- To ensure that all staff are provided with opportunities to develop and enhance their understanding of how-to best support those with personal, social and emotional needs.

- In all enquiries, including those of a sexual nature, children's questions will be answered in a sensitive manner, at an appropriate level of development.

### Guidelines

- Provide a welcoming, stimulating and aesthetically pleasing environment where children can learn to trust practitioners through the consistency of a key adult to whom they can relate.
- Develop a sense of belonging in an environment where they are familiar with the daily routine and establish the knowledge and understanding of what acceptable behaviour is.
- Provide trusting relationships and environment which enables children to share and express feelings.
- Provide an effective environment where children can explore their own culture and appreciate the similarities and differences in those of others.
- Celebrate a variety of appropriate cultural festivals and provide positive images in books and displays that challenge children's thinking and help them embrace differences.
- Explore the local neighbourhood e.g. places of cultural interest, places of worship, the City Farm, parks, docks, galleries and museums.
- Use open-ended questions to support children in thinking in open-ended ways, with the possibility of unexpected and inventive outcomes.
- Practitioners use active listening and to respond to children
- Mental state talk - reflecting on a child's mental state with them.
- Emotionally Available Adults (EAA) - We have a trained member of staff who works across the centre to support those with personal, social and emotional needs.
- Disseminate appropriate information to staff and parents in order to support this policy statement keeping people informed of new initiatives.
- Develop our resources to support this policy statement e.g. games for taking turns, books about children and their feelings, role play resources for children from a variety of cultural backgrounds, to learn a range of skills and attitudes.
- Provide opportunities throughout the daily routine to help children to develop their personal, social and emotional skills, including an enthusiasm for learning to work alone, in small and large groups.

## **Examples of how we incorporate PSE into our work with families and into the structure of the nursery day:**

### **Respect for Children and their Families**

- Children known through family services events/groups/ lunch.
- Visit to centre to meet with key person and parent and/ or carer.
- Home visit - gathering information including home culture, interests, language, feelings about nursery, playing and taking a photograph of the child.
- Settling in sessions - taken at child's pace to build reassurance and trust.
- First day - with parents - listening - being responsive to parents, shown peg, name card in home language.
- 3 parent consultations a year
- Open talk times - objects symbolisation
- Sharing festivals e.g. Diwali.
- Bi-lingual books and support worker
- Visits based on interests, reflecting culture and diversity
- Children's rights are displayed at the main entrance.
- Adult interactions - respectful and active listening
- Music as a means of communicating without words
- Respecting graphics
- Learning diaries are made accessible for children within the rooms.
- Social - Regular Forest trips and visits to our local community.
- Building on children's resilience through playful engagement with each other.
- We promote social interactions between children through managing activities involving teamwork and encouraging social skills such as turn-taking and sharing.

### The role of our 'Trauma Informed Practitioner':

- We have an experienced and skilled 'Trauma Informed Practitioner' who works closely with those children affected by early childhood trauma.
- The practitioner responds to those children who are in distress/ stress states in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time.
- They learn how to relate with children in ways that enhance their self-esteem, confidence, and feelings of psychological safety.
- They know how to actively listen to and empathise when children want to talk about painful issues and help them reflect and resolve. For many children, weekly 'sand tray' sessions are conducted to provide the child with a safe and familiar space to process and vocalise their thoughts, feelings, and emotional state. Our practitioner also develops tailored intervention groups, 1:1 sessions and conducts regular observations with the children and staff.
- The practitioner deploys regular whole staff training to support all adults in their understanding of why challenging behaviour and explosive outbursts are likely to be trauma triggers and how to calm children appropriately and safely.
- Staff are supported to relate to children in ways that enable them to move from blocked trust to trust.
- Early Intervention - the practitioner refers on to other agencies, such as educational psychologists, when these are available and applicable.
- Relationship Support Plans - created for those children who need additional support in building safe and secure relationships with themselves and others. These support plans are reviewed every six weeks with the family of the child, their key person and/ or support worker to continuously reflect on the child's behaviour and response to intervention work.
- Child well-being trips and experiences are arranged throughout the year, such as farm visits, caring for allotments, soft play and swimming sessions.

- The practitioner offers ongoing support to all staff in ways that prevent them from suffering from high levels of stress and developing secondary trauma after working alongside young children.



## **Appendix 1 - Examples within Structure of the Day**

### **Welcome times:**

- Every child and their family are personally welcomed to the nursery by a member of staff - time and sensitivity is given to all.
- Developing co-operation and a sense of self- worth through participation in songs and rhymes.
- Celebrating cultural festivals, particularly those appropriate to the Centre community.

### **Small group time - Talk Time and Quiet Time:**

- Sharing stories and books about a variety of cultures, about issues such as friendship and feelings.
- Taking turns during games and physical activities.
- Concentrating on the task in hand.
- Establishing relationships with others in the group.
- Developing an appreciation of the natural world and our school environment.
- Supporting children to actively listen and respect others.
- Learning diaries are made accessible to all children.

### **Free Play Time:**

- Making decisions and communicating these to others.
- Learning to persevere with achievable challenges.
- Making decisions as to which resources are needed
- Promoting caring attitudes through sharing equipment.
- Expressing needs and asking for help if necessary.
- Accessing and reading books which show world religions and cultures, blended families, disability, and equality of opportunity as the norm.
- Developing responsibility towards communal property
- Taking responsibility for our environment - indoors and outdoors e.g., ensuring we take any litter home with us (milk cartons from snack time etc.) when we visit the forest
- Children working together to solve real problems e.g., carrying a heavy log at the forest
- Learning about the world we live in - the immediate environment and beyond (through regular outings).

- Children being part of their local community - see retrospective planning in blackbirds detailing visits into the community and documentation in the form of display and in each child's learning diaries
- Experiencing meaningful experiences outdoors - including weather and seasonal changes.
- Learning about Britain through real life experiences e.g., visiting the local library, on the boat around the harbour, transport used through the ages at the M Shed, historical artefacts at the museum, climbing the staircase inside Cabot Tower, walking across the Suspension bridge, exploring flora and fauna in the forest, all children visiting the seaside once a year.
- Experiencing music from around the world through musical instruments and electronic devices such as iPads.

#### **Snack time:**

- Developing respect for the contributions of others, taking turns in listening to each other and helping to distribute drinks and fruit.
- Developing a palette for seasonal fruit and vegetables
- Celebrating festivals and marking special days from the world around us e.g. World book day, Eid etc.
- Celebrating children's birthdays.