



## Self-Regulation Policy

The Statutory Framework for the Early Years Foundation Stage (2024) says:

*Practitioners should be ambitious for all children. To do this they must consider individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. (EYFS: 2024)*

The section of the Childcare Register relating to this policy is: CR1.5

This Policy works in conjunction with the Self-Regulation Procedure

This policy meets the requirements of EYFS 2024 safeguarding and welfare standards for behaviour management (Section 3).

Practitioners should familiarise themselves with and adhere to BOTH the Self-Regulation Policy and Self-Regulation Procedure. Each document is designed to work in conjunction with the other.

### **Behaviour Management Responsibility**

The nursery has a designated senior practitioner responsible for supporting staff in promoting positive behaviour and self-regulation. This includes providing guidance, ensuring consistent practice across the setting, supporting children with additional needs, and liaising with parents and external professionals where required.

### **Promoting Positive Behaviour**

The company seeks to develop relationships between practitioners and children which display positivity, empathy, kindness, care, understanding, responsibility, courtesy, cooperation, consistency and support. Practitioners should act as role models in supporting this ethos.

Children need consistent rules and expectations that are realistic to their age, understanding and ability. When explaining and implementing rules and routines within the setting, practitioners should always use the positive form of DO rather than DO NOT.



Each child should be recognised as an individual and treated accordingly, with equal respect and support. Practitioners should take the time to actively listen to the children, acknowledge their feelings, praise often and promote mutual respect.

### **Acknowledging Feelings and Encouraging Self-Regulation**

Practitioners should acknowledge and accept what a child is feeling, irrelevant of the emotion. Children need to understand that, as their carer, practitioners will accept them for who they are and work with them to support any self-regulation issues.

Practitioners should actively encourage the children to problem solve and consistently give praise, irrelevant of the level of success. Consistent praise will promote perseverance, which in turn will lead to independence and good self-esteem.

Practitioners should always allow the children to try themselves and be cautious about stepping in too soon, without allowing them time to find solutions. Practitioners should support, not intervene.

Practitioners should be conscious of any changes/transitions in a child's life and work with them and, where necessary, the family to support. It is important that there is a good parent partnership established, based on mutual trust and understanding.

### **What Is Acceptable Behaviour?**

The staff teams at nursery are required to behave in a responsible manner towards themselves and others, showing consideration, courtesy and respect for other's needs at all times. The ability to self-regulate and adapt to different social situations is an essential part of any child's education. A calm, positive atmosphere is necessary for effective teaching and learning to take place.

All children should:

- Be encouraged to use 'kind words', 'kind hands' and 'kind feet'
- Be encouraged to be polite, use manners and be helpful
- Be supported in understanding rules and routines and the reasons behind them
- Be encouraged to show respect for themselves, others and their environment
- Be encouraged to share, turn take and include their peers in play

### **Positive Reinforcement**



Practitioners should praise children and acknowledge their positive actions and attitudes, to promote mutual value and respect. If a child is given consistent praise, they are more likely to repeat the behaviour.

Methods of praise should include:

- Verbal Praise and recognition
- Physical gestures such as thumbs up, smiles, high fives
- Displays of children's work
- Choosing activity, story or rhyme
- Being practitioner's helper

### **Understanding Why Children Demonstrate Self-Regulation Issues**

Practitioners should take the time to get to know each individual child in their care, including their likes and dislikes, their family circumstance, their specific needs and how best to support them. When facing issues of self-regulation, it may be necessary to observe the child over a period of time to discover why.

Where possible, practitioners should re-direct children away from inappropriate actions to a more suitable activity, and therefore avoid any possible issues with self-regulation.

Practitioners should be responsible for appropriately supervising the children in their care at all times and must take responsibility for any self-regulation issues that occur from a lapse in supervision.

### **Managing Issues of Self-Regulation**

Practitioners should familiarise themselves with and adhere to the management strategies as listed in the Self-Regulation Procedure.

### **Consistency**

Practitioners should ensure that they are consistent in their approach to self-regulation. Additional support should be offered when necessary, especially during more challenging times, such as transitions, change in familial circumstances, illness etc

The approach should be the same for all children, with reasonable adjustments made to accommodate age, likes, dislikes, special needs and developmental levels.



## **Punishment**

Under no circumstances will a child be punished in any form. It is the ethos of the Company that practitioners will 'lead by example' by modelling appropriate behaviour, educate children through play as to why rules and routine are necessary, support a child through self-regulation issues and show understanding and acceptance for any emotions that a child may experience. They should work toward positive long-term solutions.

The EYFS Safeguarding & Welfare requirements state that providers "*must not give or threaten corporal punishment*" (Para 3.54: EYFS 2024). It also puts the onus on them to protect, as far as possible, the children in their provision from corporal punishment by anyone else. If a practitioner is concerned that a child within their setting is being given corporal punishment they must discuss the matter with their manager, and if necessary, follow the company's Safeguarding children procedures.

Any behaviour that may indicate a safeguarding concern will be managed in line with the nursery Safeguarding and Child Protection Policy, including procedures for reporting concerns or allegations.

## **Restraint**

Practitioners should only restrain a child in extreme circumstances, when they are in danger of harming themselves, their peers or practitioners, or to avoid serious damage to property. In these situations, practitioners are permitted to physically restrain a child by holding them (without physically hurting them) until the immediate danger has passed. As soon as it is safe to do so, staff should release the child. They should treat the situation sensitively, explaining to the child why the restraint was necessary in age-appropriate language. The child should be reassured and redirected to a more appropriate activity. Parents will be informed as soon as reasonably possible and any incident involving physical intervention will be recorded and reviewed by the manager, and parents will be asked to sign the record. Records will include the reason for intervention, how the child was supported afterwards, and any follow-up actions required.

## **Bullying**

Bullying in any form will not be tolerated in our settings. If bullying takes place, management should be informed immediately, and appropriate action taken. Parents should be informed if their child has been involved with bullying and the setting must work with the family to find a suitable solution and to prevent reoccurrence.



## **Biting**

There are several reasons why a child may bite, and it is not always with the intention to harm. Management and parents should always be informed when an incidence of biting has occurred. Practitioners should refer to the Self-Regulation Procedure for strategies for dealing with incidences of biting. The nursery will maintain confidentiality at all times. Parents will be informed of incidents involving their child, but details of other children will not be shared.

## **Working In Partnership with Parents**

Parents should be informed if their child is demonstrating issues of self-regulation. The setting should work in partnership with the parents to develop strategies to support the child, ensuring consistency with rules, approaches and methods. An Incident Record should be completed and kept in the Welfare Section of the child's personal file. The information should be monitored to identify any patterns in behaviour, and if recurring, the child should be escalated to a Self-Regulation Support Plan. Parents should be kept informed, updated and encouraged to use similar strategies at home.

Any significant or persistent self-regulation concerns will be recorded and monitored to identify patterns, triggers, and effective strategies. Where necessary, the nursery will implement a Self-Regulation Support Plan in partnership with parents and relevant professionals.

## **Children with SEND and Additional Needs**

The nursery recognises its duties under the Equality Act 2010 and the SEND Code of Practice. Some children may require additional support to develop self-regulation skills. Strategies will be adapted appropriately, with reasonable adjustments made in partnership with parents, the SENCO, and external agencies where required.

## **Cultural Views on Behaviour**

The personal views and cultural approaches to behaviour management should be respected by the setting, but practitioners should work with the family to help them understand the policy and procedures of the setting, and the reasons for them. It is imperative that all children follow the same rules and routines, whilst practitioners remain sensitive to the beliefs and approaches of the family.

## **Cultural Capital**



Whilst dealing with and understanding the reason for Self-Regulation issues, it is important that practitioners take Cultural Capital into account. Every child has different and unique experiences prior to starting at the setting, and behaviour is influenced by this.

The setting should ensure that they are providing a curriculum that expands upon the child's current knowledge by providing a variety of activities that will instil curiosity, wonder and a thirst for knowledge.

### **Training**

All staff receive training on Emotion coaching, De-escalation strategies, Positive behaviour support and Physical intervention training to support Self-Regulation.

### **Review of Policy**

This policy is reviewed annually.