

## Personal, Social and Emotional Development



Self Confidence and Self Awareness

Managing Feelings and Behaviour

Making Relationships



Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. Children's early PSED has a huge impact on their later well-being, learning achievement and economic success too. Pre-schools, nurseries and kindergartens invest a considerable amount of time to develop this area. For PSED the areas are:



Self confidence and self awareness – children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.



Managing feelings and behaviour – children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



Making relationships – children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PSED doesn't happen in isolation and children need positive feedback and to have appropriate behaviour modelled. It is important to make young children feel secure. The key to this is creating a nurturing environment and tuning in by getting to know individual children.

### Routines

Routines reassure children as they begin to understand the structure of the day and predict what is coming next. This helps to ease anxiety. We use a visual timetable to support children who aren't able to understand verbal prompts yet.

### Feelings

Children need to learn to recognise their feelings and learn the words to label them. They will need help to do this and will need to be shown different ways to manage their feelings. For example, we may say "I can see you are getting very frustrated with that toy – it's not working properly is it?" There is a four stage approach to help children to learn to manage their feelings themselves.

1. Adult recognises the emotion.
2. Adult names the emotion for the child.
3. Adult provides some comfort.
4. Adult offers solution.

By repeating this four stage approach every day the child can learn to manage their feelings themselves.

### Role Models and Modelling

We focus on reinforcing positive behaviour we like by acting as a role model and praising children who demonstrate wanted behaviours. This is much more effective than highlighting unwanted behaviours, as children often like any attention, positive or negative. Many children need adult input to play together. We may need to help children take turns when playing. Games that can be played confidently will boost confidence. Children often need an adult to join in to encourage and extend shared play. This begins to develop around three years old but lots of children need help modelling how to take on board other ideas and how to share toys.

## **Our School Values and Behaviour Expectations**

Our school has identified seven key values which are explicitly reinforced in all areas of school life. Each term the whole school focuses on each of the values for an agreed length of time. All members of our school community look for opportunities to further our values by the example they set.

- Perseverance
- Good Listening
- Independence
- Collaboration
- Reflection
- Good Manners
- Respect

Our school aims to provide a happy and secure environment for all those who work in, or visit it; a school in which: good manners, perseverance, respect, reflection, collaboration, independence and belonging are valued and explicitly encouraged in everyday activity.

We believe that emphasising positive behaviour in school will encourage all children to behave in a positive way. We believe that this will be more effective if parents/carers are working in partnership with us.

### **Behaviour Expectations**

- Do look after property
- Do work hard
- Do be honest
- Do be gentle
- Do share
- Do be kind and helpful
- Do listen

These expectations are displayed all around the school and they are referred to whenever it is appropriate to do so.

The ethos of our school is central to establishing and maintaining high standards of behaviour. We constantly encourage good behaviour through the use of praise, positive reinforcement and through systems of recognition. Recognition for good behaviour may include one or more of the following:

- public praise, in front of peers
- nomination for the Scroll of Honour
- Merit Certificates issued during a weekly Merit Assembly
- stickers within class
- individual stars displayed on the values board
- Individual/group recognition incentives within class
- lunchtime stickers awarded by MDMS
- 'Class of the Week' – cup awarded by the Head Teacher
- stickers and stars awarded by the Head Teacher /Deputy Head Teacher
- celebration of achievements outside school
- MDMS certificate issued during weekly Merit Assembly