

Social and Emotional Development Policy

Aim of the Policy

Green Roots Social and Emotional Development Policy is in place to ensure parent/guardian are aware of the strategies that may be employed within Green Roots to support and manage a wide range of children's behaviour and whose purpose is to promote their wellbeing and development. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

To promote positive behaviour is to be proactive, rather than re-active. Our aim is to support children in learning to control their actions and reactions appropriately. Self-control is not taught by giving rewards or punishment, where all the control is given to the adult.

Children have a natural curiosity to explore their surroundings and emotions. Restrictions on this development are kept to a minimum to allow for individual expression within accepted boundaries. We help children to understand feelings and emotions by providing resources and activities, time to discuss issues and calm areas where children can reflect and, perhaps, calm down after an incident. Throughout this developmental process, individual children will need different kinds of support, both socially and emotionally. We will strive to empower them to make positive choices (*which are more helpful than imposing sanctions*), and which will establish strong roots for their future.

Each child will have a Key person, who will work on developing a secure attachment, offering support and care, ensuring the child's physiological needs are met, and that the child feels safe and secure. The child's parent/guardian and Key person will discuss the child's development.

- We help support children of all ages in experiencing, recognising, naming and managing their feelings and to know it's alright to have feelings.
- We have boundaries and routines in place to give children a sense of security; we ensure we give advance notice of any changes.
- Throughout the day we offer a variety of activities, in which most are child initiated, in an environment in which all children can succeed. We will help to build the child's confidence and independence and recognise their individual achievements, reinforcing their sense of self achievement.
- Green Roots colleagues will promote positive behaviour at all times ensuring that they represent positive roles models.

- Green Roots colleagues will remain calm; they will observe, reflect and try to understand why certain behaviour has occurred. They will be consistent and give specific praise, will have realistic expectations and sensitive to individual needs and development stage.
- Green Roots colleagues will use the following steps to help resolve conflict; 1. Approach quickly and calmly stopping any hurtful behaviour 2. Acknowledge feelings 3. Gather information 4. Restate the problem 5. Ask for ideas for solutions and choose one together 6. Give follow up support.
- Children will have their own time, space and opportunity to release their feelings in a non-destructive manner.
- Colleagues will always acknowledge that it is the behaviour that is unacceptable and not the child.
- Where age and stage appropriate, distraction methods will be used to manage potentially unacceptable behaviour.
- Children will be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. They will be encouraged to respect others, demonstrate a caring attitude and recognise the difference between right and wrong.
- If developmentally appropriate, a child demonstrating unacceptable behaviour will be asked to apologise to the child/adult who has been hurt. We will ask the child what they could do to make the situation/child feel better. Taking this approach encourages the child to think about their actions and gives them the opportunity to make it better.
- A consistent approach to behaviour guidelines and the consequences applied is followed by all colleagues.
- Verbal labelling of children with such terms as naughty or disruptive will not be used and children's behaviour will not be a topic of discussion within the room.
- Corporal punishment such as smacking, shaking or slapping is unlawful and strictly forbidden and such action by a colleague will result in immediate disciplinary action. Our Safeguarding Policy may also be applied. Physical intervention by an adult may be required in emergency circumstances to prevent personal injury or serious damage to property.
- Withholding food as a form of behaviour sanction will not be used in any circumstance.
- Any child, who behaves inappropriately by physically abusing or verbally bullying another child or adult, may be temporarily removed from the group. This is usually done by engaging the child in another activity.

Consequences applied in the case of unacceptable behaviour will take into account the age and developmental stage of the individual child. It is important that team members and parent/guardian work together to establish common strategies for addressing unacceptable behaviour both at home and within the Centre. Unacceptable behaviour may relate to physical and/ or verbal actions and also includes anti-social behaviour such as bullying.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

On-going incidents of unacceptable behaviour cannot be allowed to continue and a meeting between the colleague and parent will be held to discuss further action (see Behaviour Concern Procedure). In some cases this may include the involvement and support of other childcare professionals. In extreme circumstances the decision to remove a child on a temporary or a permanent basis may be taken. A decision to remove a child is only reached following consultations with team members and parent/guardian on the individual circumstances and prior approval must be sought from the Centre Manager.

Team member's regularly observe the children and know their normal behaviour patterns; any significant change to previous patterns of behaviour and development will be noted and brought to the prompt attention of the Inclusion coordinator and child's parent/guardian.

Parent/guardians are asked to inform their child's Key person if any situations or changes at home may result in a change in the child's behaviour.

Details of all incidents relating to behavioural concerns and issues will be recorded in the Child's File, details of which will be shared with the child's parent.

At this stage, we may invoke the Behaviour Concern Procedure.

Mirroring Behaviour Management Strategies from Home

Occasionally parent/guardian request that we mirror strategies used at home such as "time out" or "the naughty step" or reward techniques. Where strategies conflict with our own policy e.g. "the naughty step", we would have to decline. If a child is presenting challenging behaviour at nursery at a level that has evoked action as per the Behaviour Concern Procedure and parent/guardian would like us to try additional strategies such as rewards, a meeting with the Manager, Parent/guardian & Inclusion Coordinator will be scheduled to consider if we can support this for a short period of time to try and break the behaviour pattern. A note will be put in the child's file to confirm the strategy has been agreed with the parent/guardian and their consent has been given.

Super Hero Play Policy

We acknowledge that children play differently; recent research suggests that boys have a larger brain area for visual and spatial processing and girls for linguistic processing, which affects the way they play. Whilst providing all children with time, space and child initiated activities, which support and promote self-confidence; we also need to take into consideration the effect they may have on others. We value all

play, and put great thought into when to get involved and when to allow children to carry on playing.

- We will not allow toy weapons at Green Roots. However, if a child makes a weapon, such as out of Lego, the child can play with it.
- Noisy, boisterous play can take place in an environment, such as outside, where the effect on others is less.
- These games can only be played with the children that have opted to join the game.
- Green Roots colleagues will not enter into any 'shooting games' and will encourage the game in a different direction.

The benefits of Super Hero Play encouraged by colleagues

- Rescue games – problem solving scenarios.
- Den building.
- Creative work and stories.
- Mathematical activities.
- Participating in the chase, excitement and being part of a group.
- Opportunities for developing cooperation.
- Encourages children to express their feelings in a safe and secure environment.
- Understand there are alternatives to aggression.
- Develop negotiation skills.