



Personal, Social and Emotional Development Policy

October 2022

Introduction

At Alfreton Nursery School, we endeavor to make every child's unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. As a school which places the rights of children at the center of everything it does, we spend a great deal of time respecting the needs of every individual child in school – physical, mental, emotional and spiritual. Each curriculum area is taught with the needs of every child at its core and all practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be successful and proud of all their achievements.

This policy incorporates the legal requirements and school aspirations, at an age appropriate level, of an anti-bullying stance. The '**rights respecting**' agenda threads throughout all work in school and tackles explicitly the personal and social consequences of behaviour.

Aims

- To ensure that this area of learning permeates through all aspects of nursery education and daily life within this school.
 - To meet the requirements of the EYFS for PSED in a creative, fun and child centered way.
 - To embed metacognition into teaching approaches in school.
 - To use P4C in school, as an inclusive tool, to support children in their development.
 - To understand British values and to develop a sense of belonging to the wider community.
 - To remove bias in all its forms.
 - To reflect the Equalities Act 2010, maintaining a conscious and reflective approach to meeting the needs of children with protected characteristics.
 - To empower children through skill and knowledge development, to build positive relationships with peers and adults.
 - To enable children to develop the confidence within themselves to cope with change, uncertainty and challenge.
 - To nurture self-esteem, self-confidence and a feeling of belonging.
 - To raise awareness of their role within the world community.
 - To nurture a respect and love for the natural world and to develop their understanding of their value in contributing towards the survival of our planet.
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- To ensure children's respect for one another and mutual tolerance and compassion for differences in gender, personality, appearance, culture, age, religion, ability/disability etc.
- To encourage the development of conscience and an understanding of the consequence of words and actions for others.
- To enable children to feel safe, supported and cared about, thus providing all children with the freedom and ability to learn and grow.
- Through the rights respecting work that we do, children will be taught explicitly about the uncompromising and universal rights and responsibilities that are present - for themselves, others and the world in which they live.
- To teach children why there is a need to cooperate and negotiate.
- To teach the skills of compromise and consideration for others.
- To teach children that they and all children have rights and responsibilities, as stated in the UNCRC.
- To ensure that disadvantaged/vulnerable learners have the same access to the high quality learning opportunities as all other children and that these opportunities meet the physical, emotional and intellectual needs of every individual.
- To apply the MetaMe approach to support the emotional regulation of children in school.

Consultation:

Policy written by Amanda Hubball in consultation with Alfreton Nursery School SMT and NACE.
Approved by governing body.

Sources and references:

The following documentation underpins all practice, provision and policy/procedure in school

Keeping Children Safe in Education

EYFS Framework 2021

The Equalities Act 2010

In addition to the above, the latest research in neuroscience is always taken into account when considering our approach to behaviour. Cozolino, DeThiery, Cairns and many other practitioners/scientists/authors etc are all reflected directly in our practice.

Our Rights Respecting School ethos underpins all aspects of school practice and influences school policy.

Procedures and practice

Safeguarding children at Alfreton Nursery School is our highest priority.

The ethos of our school is to understand individual children and their needs in terms of their social interactions around the school. All practitioners model high standards of personal and social behaviour; expectations are high and children are taught from entry about respect for themselves, for others and for the environment around them. Children are encouraged to develop a sense of their spiritual self, to empathise and feel compassion towards each other and to strengthen their levels of resilience through embracing their own talents and interests. Practitioners work to encourage children to understand that kind and unkind behaviour has consequences for others as well as for themselves.

Self-regulation is nurtured in school and this is done through sensitive application of co-regulation strategies. These strategies enable children to develop their skills in managing their emotions, self-control, confidence, self-esteem and social interactions. Many different aspects of school provision support PSED:

- Unicef Rights Respecting School
- Attachment and Trauma Awareness Provision
- Ferre Laevers – monitoring, assessment and intervention groups
- British Values
- MetaSTEAM
- MetaMe
- MetaMaths
- MetaPhE
- International Schools
- Explicit social learning – Racial equality, LGBT+ inclusion, Religious diversity . . .
- Forest Schools
- ECO Schools
- Love Heart Group
- Mindfulness
- P4C
- Yoga
- Earth Elves
- Music Sessions
- Aspiration Group
- ECAT – monitoring, assessment and intervention groups
- ECAM – monitoring, assessment and intervention groups
- Baking Sessions
- Early Birds Breakfast
- Dinnertime Discovery Group
- Lunch Time
- Mentally Healthy Schools focus

Equal opportunities:

We are a Trauma Aware and an Attachment Aware school and our approaches to behaviour are tailored to each individual child and driven by a focus on every child's right to have their well-being nurtured and their sense of belonging fostered. The development of loving and trusting relationships between practitioners and children is pivotal to the work on behaviour support in school and above all else children are protected from experiencing rejection and shame. As a staff we work with the latest developments in neuroscience and work tirelessly to support healthy brain development. Brain development and ultimately individual child behaviour is supported by enabling ALL children to succeed.

All curriculum provision is differentiated to meet a spectrum of needs. Practitioners in school provide input for Academically More Able children through PSED provision. It is every child's entitlement to an education which stimulates and challenges their abilities and interests. For children who demonstrate abilities that are deemed to be higher than expected, it is their right to have their potential turned into performance. As a school we recognise our responsibility to nurture intellectual curiosity. AMA plans incorporate all curriculum areas as appropriate and for further information please refer to the AMA Policy.

We are explicitly aware of the protected characteristics, stated in the Equalities Act 2010, and remain committed to supporting children with protected characteristics through our diverse approach to curriculum, environment, pedagogy and values. We are aware that children can be disadvantaged throughout their education due to their backgrounds, and we endeavour to support all families regardless of their characteristics, with conscious intent.

Health and safety:

A generic approach to the health and safety of children is appropriate, as no specifically risk attributed activities are routinely included within the inclusive practice of staff when approaching individual children's behaviour.

However, there is an overarching understanding that if children display aggressive behaviour or behaviour that could in anyway place themselves or others at risk, the area around the child in question should be cleared of children, adults and any items that could be used to harm themselves or used as 'missiles'. A trauma aware practitioner will remain present to support the child as appropriate and reintegrate them into the nursery session when it is considered safe and emotionally appropriate to do so. The rights of the child concerned will be respected at all times and the emotional safety of the child will remain high priority.

Planning:

- Specific differentiated planning related to PSED, Global Citizenship, British Values and Community Cohesion falls to the Coordinator, Amanda Hubball.

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- MetaMe and MetaPhE are innovative school approaches to the application of metacognition within a PSED driven curriculum – Amanda Hubball.
- Explicit social learning is planned for and supported by children’s literature, e.g. ‘Introducing Teddy’.
- PSED, Inclusion, Behaviour and Well-being provision is overseen by Amanda Hubball
- The responsibility for the planning behind specific targeted provision will usually fall to the curriculum coordinator who oversees the related curriculum area.
- Findings of the assessment and recording systems that impact on cross curricular provision, are shared with the whole team, as they all contribute to the planning for cross curricular target and intervention work in school, e.g. Music, Story sessions.

The diversity and depth of our planning systems ensure that all children, regardless of their characteristics, can achieve, progress and develop their skills in a developmentally appropriate way. Our planning systems are fully inclusive and the range of approaches and interventions used aim to prevent children from suffering a sense of frustration, and instead fosters a sense of purpose and self-belief. As a result of this, many behaviour ‘issues’ are avoided.

Teaching:

All teaching is fully differentiated and all staff are fully trained and in possession of information related to the latest developments in high quality cross curricular practice.

Roles and Responsibilities

Teaching Staff

- To deliver lessons and other learning activities which offer differentiation and creativity to all children.
- To challenge all conscious and unconscious bias in all its forms.
- To ensure that the curriculum and the environment reflects and supports children from all backgrounds and resonates with their life experience.
- To take responsibility for personal skill development and communicate any perceived weaknesses to the subject leader. - Therefore ensuring support and training.
- To contribute to the on-line record keeping and assessment systems of all children as appropriate.
- To apply the MetaMe and MetaPhE approaches to PSED education, where appropriate.
- To attend CPD/PSED meetings, thus ensuring high professional standards
- To remain aware of the impact of attachment and trauma on children’s behaviours and respond accordingly.
- To remain aware of the rights and responsibilities of the children and of themselves at all times.

Organisation/Resources:

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There are a range of behaviour support resources available in all areas of the school, including the magic room, Betty's Pantry, belonging displays etc. The Inclusion and Behaviour Coordinator has overall responsibility for the organisation, upkeep and renewal of specific resources, but this is done in conjunction with the highly skilled team of professionals in school.

Resources including natural, digital, physical and adult are all used creatively to support learning. The relevant curriculum coordinators monitor and collect/purchases the majority of these resources, if they are needed for specific focus. Collectively the whole team share responsibility for identifying resourcing needs which occur in the overall daily provision.

Adult deployment for PSED provision is shared amongst all members of the teaching staff and in addition to the PSED coordinator, the link practitioner also shares in the responsibility for maintaining an overview of standards in this area of our school practice.

Roles and Responsibilities:

Link Practitioner – Louise Ashmore

- ② To support the PSED Coordinator in disseminating and training staff in the provision of PSED in the classroom.
- ② To seek CPD opportunities and work in liaison with the subject leader to drive up standards and ensure a creative and needs driven experience for all children and staff.
- ② To apply the MetaMe and MetaPhE approaches to PSED provision, mirroring this for all staff members.
- ② To attend and engage in internal moderation meetings, leading to data analysis and the development of next steps for support/learning.
- ② To remain aware of the impact of attachment and trauma on children's behaviours and respond accordingly.
- ② To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- ② Ensure that the rights of children are upheld at all times.

Assessment:

Informal monitoring and assessment procedures conducted by all staff, e.g. observations, discussion and staff meetings. More formal assessment systems include a Tapestry data analysis system, Tapestry online learning journal, curriculum tracking systems, internal moderation systems and Ferre Laevers well-being and involvement monitoring system. For more information on assessment and monitoring, please see the Recording and Assessment policy.

Monitoring and review:

Roles and Responsibilities:

PSED Subject Leader – Amanda Hubball

- Ⓢ To review and maintain an overview of the breadth and quality of PSED experiences being offered and received in school.
- Ⓢ To ensure the inclusivity of PSED teaching and opportunity, ensuring that the emotional well-being of children is the primary focus.
- Ⓢ To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- Ⓢ To encourage community involvement in school, as appropriate to support curriculum delivery. Community members may include family support with multicultural cooking throughout the term.
- Ⓢ To initiate and plan PSED lessons in school, using MetaMe and MetPhE - innovative and unique school approaches.
- Ⓢ To take responsibility for the up-keep and purchasing of subject specific resources
- Ⓢ To support all staff with all matters concerning the emotional development and well-being of children, including strategies for supporting children in school.
- Ⓢ To attend CPD opportunities, adopt and implement relevant new initiatives and keep other members of staff up to date in their knowledge and skills.
- Ⓢ To encourage and support with the continued professional development of all staff with their understanding of all PSED, MetaMe, MetaPhE and all related matters.
- Ⓢ To track, monitor and reflect upon the attainment and progress of children in the area of PSED and initiate the modification of school practice, systems and procedures accordingly.
- Ⓢ To monitor and review the use and impact of online record systems designed to engage parents and families in the sharing of their children's PSED experiences.
- Ⓢ To lead internal moderation
- Ⓢ To remain aware of the developments which inform practice relating to impact of attachment and trauma on children's behaviours and lead practice in this area.
- Ⓢ Ensure that the rights of children are upheld at all times.

Head Teacher

- Ⓢ To have overall responsibility for all matters relating to the well-being of children and staff within the school, and take overall responsibility for the delivered school curriculum.
- Ⓢ To ensure appropriate and up-to-date CPD for the subject leader in order to drive standards and provision forward.
- Ⓢ Ensure that the rights of children are upheld at all times.

Link Curriculum Governor – Gill O'Hagan and Peter Ellse

- Ⓢ To monitor annually the curriculum provision in school
- Ⓢ To monitor inclusion and diversity
- Ⓢ To monitor termly the cross curricular attainment data
- Ⓢ To be a critical friend to school practitioners, challenging practice where appropriate and driving up standards.

The work of the curriculum leader will be subject to review by the Head Teacher as part of the school's performance management arrangements. The Head Teacher and Senior Management

Team will review the policy in line with the School Improvement Plan Overview and monitoring schedule.

Concluding notes

Amanda Hubball takes the responsibility for ensuring a clear intent, implementation and impact statement is written and reviewed, to underpin subject delivery in school.