

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.



Safeguarding children

Spiritual, Moral, Social and Cultural Development Policy, Incorporating Personal, Social & Emotional Development

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the wellbeing of all children and expect our staff and volunteers to share this commitment.

EYFS Key themes and commitments

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|---|--|---|--|
| 1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe | 2.1 Respecting each other 2.2 Parents as partners 2.4 Key person | 3.2 Supporting every child 3.4 The wider context | 4.4 Personal, social and emotional development |

Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 3: Best interests of the child

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 15: Freedom of association

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19: Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28: Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in Nurseries must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Culture

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Introduction

Children's spiritual, moral, social and cultural development is fostered throughout our nursery, through the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes

United Nations Convention on the Rights of the Child

A focus upon developing children's understanding of their rights and the rights of others, under the United Nations Convention on the Rights of the Child, threads throughout our curriculum. This understanding helps develop children's self-esteem and sense of agency, as well as an understanding and acceptance of difference and diversity.

Staff listen to children and respects their views and children show respect for each other and for adults. We explain key rights to children through group time discussions, encouraging them to recognise rights by looking at and talking about pictures from UNICEF and elsewhere. We use the language of rights in everyday situations and encourage children to make choices and decisions about their learning. We encourage children to reflect on how their behaviour affects those around them, and use a conflict resolution approach to give children the skills to resolve their conflicts, building a positive and safe learning environment for all.

We talk to families about rights and our steering group, including staff, parents and carers, ensures that children's rights are reflected in our teaching and learning as well as our values and ethos. Children learn about their rights at home with our 'Rights Respecting' group soft toy and linked rights are included in their Tapestry observations.

Spiritual development

We believe that children can best be encouraged to develop spiritually by providing a learning environment which nurtures self-respect and respect for others, encourages exploration, questioning, curiosity, discussion and independence. This allows children to develop their own beliefs while valuing the beliefs and cultures of others and acknowledging the rights of others to hold different ideas.

Spirituality can also be developed through the creative arts including story, music, art, drama and dance.

We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, stories.
- Experience a range of stories, music, art, drama and dance

- Celebrate special days and festivals - Black History Month; Diwali; Eid; Christmas; Easter, Chinese New Year etc.
- We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting Nursery.
- Reflection and planning time where children reflect upon and plan for their learning
- Quiet time each day
- Using a conflict resolution approach to managing conflict between children
- Children to use their imagination and creativity through indoor/outdoor free flow play and learning
- Role play linked to core books
- Focus upon creative development through work with Creative Flair and videos of different cultures music to dance to
- Key group time listening to each others' ideas and experiences
- Forest School - learning about the world around us and changes in season
- Fascination about things: mini-beasts, leaves and sticks
- Using real life contexts for learning: real vegetables, cooking, and car tyres to recreate a tractor in the outside area

Moral development

This relates to children's knowledge, understanding, attitudes and behaviour in relation to what is right and wrong.

We give children opportunities to develop:

- A sense of right and wrong
- Respect for ourselves, other people and their property
- Respect for the truth
- An understanding that their actions may affect others as well as themselves.
- The ability to behave appropriately
- Develop a conflict resolution approach to managing conflict
- The ability to listen to each others' ideas and experiences
- Developing understanding of charitable work - Children in Need, Food bank, Sport Relief & Water Aid

Children are encouraged to consider their own environment but to also be aware of those countries where children may not be having their rights met, for instance where clean water, food or education are not available for all children.

Moral development at Hollyfield Preschool Nursery builds upon the child's experience at home and we work closely with parents. Our parent charter sets out how we uphold children's rights and our expectations about how parents and carers will do the same.

Social development

Children's personal, social and emotional development is central to their learning and we support this through the development of positive and caring relationships. Staff communicate a sense of care and respect throughout their interactions with children, parents and each other. We encourage the development of self-confidence and self-awareness and children become independent learners by choosing resources and accessing all areas of the nursery environment. We support children in managing feelings and behaviour through giving them the vocabulary to name a range of emotions and use a conflict resolution approach, where we help children learn how to find solutions to their conflicts

Children are grouped into key groups of up to 13 with their own key person who develops a close relationship with the child and their parents. Children are welcomed at the start of the day by their key person and are taught in their key group for short times throughout the day, where they are encouraged to value each others' contributions.

The Early Years Foundation Stage curriculum sets out goals for Personal and Social and Emotional Development.

These focus upon

- Making relationships
- Self-confidence & self-awareness
- Managing feelings and behaviour

Children are given opportunities to:

- Take responsibilities and take on leadership roles
 - Lead the line
 - Help take the register
 - Lead others with knowledge at group times
 - Hand out lunch boxes
 - Water plants
 - Hand out drink and snack
 - Clean out pets
 - Put things back where they belong
 - Help sweep floor and clean tables at lunch time
 - Sweep floor in room
 - Pick up litter blown into our outside areas
 - Choose own lunch, clear plate and wash face
 - Wash hands on a regular basis
 - Help an adult carry out safety checks and set up outside ready for play

- Talk to each other at group times about what our friends like and don't like at nursery
- Talk about why my friends like me and what I am good at
- Reminding our friends of our rights
- Voting for which trip we go on
- Talk about global issues positively
- To look after our group RRS puppet when taken home
- To look after our library book of choice when taking it home
- To treat our resources with respect
- Co-operate with others through sharing of resources, group work, playing games and music time.
- Meet with members of the local community, e.g. community police officer, authors, artists and other professionals.
- The relationships which the children see adults having are powerful models for them. Staff see the importance of being friendly to each other in front of the children, to parents or to any visitors to the Nursery.
- Development of positive and caring relationships with a key person and a key group of up to 13 children.
- Using a conflict resolution approach to managing conflict between children
- Visits to the Library, Theatre, Farm
- Charity involvement – Food bank; raising money for Children in Need, Comic Relief etc
- **British Values**

We promote British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance throughout our curriculum by:

Democracy

- Creating 'Charters' together with children to help them understand how their rights are met and how they can help others to access their rights.
- Voting for the venue of our Summer trip
- Sharing ideas & experiences
- Decision making and planning of activities
- Children & families become part of the Hollyfield Preschool Nursery community

The Rule of Law

- Learning routines at nursery
- Reminding children of agreed 'Charters' to help them understand how their rights are met and how they can help others to access their rights. They include charters for Behaviour; Block Play; Forest Nursery; Group Time; Keeping Safe; Leadership; Lunchtime; Mark Making; Outdoor Play; Painting; Putting on our Coats; Reading;

Snack Time; Using the Toilet; Water Play. We also have a Parents Charter, which sets out some of the rights and how staff and parents as duty bearers uphold these rights.

- Gaining an understanding of and adhering to expectations and boundaries

Individual Liberty

- Children have the choice to choose any activities or resources in the indoor and outdoor environments
- Open-ended resources mean that children can shape their development through their own interests
- Celebrating the uniqueness of all children through 'Why my friends like me and what I am good at' group time sessions, celebrating each child's personality and talents.'

Mutual Respect and tolerance

- We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting Nursery
- Using a conflict resolution approach to managing conflict between children
- Listening to each others' ideas and experiences
- Learning to take turns
- Learning to share and play cooperatively
- Using 'Kind Hands' and 'Kind Words'
- Understanding that all children have individual needs
- Using positive images reflecting the cultural diversity of Great Britain
- Using resources reflecting multicultural/ multi-faith Britain
- Celebrating our similarities and differences
- Celebrating special days and festivals

Cultural development

This relates to children's increasing understanding and awareness of those beliefs, values, customs and knowledge which collectively form the basis of identity and cohesion amongst groups and societies.

Cultural development is promoted through:

- We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting Nursery.
- The use of books and stories portraying a variety of cultures.
- Encouraging visits and visitors, including parents and grandparents, reading stories from a range of cultures and languages

- Our displays around nursery reflecting the nursery's cultural diversity and its interest in culture as a whole
- Experiencing music and instruments from around the world and learning songs in different languages and traditional dances using parents and children's experiences as a resource.
- Learning about festivals around the world and how they are celebrated and looking at religious artefacts.
- Cooking a variety of cultural foods.
- Each key group has a 'Our Families, Rights & Identities' board to share photographs of their family life with friends
- Celebration of additional languages and stories in home languages
- Play and learning resources with a range of cultural influences e.g. dressing up clothes, dolls, cooking utensils
- Parent workshops where parents can work with their child and find out about ways they can support particular areas of the curriculum at home
- Library book scheme where children are encouraged to borrow a book each week to share with their parents at home
- Theatre trip with parents and children
- Summer trip with parents and children
- Local trip with parents and children
- Celebrating special days and festivals - Black History Month; Diwali; Eid; Christmas; Easter; Chinese new year; Mothers' Day; Vaisakhi; Fathers' Day; Sports day; Summer fair

Further guidance

- Development Matters (2020)
- Birth to Five Matters (2021)
- Early Years Foundation Stage (2021)

This policy was adopted at Hollyfield Preschool Nursery's senior staff meeting in March 2021

Date to be reviewed – September 2021

Signed by all staff –

Name of signatory –

Role of signatory –