



General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Policy statement

Intellectual development and social & emotional development are strongly influenced by a child's experiences during their pre-school years. Emotional well-being includes being happy and confident and not anxious or depressed. Social well-being allows children to make good relationships.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. children learn to be strong and independent through positive relationships DfE 2017

This setting endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014)

We all need a secure base in life. An early years setting is a hugely important secure base for all children as it is often the first step out of the family home. For some, it may be the only secure base that they have experienced.

Principles

We are committed to support the child's whole being:

- Physical needs (need to eat, drink, move & sleep)
- The need for affection, warmth & tenderness (being hugged, receiving & giving love & emotional warmth)
- The need for safety, clarity & continuity (knowing the rules, being able to predict what comes next, counting on others)
- The need for recognition & affirmation (feeling accepted & appreciated by others, being part of a group & having a sense of belonging)
- The need to feel capable (feeling that you are good at something, to experience success)

We also believe that fairness is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Benefits to children & families

- Children who are more engaged with learning
- Parents who are more engaged with the nursery and more in tune with their child’s learning & development
- High morale within the setting
- Good relationships developed between staff, parents & children.
- The good emotional health of the children

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.1 Observation, assessment and planning 3.2 Supporting every child 3.4 The wider context	4.2 Active Learning 4.4 Personal, social and emotional development

As part of our ongoing observation, assessment & planning cycle your child’s key person will be monitoring their well-being & involvement and planning activities to support the children in this area. This will be shared with you regularly – for example at termly parent consultations and at 2year and 3year developmental checks. Parents are welcome to view their child’s learning journal at any time. We encourage parents, and carers, to bring to our attention any concerns regarding their child’s emotional wellbeing and will always work in partnership with parents (and other professionals where appropriate). Parental engagement and involvement is crucial when addressing and planning support for a child’s emotional and social needs.

Early years practitioners should identify factors that may pose a risk to a child’s social & emotional well-being as part of the on-going assessment of their development. This could include (not exhaustive) behaviours such as:

- A child being withdrawn

- A child being unresponsive
- Children frequently having explosive outbursts
- A child hurting others – adults or peers or both
- Delayed speech or poor communication & language skills
- A child showing regressive behaviours
- A child who clings to preferred adult frequently

We teach through modelling '**This is how we do this here**'. We explain behaviours we **want** to see eg "walking feet" as opposed to those we don't want eg don't run. We use visible routines displaying photos of children currently at the pre-school – these are used regularly to reinforce daily routine, pre-school rules, emotions etc.

Children make mistakes as part of learning; we do not sanction but we recognise their effort and redirect them by modelling and encouraging them to do something different. We use every situation as a learning opportunity.

We recognise the developmental stage of each individual child when we teach children how to notice and act on their feeling. We know that not all behaviours are a matter of 'choice'.

Before a child can start to manage their strong emotions, we must teach them to recognise and name them. We help children to understand feelings and emotions by:

- Talking about our emotions and feelings "I feel sad because it raining outside", "I feel happy cuddling this teddy bear"
- Observing and naming the children's emotions "I can see you feeling really angry because you can't have that toy" "I noticed you looked happy about that...you have a lovely smile". When a child feels understood by the adult, he is more likely to engage with us.
- Exploring feelings of characters when we read together. For example, how baby bear felt after Goldilocks had broken his chair
- Yoga – we use yoga to help express our feelings and emotions through our bodies by yoga poses. We name emotions as we pose and exaggerate facial expressions. For example, Angry – crocodile or tiger, Shy – mouse.
- Physical activity – Some children may need to run, spin or climb to release negative emotions. Other children may need time to calm by 'belly breathing' or blowing feathers. We always help children to acknowledge the emotion by first by giving it a name.
- Role-Play – Child learn best through play. Role play areas are a great way for children to practice recognising, and responding to, other's emotions eg role-play doctors

Training

We ensure all our practitioners participate in regular training in emotional health and well-being. Some of the course's practitioners complete include:

- Sustained shared thinking

- Supporting children with SEND
- Being a key person in an early years setting
- Introduction to yoga
- Understanding and addressing behaviour in early years
- Face to face mental health in early years training

All staff complete safeguarding training that is updated every 3 years

We provide staff with appropriate supervision to discuss any issue concerning children's development or wellbeing, including child protection concerns and we identify solutions to address issues as they arise.

We discuss children's well-being and behaviour during staff meetings providing opportunities to discuss any concerns and ensuring consistency of approach.

We regularly revisit, discuss and update our policies.

This policy was adopted at a meeting of Blackmore community pre-school

Held on

Signed on behalf of the management committee

Role of signatory – Committee chair

Other useful publications

- DfE (2017) *Statutory framework for the early years foundation stage* Department for Education.
- Standards and Testing Agency (2018) *Early years foundation stage profile 2019 handbook*
- Schofield, G. & Beek, M. (2014) *The Secure Base Model: Promoting Attachment and Resilience in Foster Care and Adoption* British Association for Adoption and Fostering (BAAF)