

**The Lawns Nursery School and Children's Centre
Personal, Social and Emotional Audit/Policy**

Developed by: S Robinson, Area Coordinator

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS (last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals (first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve	Who What when	Evaluation
<p>Early Learning Goal-</p> <p>Self- confidence and Self-awareness</p> <p>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. Children say when they do or don't need help.</p> <p>Children are happy and comfortable in the Nursery environment and are eager to come to school.</p> <p>Children feel safe.</p> <p>Children become focused and not easily distracted</p> <p>Children are proud, and show satisfaction.</p> <p>Children have their own ideas.</p>	<p>The school has a happy welcoming atmosphere- a warm ethos, Staff work hard to maintain the Ethos of the school. The staff know that they are a significant adult in the child's life at this moment in time and all that they say and do will impact on the child's well being.</p> <p>Children are supported by a key worker who will get to know them and their families well and can meet their individual needs. All children have a familiar base/key area.</p> <p>The key groups are kept as small as possible, the children will usually stay with their cohort throughout their time at the Lawns.</p> <p>All staff make themselves familiar with all children so in the event that a key worker is absent the children will still have a familiar face to turn to.</p> <p>Home visits are the start of the relationship between staff, children and their families.</p> <p>Children and parents are given 'All About Me' books to complete together and be brought in to share with their key worker ad peer group. Home visits allow staff and parents to talk through the transition from parents/carer to key worker, from home to school.</p> <p>We have an open door policy, parents/carers can approach staff at any time or make an appointment should the so wish.</p>	<p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>A happy relaxed environment.</p> <p>Children accessing areas and becoming involved.</p> <p>Confident, independent children.</p>

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<p>Self- confidence and Self-awareness cont</p> <p>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.</p> <p>Children are able to separate from parents/carers happily.</p> <p>Children are able to express their preferences and interests.</p> <p>Children can ask for help and offer to help others.</p> <p>Children enjoy responsibilities eg being helper, doing tasks.</p> <p>Children are encouraged to be proud of their accomplishments.</p> <p>Children use their own ideas, make their own choices.</p> <p>Children are confident enough to engage in new experiences.</p> <p>Children initiate and share ideas.</p> <p>Children are willing to 'have a go'</p> <p>Children can work democratically; they can work towards the same goal, make decisions together, and listen to each other.</p>	<p>We promote a 'Growth Mindset' eg praising effort and strategies.</p> <p>Parents are given the opportunity to share any concerns, needs And to talk about their child's strengths and interests on the home visit.</p> <p>Children and parents can share their achievements through our Achievement tree.</p> <p>A wide range of activities to suit all age groups, abilities, interests and learning styles are made available every day. Children can return to activities again and again to reinforce their learning and develop their ideas.</p> <p>Children are encouraged to talk in their small key groups about a wide range of subjects.</p> <p>Resources and materials are easily accessible so that children can make their own choices.</p> <p>Children are given time to pursue their learning and to make choices.</p> <p>We provide a wide range of activities that are challenging but achievable.</p> <p>We encourage children to celebrate their successes and achievements.</p> <p>We use the Laevers Scale of well being and involvement to monitor children's well being and involvement. Children who consistently score 'low' are high lighted and staff look to address the situation eg discuss with parents.</p> <p>We have a wide range of resources, books, puzzles etc that focus on emotions.</p> <p>The younger children are able to bring a transitional comfort object/toy/blanket to help them to settle.</p> <p>We share information with parents/carers/staff to create consistency.</p> <p>We have a new 'Value' each term which encourages mutual respect, and tolerance.</p> <p>We are flexible with our arrangements for children settling in; we discuss with parents what is best for their child</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children want to participate in the curriculum'discussions and will often bring in objects/items/photos etc for us to use and share.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Confident happy independent children.</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p>

Objectives We aim to achieve:	Who What When	Evaluation
<p>Early Learning Goal</p> <p>Managing Feelings and Behaviour-</p> <p>Children talk about how they and others show their feelings, talk about their own and other behaviour, and its consequences and know some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children engage in activities relating to feelings and emotions.</p> <p>Children can express their feelings appropriately.</p> <p>Children show interest in other children.</p> <p>Children can inhibit their actions/behaviour.</p> <p>Children engage in and welcome new experiences.</p> <p>Children initiate ideas and listen to the ideas of others.</p> <p>Children maintain focus and persist.</p> <p>Children understand right from wrong.</p> <p>Children can adapt behaviour to different Situations.</p> <p>Children show awareness of the feelings of others, have mutual respect and tolerance.</p>	<p>Duplicate toys resources are available for the younger children to avoid conflict.</p> <p>Children are supported with negotiations over conflicting needs.</p> <p>Staff agree procedures, strategies to deal with changes in children's behaviour.</p> <p>We provide quiet, restful areas for children to take time to reflect.</p> <p>We have periods in each session where children can gather and have a quiet few moments.</p> <p>We discuss emotions/feelings, right and wrong, differences between ourselves in key groups and circle time.</p> <p>We use the Laevers box of feelings to support an understanding of feelings. Children are able access the 'feelings area' which allows children to share their feelings and use the Laevers resources.</p> <p>We use props/puppets at story time.</p> <p>We play a range of music eg Dramatic classical music, Irish jigs, cultural music and music from musicals.</p> <p>We have a routine and children know what to expect. We play specific music as prompts to 'Get together time' and 'tidy up time' Children are encouraged and expected to help with tidying up.</p> <p>Children with SEN have 'choose' boards, or schedules to support them with routines.</p> <p>Children access activities that expect them to work together either in pairs or small groups.</p> <p>We have high expectations of all our children and support them with gaining the skills to cope with emotions and feelings.</p> <p>We display photos and pictures and share stories and books that relate to emotions.</p>	<p>Childrens behaviour</p> <p>A calm comfortable atmosphere.</p> <p>Childrens general behaviour</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</p> <p>Popularity of different activities.</p> <p>How children and staff respond to each other.</p>

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<p>Early Learning Goal-</p> <p>Making Relationships-</p> <p>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.</p> <p>Children show interest in others play and join in.</p> <p>Children test and share their ideas with others.</p> <p>Children initiate play and ideas.</p> <p>Children share their accomplishments and experiences with both adults and children.</p>	<p>Staff has an understanding of the importance of attachment in relationships.</p> <p>Children are supported by a key worker who will get to know them and their families well and can meet their individual needs.</p> <p>The key groups are kept as small as possible, the children will stay with their cohort throughout their time at the Lawns.</p> <p>All staff make themselves familiar with all children so in the event that a key worker is absent the children will still have a familiar face to turn to.</p> <p>Home visits are the start of the relationship between staff, children and their families.</p> <p>Home visits allow staff and parents to talk through the transition from parents/carer to key worker, from home to school.</p> <p>Staff encourage children to use greetings and model responses. Children participate in activities that promote cooperation and collaboration eg ball games.</p> <p>Staff support and understand how to support Children with English as a second language (EAL). They are given time to settle, to process, we use signs, pictures and encourage positive relationships with their peer group and model language. We celebrate and share other languages and cultures eg saying thank you in different languages, celebrating Diwali, Chinese New Year/</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Learning walks by staff and governors.</p> <p>Popularity of different activities</p> <p>Photos/videos</p>
<p>Children are able to form special friendships.</p> <p>Children are able to invite others to play.</p> <p>Children are able to play as part of a group.</p> <p>Children understand that rules matter.</p>	<p>Staff understands the need to be good role models to children, parents/carers, students. We play name games and use name cards as a checking in system- children very quickly get to recognise each others name cards.</p> <p>Children have the opportunity to participate in turn taking games. There are areas both indoors and out where children can sit and chat to each other eg dens, cosy corners, settee.</p> <p>We display photos of children and family members. Staff offer opportunities to have 1:1 time with children.</p> <p>We provide opportunities for children that promote cooperation, collaboration, negotiation between children eg games.</p>	<p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p>

