



Redcastle Family School: Communication Policy

(Pre-school and Nursery)

Formally adopted by the Governing Body of:	Redcastle Family School
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Signed by Chair of Governors:	Heather Pringle
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Communication

Communication is the foundation of relationships and is essential for learning, play and social interaction. Communication is 'everything', being an effective communicator is essential to developing and forming both personal and professional relationships. Children need to be able to understand and be understood. This policy details forms of communication utilized within Sandcastles Nursery.

Forms of Communication

- Verbal
- Nonverbal body language, facial expressions/eye contact, gesticulations
- Written – recording/mark making
- Listening

Communicating with Children

The way we communicate in terms of our tone of voice, body language, facial expression and attitude impact on what we say and how we it is perceived. Active listening is key to communicating effectively; been in the moment and giving full attention to what is been said contributes to the child's personal, social and emotional development. Staff should physically be on a child's level when communicating, encouraging eye contact whilst supporting conversation skills. For example, getting down to welcome a child at drop off time, whilst changing nappy or feeding a young child.

Staff should give children space to describe and explain their activities and feelings. Children should be given time to think considering their level of knowledge and understanding, use of spoken language, both home and English and breadth of vocabulary. Staff should remember some children require significantly longer to translate, think, respond and / or communicate. For example, possibly a child with English an additional language or a less confident child.

Children should have their feelings validated; it's okay to feel sad and miss parents or feel cross there isn't a spare bike to ride. Having affirmation for feelings can support a child to self-regulate, make sense of their feelings and grow emotionally. Children should never have their feelings belittled.

Children should have opportunities to think and answer questions. For example, being 'What do you like about nursery' helps the child to think and formulate ideas express himself and engaging in two-way communication. Closed questions limit or close down the need to think and express ideas. For example, 'Do you like nursery'. Staff should offer opportunities for children to talk to them and be ready to 'listen' to a child who has something to communicate which supports our Safeguarding Policy. Staff should be approachable, able to listen and welcome child-initiated conversation. Staff should narrate or provide parallel talk as a child engages in activities to expose them to meaningful language.

Pre Verbal

Communication Staff must support preverbal communication which is dependent on the age and stage of development. A sensitive practitioner will be able to 'communicate' with children noticing pointing, staring, facial expressions etc.

Adult Communication

Staff should maintain effective communication channels with parents and nursery visitors. Personal events or moods should not intrude on the professional management of the day. Always consider how you interact with everyone around you. Staff should communicate with everyone politely and courteously, speak to others as you would like to be spoken to. Children should never be exposed to any friction between staff.

It is accepted that some adult conversation will take place within the play areas, but as professionals providing 'Quality childcare' we must monitor how much conversation is carried out whilst working with the children. Lengthy or inappropriate personal conversations must not take place over the heads of the children. When working in the play areas discussions / conversations should be in relation to the nursery, area, routines or planned play activities or experiences. Staff must not discuss individual children 'in front' of the children, or where they are able to hear what is being said.

Communicating with Parents and Carers

Parents and staff have a responsibility to share information as they arrive and leave the Centre, with particular reference to any specific information relating to the child, also discussing any key event information and incident / accident which has occurred during the day.

Parents will know who their child's key person is and the rest of the area team who work with their child. It should be explained that they will not see the child's individual key person every time, but a significant other will be able to feedback on their day. Staff should consider carefully how they speak to parents, describing how their child has been that day, always try and end the conversation with a positive point about the day or child.

Staff and parents should be conscientious, about how, where and when they discuss issues about a child, if necessary the parent and nursery staff should arrange a meeting through the school office to discuss sensitive issues in a private and secure environment.

Daily Record Sheet

To help communicate, a written feedback system is used for those children in the Tiny Turtles room (2-3-year olds). The child's day is record on these sheets, recording care details, food eaten, how many nappies have been changed and nap times.

Tapestry

Tapestry supports two way communication between parents and the Nursery. Staff will upload photos and a small summary about the child's activity for the parent to view and talk to their child about at home. Parents are also encouraged to share observations about their child or perhaps significant events through Tapestry. Parents working together in this way contribute to their child's learning and development supporting practitioners to implement individualised planning.