7.1 Self-Regulation Policy (Supporting Children’s Behaviour)

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

• Children at Parkside are viewed as individuals who are developing social skills alongside other areas within a framework of their understanding of the world.

• The foundation of good discipline is based upon the good management of children and resources.

• Positive reinforcement & good self-regulation will set the tone of procedures used by the staff. A range of strategies appropriate to the occasion and level of development are employed.

• The integrity of each child is always to be respected.

• Children’s feelings will be considered as well as the feelings of adults working within the preschool.

• It is appropriate to support children in learning and acceptable strategies for working alongside each other to help children. It may be a sign that he or she has difficulty with emotional self-regulation.

• It is inappropriate within this context to view any behaviour as ‘naughty’ and the term is not used.

• On no account will any form of physical restraint be used unless as a last resort to prevent injury to themselves, another child/adult or equipment. Any such incident will be recorded, and a physical restraint form completed, and the parent must sign it at end of the day. No verbal form of humiliation or sarcasm will be permitted.

• Physical Intervention – where necessary staff members will physically intervene to stop a child from hurting themselves or others or to reduce the risk of injury due to children self-regulation. In the event of this happening a record of all incidents is kept where physical intervention has to be used and parents/carers will be informed on the same day and a signature required.

• Children will be encouraged to take as much responsibility for their own behaviour as they are able.

• We work with parents in partnership regarding behaviour.

• We encourage children to take time to reflect on their behaviour and work through their emotions.

• Self-esteem is a child’s most precious resource and we will seek to build it by helping children to feel loved and positive in their own ability.

When addressing self-regulation concerns, we will always:

* Each incident is always dealt with differently taking into consideration each age and stage a child is at in their development.
* We will follow the three steps to success which are as follows:

1. Recognising, empathising, validating the feelings and labelling them (modelling feeling)

2. (if needed) settling (limits on behaviour) (its ok to feel like that)

3. Problem-solving with the child/young person (but next time, lets)

For example the practitioner would say ‘ I can see you are feeling angry about your friend taking the car, its ok to feel angry’

‘but hitting your friend is not ok, we have rules to follow and I know you are angry but it is not safe to hit your friend’.

‘let’s go to a safe place where you can feel angry and we can talk’.

‘Next time you feel angry what could we do?’

**This is an emotional coaching strategy which we will be implementing in our pre-school.**

When there are concerns of a child’s self regulation, we will always follow these steps between pre-school management staff or key person and the parent or carer by following these strategies:

* Seek information from parents/carers and discuss with them any issues, strategies and actions to promote positive behaviour, as concerns arise.
* With parental advice, we will seek advice as necessary from other agencies or service for young children.
* If a child cannot self-regulate and it persistently presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period of time. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child’s self-regulation In accordance with the Equality Act 2010.
* We will consult with the parent/carer before taking this action.
* We will consider fully the views of the parents/carers and child on developing approaches and strategies to plan for the child’s return to our setting.

**Further guidance**

* Special Educational Needs and Disability Code of Practice (DfE 2014)

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| This policy was adopted by | Hadleigh Parkside pre-school | (name of provider) |
| On | March 2024 | (date) |
| Date to be reviewed | March 2025 | (date) |
| Signed on behalf of the provider |  | |
| Name of signatory | Chloe Bambridge | |
| Role of signatory (e.g. chair, director or owner) | Manager | |