



Supporting Personal, Social and Emotional Development



Children's PSED is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world and our keyworker system supports this ensuring that each child has a supportive relationship to guide their learning and development and work alongside our families.

Practitioners ensure children have opportunities to engage together, or just to play alongside each other, whilst learning how to make friendships, co-operate and resolve conflicts peaceably, providing a secure platform from which children can achieve in later life. Each child is respected as an individual to develop a positive sense of self and gain confidence in their own abilities. Our In The Moment Planning supports this; developing confidence, individuality and friendships through play; whilst having a strong emphasis on the Characteristics of Effective Learning to inspire a life-long love of learning.

Our Healthy Pledge underpins our curriculum and through adult modelling and guidance we aim for children to learn how to look after their bodies, focussing on the importance of making healthy choices both physically and emotionally.

Emotional literacy is embedded as practitioners support children to understand their own feelings and those of others whilst modelling the expected behaviours and attributes and responding consistently.

Child Action

Biting
Scratching
Undesired Language
Hair Pulling
Hitting
Kicking

Adult Reaction

Identify feelings behind action
Positive language
Positive role modelling
Redirect child from situation and give attention to child that has been hurt
Ignore undesired language

Throwing objects
Intentionally breaking resources
Snatching
Disruptive play

Redirecting the schematic play in a stimulating, engaging way
Distracting with positive play
Positive language to encourage positive play

Play & engagement through the daily routine
Interactions with practitioners and peers
Listening
Sharing and turn taking
Helping

Lots of verbal praise and encouragement
Smiling and communicating with facial expressions
Modelling positive behaviour
New opportunities and responsibilities

Practitioners are aware that some undesired behaviours may be misrepresented as schemas and have support documents in how to encourage the schematic play in a safe and stimulating way.

Children who require additional support in managing their personal, social and emotional development are placed in our nurture groups and have individual strategies in place.

Little Monkeys is a No shouting zone for adults.