

EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT POLICY

Rationale

The way children feel about themselves affects the way they approach all learning and the way they behave towards others. Feeling safe, confident and good about themselves is necessary in its own right. It is also necessary if children are to learn effectively.

This guidance will help providers and staff to take into account the relevant [Health and Social Care Standards](#)

1.12 I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change.

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life.

3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [How Good Is Our Early Learning and Childcare](#)

2.1 Safeguarding and child protection

2.4 Personalised support

3.1 Ensuring well-being, equality and inclusion

This policy will be monitored by/through: local and national guidelines, policy review

This policy will be reviewed in:	12 months
Review Date:	August 2024
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To promote self-confidence, self-awareness and a sense of belonging. • To develop a range of social skills. • To develop positive attitudes towards others whose gender, language, religion or culture is different from their own. • To foster an interest in the environment and local community. 	<ul style="list-style-type: none"> • An environment which is happy and settled for all children. • Feedback gathered from parents. • Children's profiles reviewed • Record visits/visitors and review plans. • Children's responses recorded. 	<ul style="list-style-type: none"> • Provide a safe and secure environment where children feel welcome and valued. • Foster an environment in which everyone is treated with respect. • Provide resources and experiences which offer children the opportunity to develop a sense of self. • Encourage children to express their feelings, needs and preferences. • Create opportunities which encourage children to work/care for themselves independently. • Provide opportunities for children to make and express choices, plans and decisions. • Encourage children to take turns and share resources. • Encourage children to form positive relationships with adults and children. • Develop a consistent approach to encourage appropriate behaviour based on a shared understanding of routines and rules. • Heighten awareness of the multi-cultural nature of our society. • Promote and value diversity. • Foster a caring ethos within the centre and the wider environment. • Provide opportunities to make contact with people and places within the locality. • Follow local and national guidelines • Follow guidance in Health and Social Care Standards 2017 (Standards 1.12, 1.31, 2.2, 2.19, 2.24, and 3.5) <u>Health and Social Care Standards</u> • How Good is Our Early Learning and Childcare Quality Indicators – 2.1, 2.4, and 3.1