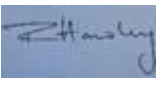




Nurturing Support and Keeping Children Safe Policy

Signed  (Chair of Governors)

Dated: 7th July 2026

Signed:  (Headteacher)

Dated: 7th July 2026

Review Date: Summer 2027

Rationale:

Our policy is in place in order to ensure that children, parents, carers and staff understand the approaches and strategies used to support children's emotional wellbeing, communication and behaviour. A shared, consistent and compassionate approach helps children to feel safe, understood and supported in their personal, social and emotional development.

At Eastwood, we are committed to providing an inclusive, enabling environment where children feel happy, safe, secure and valued. Adults within the nursery model respectful, caring and positive relationships with both children and each other.

Staff recognise that all behaviour is communication and understand that children may express emotions, needs, discomfort, excitement or overwhelm in different ways. Staff are sensitive to the individual communication preferences, developmental stages and sensory needs of each child and respond in supportive, respectful and attuned ways.

The Key Person approach is embedded throughout Eastwood and ensures that each child develops a secure and trusting relationship with an adult who understands and advocates for their needs. Staff recognise and value all forms of communication and use a range of supportive strategies including verbal communication, facial expressions, visual supports, symbols, gestures and signing to ensure every child's voice is heard, understood and respected.

At Eastwood, we believe that a positive and relational approach creates a stable environment where children feel confident and secure to explore opportunities within the nursery. This policy reflects and promotes our core values, including:

- Self-esteem, resilience and wellbeing
- Respect, empathy and kindness towards others
- Emotional regulation and co-regulation
- Communication, problem-solving and social connection
- Inclusion, autonomy and belonging

Objectives:

At Eastwood, adults support children's emotional wellbeing and behaviour in positive, consistent and developmentally appropriate ways by:

- Supporting children to develop self-regulation, autonomy and emotional literacy
- Recognising signs of distress, overwhelm or unmet needs and responding with empathy and support
- Providing positive role models through respectful and nurturing interactions
- Encouraging intrinsic motivation rather than relying on rewards or sanctions
- Offering specific and meaningful praise that recognises effort, perseverance, kindness and personal achievement
- Valuing and protecting the voice of the child
- Listening to children and validating their feelings and experiences
- Supporting children to identify and communicate emotions using developmentally appropriate language and visual supports
- Providing predictable routines, clear boundaries and supportive expectations
- Using communication methods that are accessible to each child, including visuals, gestures, signs and verbal language

- Encouraging children to develop skills for cooperation, negotiation and problem-solving with peers
- Recognising that children cannot learn effectively when overwhelmed or distressed and prioritising co-regulation and emotional safety
- Using stories, play and reflective conversations to help children understand emotions and experiences
- Supporting children to reflect on situations when they feel calm, safe and ready to do so
- Working in partnership with parents and carers to build trusting and collaborative relationships
- Encouraging open communication with families regarding children's wellbeing, development and behaviour
- Celebrating children's successes and sharing concerns sensitively and proactively

Strategies for Supporting Children

At Eastwood, we recognise that every child is unique and may experience and respond to the world in different ways. We are committed to responding to children in ways that respect their individual strengths, identities, communication styles and lived experiences.

Adults will:

- Recognise and value each child as an individual
- Be responsive to children's sensory processing needs, including visual, auditory, tactile, vestibular, proprioceptive, taste and smell sensitivities or preferences
- Provide supportive sensory strategies to help children feel regulated, comfortable and able to engage
- Respond calmly, consistently and compassionately
- Gain children's attention before communicating and allow time for processing and responding
- Prepare children for transitions and changes using visual supports, now-and-next boards, gestures and verbal reminders
- Create enabling environments that may include low-arousal or sensory-considerate spaces tailored to children's needs
- Consider seating, acoustics and environmental adjustments for children with hearing or communication differences
- Work collaboratively with families and outside professionals to develop a holistic understanding of each child

Aims

This policy aims to:

- Ensure all children are safe from harm and experiences that may negatively affect their wellbeing
- Provide an enabling environment where children develop confidence, resilience and a positive sense of self
- Support children to understand routines, boundaries and expectations through consistent and respectful approaches
- Enable children to develop independence, self-regulation and emotional wellbeing
- Foster positive and trusting relationships between children and adults
- Involve parents and carers in supporting children's emotional wellbeing and development
- Ensure all children are included, valued and supported to access the nursery environment successfully
- Ensure adult responses to behaviour are respectful, fair, relational and consistent
- Promote children's rights to feel safe, happy and emotionally secure at Eastwood
- Help children develop understanding of respect, empathy, consequences and positive choices through supportive guidance and co-regulation rather than punishment

encouragement to develop the skills that they need to work well with another child or children, giving children respect at all times

- Recognising that when a child is emotional and dysregulated, it is not the time to try and teach about appropriate behaviours
- Using stories to reflect on emotions
- Actively helping children to manage their behaviour through co regulation; value and respect their contribution and that of others. Setting clear, realistic, relevant, age-appropriate and consistent boundaries
- Helping children to reflect on difficult situations at an appropriate time and when they are ready to do so.(Recognising it is futile to do this the child is dysregulated)
- Working in partnership with parents/carers developing a triangle of trust, nursery, parent and child. During home visits, daily conversations, progress meetings parents are encouraged to share any concerns about their child's behaviour
- Working with parents on matters relating to behaviour and informing them early should we have concerns and share any joys about their child's learn

Keeping Children Safe and Supportive Physical Guidance

At Eastwood Nursery, our priority is to support children through warm, responsive relationships and a deep understanding of their individual needs. Babies and young children often need physical reassurance, comfort and support from trusted adults as they learn to understand and manage their emotions. Staff use nurturing approaches such as cuddles (where appropriate and welcomed by the child), hand-holding, gentle guidance, redirection, distraction, co-regulation and supportive touch to help children feel safe, secure and understood.

On rare occasions, a child may need immediate physical support to keep themselves or others safe, for example if they run towards a road or car park, attempt to climb from a height where they may fall, or are at risk of hurting themselves or another child. In these situations, adults will use the minimum level of physical guidance necessary to prevent harm and will release the child as soon as they are safe. Any such incident will be recorded and shared with parents/carers. Our focus is always on understanding the reasons behind a child's behaviour, meeting their emotional, communication and sensory needs, and creating environments where all children can thrive.

RECORD OF INCIDENT REQUIRING PHYSICAL INTERVENTION

Child's Name:
Date & Time:
Description of events leading to intervention:
Actions taken/by whom:
Witness:
Discussed with Head Teacher:
Parent informed by:
Parent Signed:
Signed: