

<b>Personal, Social, Emotional and Behaviour POLICY</b>	
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Page no: 1 of 7	Approved:
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## Personal, Social, Emotional and Behaviour Policy

**At Windmill Hill City Farm Early Years, we recognise the development of children’s Personal, Social and Emotional skills as fundamental and underpins all other areas of development. This includes, but is not limited to, the ways children view themselves, the ways they develop emotional awareness and emotional literacy and the ways they develop social skills and communicate.**

### What is Personal, Social and Emotional Development (PSED)?

Personal, Social and Emotional development is broad and varied, and unique and individual to the child. It is impacted and affected by the world around them and those within it. It encompasses an individual's wellbeing, self-confidence and self-awareness, their understanding of their own and others' emotions, self-regulation skills, the ways they communicate and interact with others, how they express themselves and their sense of belonging.

### What is Behaviour?

Behaviour is a form of communication and a reaction or response to certain situations, needs and feelings. It can be verbal or non-verbal, loud, and obvious or quiet and subtle. Behaviour is unique to the individual and can be reflexive and reactive and learned and influenced by the people and environment around them. Behaviour can tell us a lot about a child’s experiences, needs and development.

### The aims of the policy:

- To ensure we provide a holistic and consistent approach in the way we view and support children’s personal, social, and emotional development and behaviour.
- To identify and understand children’s personal, social, emotional and behaviour needs.
- To work in partnership with parent/carers and other professionals when appropriate in supporting the child.
- To provide a framework of support for staff and parent/carers to ensure they can manage children’s personal, social, and emotional and behavioural needs positively.

### As a setting we will:

- Provide a routine and environment which is warm and welcoming and maximises opportunities for social interaction and togetherness and the building of friendships, but also allows space for ‘quiet’ moments.
- Ensure there are sufficient resources and materials available.
- Ensure there is consistency and routine, we will talk to and inform children of changes or unexpected occurrences.
- Learn about each child, their interests, their home lives, things that are important to them and their ‘normal’ responses and reactions to different situations.
- Maintain and communicate clear boundaries and expectations.
- Use conflict resolution techniques as outlined in our positive interaction strategy (see appendix 1) to help resolve disagreements and altercations between children, respecting and acknowledging children’s views and feelings and working with them to resolve the conflict.

## Personal, Social, Emotional and Behaviour POLICY

Reference: CF05

Effective date: 01.10.2023

Page no: 2 of 7

Approved:

Last revision: October 2023

Revision date: October 2024



- Promote the British Values and involve and value children's thoughts and views in discussions and decision making.
- Be non-judgemental, emotionally available, understanding, and empathetic.
- Remain calm and aware of our own triggers and the impact our communication, body language and responses may have.
- Role model positive interactions and communications, ensuring the use of appropriate words and language.
- Ensure fairness and equity for all by acknowledging, recognising, and supporting each child's individual needs and adapting our approach as necessary.
- Ensure we are attachment informed.
- Ensure we are trauma informed.
- Use tools and resources to support individual children, such as visual timetables, comforters, emotion cards etc.
- Consider and plan for children's PSED and behaviour needs when organising activities and the development of the environment.
- Review and reflect on the success of any strategies or aids put in place for a child and adapting where needed.
- We will never 'shout' directly at a child in response to their behaviour, on occasions, we may need to raise our voices to get a child's attention if they are putting themselves or others at risk of harm.
- We will never use corporal punishment, e.g., physical punishment, such as smacking or shaking, and children will not be threatened with this.
- Work as a team in supporting children's individual and PSED and behaviour needs, share concerns, and share the load.
- Work in partnership with parents & carers in supporting children's individual and PSED and behaviour needs.
- Wherever necessary work with other professionals in supporting children's individual and PSED and behaviour needs and be open to advice and guidance.
- Always have the child's best interests at the heart of what we do.

### Distressed Behaviour

- Distressed behaviour will be responded to in a calm and controlled way with the aim of resolving and diffusing a situation.
- We will get down to the child's level and maintain open and calm body language and facial expressions.
- We will adopt conflict resolution strategies if required.
- We will work to understand the cause and reason of the behaviour and listen to what the child is verbally and non-verbally telling us.
- We will monitor regular incidences of distressed behaviour as a means of supporting our understanding of the behaviour and identifying strategies to support the child.
- Where physical contact is necessary (in extreme situations where a child is at risk of seriously injuring themselves, other children, or adults, or to prevent serious damage to property), we will state our intentions, e.g. 'I am going to move you away to stop anyone getting hurt'. We will record all cases of physical intervention on an incident form and share with parent/carer.

## Personal, Social, Emotional and Behaviour POLICY

Reference: CF05

Effective date: 01.10.2023

Page no: 3 of 7

Approved:

Last revision: October 2023

Revision date: October 2024



### Conflict Resolution

- We will remain calm.
- We will take the time to listen to both sides of the story, paying attention to children's verbal and non-verbal cues.
- We will work and support all involved in finding a resolution using strategies appropriate to the child and situation.
- We will acknowledge and support understanding and awareness of children's own feelings and the feelings of others.
- We will not place blame.
- We will allow time and space to resolve conflicts.

### Self-regulation & Emotional well-being

- We will work hard to build relationships with children, providing them with a sense of security and a secure base.
- We will be positive role models in the ways we communicate and manage our own emotions.
- We will identify methods and strategies to support individual children which will be informed by our holistic knowledge of the child.
- We will provide the child with space and time to self-regulate.
- We will use resources to promote understanding of feelings, self-regulation, and emotional well-being, such as books, games, visual cues for example.
- We will support the child in finding their own strategies to self-regulate and will work closely with parent & carers regarding this.

### Attachment

- We will ensure every child has a key person.
- We will ensure all staff are attachment informed and able to recognise the signs and symptoms of attachment disorders.
- We will ensure a consistent approach and be sensitive to the individual needs of children.
- We will work closely with the family during transition times to ensure the child is supported.

### Trauma and Adverse Childhood Experiences (ACEs)

- We will ensure all staff are trauma informed, aware of the impact trauma and ACEs can have on a child's wellbeing and are able to recognise signs and symptoms of trauma.
- We will provide a safe space and be sensitive to the individual needs of children.
- We will work closely with the family to ensure they and the child is supported.
- We will work closely with other professionals as required, in the best interests of the child.

### Peer on peer

- We understand and recognise children can harm their peers.
- We will respond sensitively and support and work with the child and/or children involved to resolve the issue in a manner that is timely and considers their age and understanding.

<b>Personal, Social, Emotional and Behaviour POLICY</b>	
Reference: CF05	Effective date: 01.10.2023
Page no: 4 of 7	Approved:
Last revision: October 2023	Revision date: October 2024



- We will monitor patterns of peer-on-peer behaviour to help our understanding and capabilities in supporting the child and/or children.
- We will work in line with our bullying guidance (see appendix 2).

### Reporting and Recording Incidents

- We will ensure we have clear and robust systems in place to report incidents of distressed behaviour, including injury.
- All incidents will be recorded on the appropriate accident, incident, or external incident form at the earliest opportunity, with a clear description of the incident and any actions taken. This will be shared with parents and carers who will be requested to sign the form on the day of completion.
- We will monitor regular incidences of distressed behaviour, reviewing this information to help our understanding of the child.
- We will share information with parent and carers, and other professionals as required.
- We will use our knowledge of the child and records and observations as a means of best identifying how to support that child.

### Additional needs

- We are aware signs of personal, social, and emotional difficulties and/or distressed behaviour may be an indicator of further underlying additional needs.
- We will keep an open mind and ensure we view the child holistically.
- We will identify things that are going well for the child, as well as challenges they may be facing.
- We will work closely with parent and carers in supporting individual children.
- We will work closely with other professionals as required.
- We will use visual aids, tools, and resources to support the child such as pec cards, visual timetables.
- We will be an advocate for the child.

### Partnership with Parent & Carers

We will ensure:

- We work to build positive relationships with parents and carers.
- Transparency and keep an open and honest dialogue between us and parent/carers.
- Listen and respect parent and carers views.
- Work in partnership with parent and carers in the best interests of the child.
- Agree an advocate for the child.

We ask that you:

- Work in partnership with us, keeping us informed of relevant information which may impact your child's wellbeing, such as changes at home, being unwell or sleep deprived.
- Respect that we cannot share information with you about any other child or family.
- Be open and honest with us, we understand, without judgement, children may go through stages or patterns of behaviour which can be worrying and, at times, difficult.

## Personal, Social, Emotional and Behaviour POLICY

Reference: CF05

Effective date: 01.10.2023

Page no: 5 of 7

Approved:

Last revision: October 2023

Revision date: October 2024



- Work with us in discussing and agreeing strategies to support your child to ensure a consistent approach at home and within the setting.

### Working with other professionals

- We will work closely and respectfully with other professionals in the best interests of the child.
- We will maintain confidentiality and share information required on a need-to-know basis.
- We will attend meetings as necessary and ensure records are maintained.
- We will be an advocate for the child.

### Adults as role models

- We will maintain positive and respectful communication between ourselves and with young children.
- We will be aware of our triggers and identify strategies and support as required.
- We will remain calm and grounded.
- We will identify when support is needed and ask for help when required.
- We will work as a team to ensure a consistent approach for the child.
- We will work in partnership with parent and carers and other professionals as required.
- We will remain professional and maintain confidentiality.

### **Our named designated SENCO and Behaviour Management lead is Sophie Freyer.**

This policy works in conjunction with all other CFS policies, but with special reference to the following.

Play Policy

Special Educational Needs and Inclusion policy

Equal Opportunities Policy

Safeguarding policy

Partnership with Parents Policy

## **Appendix 1**

<b>Personal, Social, Emotional and Behaviour POLICY</b>	
Reference: CF05	Effective date: 01.10.2023
Page no: 6 of 7	Approved:
Last revision: October 2023	Revision date: October 2024



## Positive Interaction Strategy

Why do we have a strategy?

- ☺ To support children's developing social skills, such as taking turns, sharing and listening to each other.
- ☺ To support children in developing an understanding of theirs and others feelings.
- ☺ To ensure children feel safe and secure with clear boundaries and expectations.
- ☺ To support children in building positive relationships with others.
- ☺ To ensure a calm, consistent and positive approach.
- ☺ To share with parents and carers as a tool they may also use.

### Step 1

- Go to the child (at this current time stay at a safe distance where possible).
- Get down to their level ensuring you are in a position where they can clearly see and hear you.
- Ensure you have the child's attention in a way that is suitable for their age and stage of development, for example by using their name, 'Please stop' or 'Teeth are not for biting'
- Use the hand signal 'Stop'

In the case of a dispute or argument, support the child in saying what the problem is...

*'Oh, I can see you both want the ball....'*

### Step 2

- If no solution is found.
- Offer a choice-ensure this is clear and simple language is used.
- Repeat choice up to 3 times to ensure understanding-ensure adequate time is given for the child to respond either verbally or non-verbally.

*'I am a bit worried the mud may go in Bill's eye. You can choose to stay here but you need to keep the mud in the tray, or you can go and play with something else? What would you like to do?'*

### Step 3

- If the child is unable to make a choice, then the adult will make the decision  
*'I think it is time to leave the mud and play somewhere else'*
- If the child struggles to accept this provide a quiet, calm space for reflection and thinking with an adult nearby (we call this thinking time).
- Offer choice again.  
*'What do you want to do now?'*

### Step 4

If children regularly reach step 3 or need further support, we will work with parents and carers to develop an Individual Plan of support.

<b>Personal, Social, Emotional and Behaviour POLICY</b>	
Reference: CF05	Effective date: 01.10.2023
Page no: 7 of 7	Approved:
Last revision: October 2023	Revision date: October 2024



## **Appendix 2**

### Bullying

#### Definition of Bullying:

*'A persistent and deliberate attempt to hurt or humiliate someone'*

*Bullying can exist child to child, adult to child and adult to adult.*

- All staff have a responsibility to foster an anti-bullying ethos within the setting.
- All staff understand that all children need clear boundaries and guidance as to what is acceptable behaviour and what is not.
- Bullying will always be investigated whether it is with children or adults.

#### Key Practices:

- Staff will always intervene in a productive way where bullying is observed.
- Children are encouraged to report incidents of suspected bullying to a member of staff.
- Incidents of bullying will be reported to parents as part of our incident reporting procedure. This is to allow us to work positively in partnership to support the child in a consistent manner.
- Where necessary and with the consent of the parent/s, outside agencies will be contacted to seek advice and guidance.