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**Personal, Social and Emotional Development (PSED) and Emotional Health & Wellbeing theme**

**North Yorkshire Healthy Early Years Award**

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| **Please insert the name and address of your setting into this box** |

This action plan is for all Early Years settings including: day nurseries, playgroups, pre-schools, childminders who work on their own, childminders with assistants or childcare on domestic premises.

We are strongly recommending that school reception classes are included in a schools application for a [Healthy Schools award.](http://healthyschoolsnorthyorks.org/the-award/)  If your setting is based on a school site and would like to jointly submit with the school, then please get in touch with the Healthy Schools team to discuss the most appropriate application process at [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

This action plan is to record progress and evidence towards achieving the PSED & Emotional Wellbeing theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold type when extra information is needed either written into the action plan or documents uploaded online as evidence; when you apply for a Healthy Early Years award.

Once all criteria have been achieved, please work through the PSED & Emotional Wellbeing ‘Theme content’ section online by logging into the website, adding evidence where required. Finally upload your completed action plan. Then complete a short online survey, essential feedback for our funders. Your evidence will be submitted for assessment towards an award and go through the quality assurance process. We will be in touch after the award submission deadline to let you know whether your application has been successful.

One completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all three themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| We want to recognise and celebrate the good work that all early year providers do. We need to be assured that the criteria is in place within the setting but we appreciate there may be some differences in the type of evidence from providers who work alone to those with a number of staff working in an early years setting. Please explain how your particular setting meets the criteria in your own way. | | |
| **Criteria to be achieved for PSED and Emotional Health and Wellbeing**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **Please write in here which criteria are already in place in your setting.**  **Please include some photos in the action plan as evidence along with a short description.** | **Please write in here actions you have worked on because of taking part in the Healthy Early Years award and when they were met e.g. November 24.**  **All actions need to be complete before applying for an award.**  **Please add in any photos to support along with a short description** |
| **Leaders Commitment**  The vision and values of the setting shows the commitment to the health and wellbeing for the whole setting community.  The leader(s) of the setting champions the importance of nurturing emotional wellbeing for all children and provides an effective PSED curriculum for each unique child.  The setting prioritises the importance of attachments so children are in an emotionally safe environment and develop strong, warm and supportive relationships with adults which enables children to learn how to understand their own feelings and those of others.  **EVIDENCE: detail in the Action Plan the vision and values of the setting that supports the commitment to the health and wellbeing of the whole setting community including emotional wellbeing. If appropriate, add in the website link to this vision or upload the vision statement.** |  |  |
| **Policy and Safeguarding**  The early year’s setting has written policies and procedures which clearly describe how the setting takes ‘necessary steps to keep children safe and well’. This clearly includes the use of mobile phones and cameras in the provision. Providers have ensured that staff understand and are familiar with these, and that they are accessible and explained to families  It is not a statutory requirement but the setting may have in place an emotional health and wellbeing policy for a whole setting approach  All persons are aware that they must not drink / be under the influence of alcohol or smoke or vape in or on the premises when children are present or about to be present  When children are on the premises there are the correct number of staff trained in a current full Paediatric First Aid (PFA) certificate appropriate to the size of the setting for all opening hours  All settings are committed to equality and inclusive and adhere to the Equality Act 2010  **EVIDENCE UPLOAD: relevant wellbeing policies and if applicable an emotional health and wellbeing policy or if applicable put a link to the setting website where these policies can be accessed.**  **Please do not upload the safeguarding policy as this is not a check of the settings Safeguarding policy –** that remit sits outside the jurisdiction of the Healthy Schools team. |  |  |
| **Curriculum- Early Years Statutory Framework**  The Personal, Social and Emotional Development (PSED) Educational Programmes from the Statutory framework for the early years foundation stage are effectively implemented in the setting  The Understanding the world (people, culture and communities) aspects from the statutory framework for the early years foundation stage are effectively implemented in the setting  The leader has an overview of the PSED and the Understanding the world curriculum and are confident that a creative curriculum is in place  Every key worker knows the children and understands the child and they know the progress of the child to achieve the outcomes set out in the PSED and the Understanding the world educational programme and has strong evidence of the child’s next steps  There is effective two way communication with families on the child’s progress in learning through the PSED and Understanding the world curriculum and families are encouraged to support and share the child’s learning  The PSED and Understanding the world curriculum links to, and compliments the wider setting activities to promote and support health and wellbeing and equality and diversity  **EVIDENCE: detail into the Action Plan some examples of how the setting ensures the PSED Educational Programmes and Understanding the world are being achieved and the ways children’s next steps are communicated to families.**  **EVIDENCE: Provide within the action plan photos to show how the PSED curriculum links to further activities to promote and support the emotional wellbeing of the children with a short summary and information about the positive impact it has on children.**  *We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group or the faces of the children are blocked out.* |  |  |
| **Ethos and Culture**  There is a positive culture, ethos and environment which promotes resilience, respect, security, fosters positive relationships and values diversity.  There are positive relationships between staff and children and families and between children and there is a sense of belonging to and liking of the setting.  Staff emotional wellbeing is an integral principle of the whole setting approach to emotional health and wellbeing. There is a culture around promoting positive staff wellbeing.  The setting is actively promoting equality and diversity described as differences in age, culture, family structures, disabilities, ethnicity, gender, religion and sexual orientation. The setting ensures all families and children feel welcome and can see themselves reflected in the settings environment as well as learning about a range of cultures and diversity. This is supported through the Understanding the World educational programme and the people, cultures and communities should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Children are able to form positive relationships, especially with other people who may do things differently to themselves and their family.  Staff are aware of the Equality Act and are confident in inclusive practice to challenge discriminatory, prejudicial, derogatory or aggressive language  **EVIDENCE: detail into the Action Plan how the setting is positively promoting equality and diversity and provides some photos to show how children are seeing and learning about a range of cultures and diversity.** |  |  |
| **‘Child led learning’, responding to the children’s learning and interests.**  The setting is supportive that “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” and that child led learning is a core focus in the setting which can be seen through displays and photos in relation to PSED/ Understanding the world and emotional wellbeing for this themes submission.  **EVIDENCE: Provide detail / photos in the Action Plan of how the setting responds to the children’s learning and interests in relation to PSED / Understanding the world and emotional wellbeing**  *We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy school’s partnership quality assurance group. Faces can be blocked out.* |  |  |
| **Staff CPD**  There are CPD opportunities for leader(s) and / or staff to develop their practice and provision in effectively implementing the PSED and Understanding the world curriculum and there is a positive impact on the practice and provision in the setting  Staff can access CPD to increase their knowledge of emotional health and wellbeing to equip them to be able to promote positive mental wellbeing  All staff are able to effectively use their knowledge of child development, pedagogy and strategies to assess, understand and plan a response to a child’s emotional health and wellbeing need and measure the impact of interventions to improve wellbeing.  **EVIDENCE: provide detail in the Action Plan of staff training and the impact it has had on provision including any targeted interventions to improve children’s wellbeing.** |  |  |
| **Working in partnership with families**  There are positive relationships with families and effective two- way engagement and communication  The setting actively works in partnership with families to inform them about the settings positive approach to health and wellbeing and how this can be continued in the home setting  Families are signposted to appropriate information and opportunities to support their child’s health and wellbeing e.g swimming lessons, baby groups, sleep foundation information etc and signposted to external support agencies  **EVIDENCE: provide detail in the Action Plan of** **relevant communications with families focused on the health and wellbeing of the children.**  **If the setting has a website please provide a link in the Action Plan to communications with families and signposting of information/ groups/ services for families.** | . |  |
| **NEXT STEPS**  **What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to PSED & Wellbeing?**  **Please detail below:** | | |