**Intent:**

At Hindley Nursery School we provide experiences to our children that enable them to become confidence, secure and able to manage their feelings and behaviours. We want our children to develop a positive sense of self and have confidence and motivation to enjoy their life and learning experiences.

**We intend to:**

* Provide co-regulation and model positive behaviours, relationships and interactions.
* Provide well-being sessions and techniques to help children to engage and learn about themselves, others and their feelings.
* Provide activities that encourage playful interaction and allow the practitioners to be responsive to the needs of each child.
* Be aware of differences and support children to feel positive about themselves and others.
* Provide a learning environment that encourages children to play and interact with each other which will enable them to develop friendships.
* Provide a sense of belonging through our attachments and key person system.
* Encourage children to become independent learning to meet their own needs, look after each other and to become strong independent thinkers.

***Approach***

At Hindley Nursery School we understand that children need to feel safe and secure in order for them to learn and reach their full potential. Our practitioners are training in trauma informed practice, conflict resolution and well-being techniques. Our key person system allows the adults to establish strong relationships with children and the development of social skills alongside fostering respect, care and understanding that everyone is unique. Co-regulation, self-help strategies, emotion coaching and conflict resolution are all modelled by practitioners to support children to develop their self-regulation.

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: SELF REGULATION** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | |  |  | | --- | --- | |  | * I am able to overcome emotional outbursts with sup-port from my key person * I can wait for a very short time (e.g. seconds) for ex-ample when I am waiting for a turn * I can follow physical and visual cues from my key person * My key key person helps and shows me how to follow rules and boundaries. * I can follow one simple instruction. | | * Practitioners label simple feelings and emotions, e.g. happy and sad * Practitioners tune into the unique needs of children. * **Co-regulation** * Maslow’s Hierarchy of Needs. * Freeze, flight, fight knowledge * **Well-being approach** in place |
| **Rising Three End Point** | * With support I am able to understand appropriate behaviour for different situations. * I am more in tune with my emotions and can show control over my actions. * With some reminders I can follow the rules and boundaries. | * Strong relationships allow practitioners to identify children’s emotional wellbeing and use strategies to support them. This includes our **well-being approach**. * **Learning to Learn** intervention. |
| **Pre-School End Point** | * I understand my own feelings and can communicate this in my own way to adults * With adult support, I can use self help strategies to support my regulation. * I can usually behave appropriately in familiar situations. * I remember the rules and boundaries and can follow them without being reminded. * I can respond to 3-4word instructions. * I can solve simple conflicts. | * Practitioners support children to understand and embrace their emotions, for e.g. it is okay to cry when feeling sad. * Practitioners prompt children give them words to use e.g. ‘ask your friend?’ ‘use your words’ * Practitioners follow **conflict resolution.** * ‘**Emotion coaching’** is used to support children to regulate their own emotions. * Practitioners demonstrate empathy and understanding. |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: MANAGING SELF** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | |  |  |  | | --- | --- | --- | |  |  | * I like to repeat play experiences and learn through a unique schematic approach * I show clear enjoyment when I engage in my favourite learning experiences * With support from my key person, I will have a go when a task is difficult. * I need support with my self-care needs. | | * Practitioners know when to challenge children and push them out of their comfort zone * Barriers to learning are overcome sensitively, for example using a spoon in the gloop instead of hands * The environment provides new learning opportunities/exciting provocations on a weekly basis. |
| **Rising Three End Point** | |  |  | | --- | --- | |  | * I will explore new experiences, either by myself or with a key adult. * I may need support from an adult to respond appropriately in a situation. * I have a growing independence and can manage some self-care skills by myself. | | * Toileting is specific to the needs of each child and practitioners work closely with families to support each approach. * In the moment planning and teaching allows practitioners to role model appropriate behaviour and address situations as they arise. |
| **Pre-School End Point** | |  |  | | --- | --- | |  | * I am confident to approach new situations and learning experiences independently. * I will explore new experiences, sharing interests and ideas with my peers. * I have an awareness of what is right and what is wrong. * I am aware of the needs of my body and can manage my care needs. * I have a growing understanding of how to keep myself healthy and safe. | | * Practitioners have high expectations for children’s independence and they carry out their own responsibilities. * Healthy snacks are provided every session and children are encouraged to lead this experience and sometimes prepare the snack themselves. * Practitioners use conflict resolution strategies and children are empowered to put this into practice them-selves. * Key people know children’s individual capabilities through strong relationships to ensure children continually make progress. |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: BUILDING RELATIONSHIPS** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | |  |  |  | | --- | --- | --- | |  |  | * I have a strong relationship with my key person. * I play alongside other children when my key person is close by. * I demonstrate spectator/onlooker behaviour as I watch other children but may not play with them. * I can take turns in simple learning experiences with support from my key per-son. * I explore the nursery environment by myself but will check in regularly with my key person. | | |  | | --- | | * Small group sizes and learning spaces allow strong relationships with the **key person** to flourish * Staggered start dates ensure that key people have dedicated time to new children. * Home visits and inspire sessions ensure key information is shared with the parent/carer before the child starts with us. * A unique and personalised induction for the child and family gathers key information * The nursery day allows long, uninterrupted time for key person and child to play together. * Following the needs of the child, the key person may be changed if necessary. Practitioners have a deep understanding of **attachment and trauma** and have received extensive training. | |
| **Rising Three End Point** | |  |  |  | | --- | --- | --- | |  |  | * I have a strong relationship with my key person and one other adult. * I engage in parallel play as I learn side by side with my peers. * I have formed a friendship with at least one other child. | | * **Transitions** are carefully managed. * Group sizes will increase dependent on need, which offers a new social opportunity. * **Group time** provides opportunities for children to develop relationships and sense of belonging. |
| **Pre-School End Point** | |  |  |  | | --- | --- | --- | |  |  | * I have a strong relationship with my key person and all other adults. * I engage in co-operative play with my peers and interact appropriately. * I have many friendships and seek out social experiences. | | * Practitioners provide for children’s shared interests in continuous provision and **PLOD** projects, which supports relationships with each other. * Collaborative learning experiences and open ended resources support children to work together. |