

Netherton Park Nursery School



**Netherton Park
Nursery School**

Personal, Social and Emotional Development Policy

Reviewed: September 2026

Next review date: September 2029

Related policies/documents:

- Behaviour Policy
- Birth To 5 Matters
- Curriculum overview
- Learning Aspirations
- Positive Touch Policy
- Teaching, Learning and Assessment Policy
- Understanding the World Policy

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Intent

The personal, social, emotional and spiritual development of children is understood to be the motivation for all learning. We know that children need to feel happy, safe and secure in order for them to learn and reach their full potential. Therefore, this area of learning is given the highest priority for our children.

Our intent is to communicate and teach inclusion through our investment in equity. At Netherton Park Nursery School it is our aim to support our young children to become 'lifelong learners' who can thrive in our ever-changing world. Each child is celebrated as an individual and should feel respected regarding their own needs, wants and abilities. Staff provide support and opportunities to help build upon individual's confidence in their own skills. This means that when they do meet challenges or come across unfamiliar situations, they have the tools and courage to manage well. Within our multicultural and diverse Nursery School our young learner's views are valued. They are encouraged to respect other and the environment around them. The children are given many opportunities throughout our daily routines to communicate their feelings and ideas.

At our Nursery School we have a strong emphasis on emotional literacy. Feelings and emotions are labelled, described and discussed. Alongside mental health, physical health is also valued highly and promoted through exercise. All children are encouraged to manage their own basic hygiene and personal needs.

We believe that a child's behaviour is a form of communication and that this behaviour should be understood and nurtured. Through co-regulation and the modelling of respect, we intend for children to learn empathy, compassion and tolerance. Our curriculum and the high-quality interactions between staff and children are designed to promote high self-esteem, a secure sense of belonging and good mental health in all children.

Implementation

Through the combination of adult and child led activities the children can explore their social, emotional and physical needs in a safe and encouraging environment. Implementation of an enquiry-based curriculum celebrates diversity of thought, emotion and action, from a foundation of equity for all. Children are supported to retrieve learning, enabling practitioners to assess whether long term memory has been altered. Behaviours display a fluency in development as children progress towards clear end points.

Key Person and Attachment

Each child has their own key person who knows them and their families well. They provide 'professional love' which ensures that each child can flourish and make progress with their development.

Highly skilled practitioners tune into the needs and interests of each unique child as they support them to settle into our Nursery School. Our children are happy and motivated - many of them run in each day and ask to come in at

the weekend! Strong relationships are an essential part of our loving, nurturing and tuneful approach. We understand the need for strong attachments.

Emotional Well-being, Mental Health and Self-regulation

We ensure that children have high levels of well-being and we empower them to accept that all emotions should be felt and accepted. Self-help strategies are suggested and modelled by practitioners to support children to become in control of their mental health and develop an awareness of self-regulation. All staff have received specific training to enable them to fully support all children's needs. Each year the Nursery School takes part in Children's Mental Health week where children, parents and staff take part in a range of activities and fundraising.

SMILE

Two members of staff completed the SMILE training through thrive Stronger Practice Hub. This approach is used with the children to support and promote their independence skills, individual awareness as well as becoming more confident to talk about, express and respond to emotions appropriately.

Conflict Resolution

Two-, three- and four-year-olds have had limited life experiences and are therefore still learning and experiencing the many emotions that human beings feel and experience. Conflicts can still occur over issues such as sharing resources or limited awareness regarding personal space or waiting for their turn in a game. All staff at the Nursery use conflict resolution as an approach to support and help children to begin to make sense of their emotions, to become aware of others needs and ways in which to solve their own 'problems.'

Conflict Resolution six steps:

1. Approach Calmly – Stop any hurtful behaviour
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together
6. Give follow up support (if required)

This is such a beneficial, multifaceted approach. As staff we have found that when used consistently children are able to solve their own 'problems' with little or no adult support required.

Yoga and Peer Relaxation

Pupils in Oak room have opportunities to take part in Yoga and Peer Relaxation sessions. This supports their physical health as well as providing time to practise calm, relaxation and breathing techniques to support their positive mental health and well-being.

Promoting independence and selfcare

Each child is allocated their own coat peg and are encouraged to look after their belongings. Alongside their snack time refreshments, water bottles are available throughout each session, and the children are supported and encouraged to access these independently. Although some children are not toilet trained when they start at the Nursery School, all children (when developmentally ready) are encouraged to take responsibility for their own hygiene whether this is using the toilet independently, changing their shoes, washing their hands and attempting to dress themselves following a toileting accident or when going to play outside. Staff work closely with parents to support any toileting concerns.

Daily routines

At Netherton Park Nursery School we follow daily routines that the children adjust to quickly. This helps to support the children emotionally as they can know what activity is next and can prepare for this. Visual timetables are used to help support this and the children can often state what their next activity will be. During each session the children are given many opportunities to communicate their needs, wants, ideas and feelings. Snack time is a fantastic opportunity where the children can choose from a range of healthy snacks. Conversations naturally occur during snack sessions where homelives and interests are discussed and listened to eagerly.

Key Group Activities

Key group and adult led activities are planned to assist our pupils with their Personal, Social and Emotional developmental needs. These short activities aim to support an aspect of this learning area. From games that help develop patience and turn taking skills, introducing new and unfamiliar activities to support confidence and risk-taking or an activity to support the development of independent life skills.

British Values

Spiritual, moral, social and cultural values are central to the curriculum at Netherton Park Nursery School. Pupils are supported to understand right from wrong, the reasons for rules to keep everyone safe and that their voice matters. For the children to develop an understanding and respect for others and their wider community we celebrate several different religious festivals and talk about different cultures. These include Christian festivals such as Christmas and Easter, the Hindu and Sikh festival of Diwali and the Muslim festival of Eid. Planning is adapted to acknowledge the faiths and cultures of the children and families within our school community each academic year.

Impact

The children who attend Netherton Park Nursery School leave with good emotional grounding and qualities that young children need to be able to thrive as individuals and members of society. They begin to develop mutual respect and tolerance of other's, their cultures and faiths and the global community. Many of our young learners develop confidence in their own abilities and have been given good early experiences to help them to develop further into supportive, caring and respectful young learners.