

Nursery Days/Kids Days Every Child Matters



Every Child Matters (EECM) is a Government policy designed to improve the well-being and life chances of all children. It focuses on five interrelated key outcomes, which every child should be given the necessary support to achieve.

These are five outcomes are:

•be healthy

‘enjoying good physical and mental health and living a healthy lifestyle’

Every Child Matters Green Paper, DfES 2003

Health is an important basis for all of the other outcomes because of the massive contribution it makes to children’s general well-being. In early years settings, this outcome means ensuring that children have the knowledge they need to make good decisions and to lead a healthy lifestyle, and that any health concerns are referred to the appropriate services. This outcome is divided into the following key aims:

- a. Physically healthy
- b. Mentally and emotionally healthy
- c. Sexually healthy
- d. Healthy lifestyles
- e. Choose not to take illegal drugs.

- **stay safe**

'Being protected from harm and neglect and growing up able to look after themselves'

Every Child Matters Green Paper, DfES 2003

All children need to feel secure and well cared for, in order to achieve their potential. Cases such as that of Victoria Climbié show that all services must watch for warning signs in order to protect the most vulnerable. Early years settings need to create a safe, supportive environment, that equips all children in their care with the knowledge they need to stay safe, and that protects children who are at risk. This outcome is divided into the following aims:

- a. Safe from maltreatment, neglect, violence and sexual exploitation
- b. Safe from accidental injury and death
- c. Safe from bullying and discrimination
- d. Safe from crime and anti-social behaviour in and out of school
- e. Have security, stability and are cared for.
- f. Safe from maltreatment, neglect, violence and sexual exploitation
- g. Safe from accidental injury and death
- h. Safe from bullying and discrimination
- i. Safe from crime and anti-social behaviour in and out of school
- j. Have security, stability and are cared for.
- k. Safe from maltreatment, neglect, violence and sexual exploitation
- l. Safe from accidental injury and death
- m. Safe from bullying and discrimination
- n. Safe from crime and anti-social behaviour in and out of school
- o. Have security, stability and are cared for.

- **enjoy and achieve**

'Getting the most out of life and developing broad skills for adulthood'

Every Child Matters Green Paper, DfES 2003

Children should be given the skills and opportunities they need to achieve their potential and to make the most of leisure time and social interaction. Early years settings are well placed to support children in developing a broad base of knowledge and skills that will prove useful throughout life. Settings should provide a pleasant environment for children which promotes all areas of learning. This outcome is divided into the following aims:

- a. Ready for school
- b. Attend and enjoy school
- c. Achieve stretching national educational standards at primary school
- d. Achieve personal and social development and enjoy recreation
- e. Achieve stretching national educational standards at secondary school.

- **make a positive contribution**

‘Making a positive contribution to the community and to society and not engaging in anti-social or offending behaviour’

Every Child Matters Green Paper, DfES 2003

Children should be encouraged to engage with their community and wider environment and to behave appropriately. Early years settings can contribute to this outcome by insisting on good behaviour and promoting personal, social and emotional development. This outcome is divided into the following aims:

- a. Engage in decision making and support the community and environment
- b. Engage in law-abiding and positive behaviour in and out of school
- c. Develop positive relationships and choose not to bully or discriminate
- d. Develop self-confidence and successfully deal with significant life changes and challenges
- e. Develop enterprising behaviour.

- **achieve economic well-being.**

‘Overcoming socio-economic disadvantages to achieve their full potential in life’

Every Child Matters Green Paper, DfES 2003

Every child should be equipped to achieve, no matter what their background. Education and childcare are essential in creating social mobility by raising the aspirations of children (and their parents/carers) and supporting them in gaining the skills they need to succeed. This outcome is divided into the following aims:

- a. Engage in further education, employment or training on leaving school
- b. Ready for employment
- c. Live in decent homes and sustainable communities
- d. Access to transport and material goods
- e. Live in households free from low income.

For an early years setting to function effectively, it must work towards all of These outcomes, ensuring the welfare and happiness of all the children in its care so that they are able to learn and develop fully. This Every Child Matters policy Has been written to raise awareness of the ECM outcomes, and to enable all stakeholders to understand the setting’s aims and some of the steps it is taking to achieve these aims.

Nursery days takes its responsibilities in relation to Every Child Matters very seriously and supports all of the children in its care in achieving the ECM outcomes.

The objectives of Every Child Matters apply throughout the setting and we are working to meet them through:

- Broad and effective support for learning and development, which covers all of the ECM outcomes. For example:

- The setting has under taken an evaluation of how thoroughly it covers the ECM agenda in all areas of learning and development and how it will continue to expand its provision, based on an understanding of each child' individual needs.

- Regular outings allow children to learn through stimulating experiences and new environments.

Provision for children's well-being, for example:

- Healthy meals and snacks encourage children to try new foods.

- Outdoor facilities encourage children to participate in physical play and to engage with the natural world.

- Each child has a key person, who communicates with parents/carers, monitors the child's progress and supports their individual needs.

Signed:

This policy was adopted on 17th September 2009

Date for review : 1st review August 2010