



## **Self-Regulation (Formally Behaviour Management)**

### **Definition of Self-Regulation: Birth to 5 Matters 2021 (P20-21)**

*Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.*

*Self-regulation depends on and grows out of co-regulation, where adults and children work together toward a common purpose.*

*For young children, co-regulation also has both emotional and cognitive aspects. It includes the adult modelling calming strategies and naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their cognitive awareness of strategies to reduce or manage extremes of emotion. At the same time, adults scaffold cognitive self-regulation by talking with children about thinking and learning.*

*A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills. Researchers have identified three basic strategies for co-regulation:*

- *Positive Relationships – Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.*
- *Enabling Environments – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.*
- *Learning and Development – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.*

### **Policy Aims**

We believe that children flourish best when they are supported to regulate their feelings and emotions and know how they and others are expected to behave. Children develop skills to self-regulate through interactions with caring adults who act as good role models, show them respect and value their individual personalities. The nursery encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries for their own safety and the safety of their peers. Within the nursery, we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Through our key worker systems and positive relationships with each child we ensure that children can be supported individually with a tailored approach to support each child to flourish and meet their full potential.



Our enabling environments and daily routines provide a platform from which children can be confident in their space and become independent learners.

We work in partnership with parents to support a shared goal and ensure clear and transparent practice.

Where required, children will be supported by the setting SENCO, see our Special Educational Needs and Disability Policy.

At Minis we provide a positive approach to supporting self-regulation in order to nurture self-esteem and respect. We will have simple boundaries for our children in order to promote acceptable behaviour and support self-control. By positively promoting good behaviour, ignoring unacceptable behaviour where possible, valuing co-operation and a caring attitude we believe that children will develop as responsible members of society.

### **Policy into Practice**

- 🌻 Encourage a calm, purposeful and happy atmosphere within Minis.
- 🌻 Encourage increasing independence, self-discipline and tolerance so that children learn to accept responsibility for their own behaviour, make good choices and take their place in society.
- 🌻 Empower children to succeed in their learning and develop a sense that learning can be fun and relevant, so that they value challenge and take risks.
- 🌻 Ensure a consistent, positive approach to behaviour throughout the nursery.
- 🌻 Create clear boundaries and ensure safety.
- 🌻 Develop high expectations of our children, so that they can take pride in themselves and develop a strong sense of self.
- 🌻 Support children in being able to manage and understand their emotions, to think before they act, and develop empathy for others.
- 🌻 promote positive social and emotional wellbeing, mental health, resilience and wellness for children, team and our families.

### **Minis Co-Regulation Tool Kit**

#### **Consistent Resources:**

Each room will have a fixed visual timetable using Pre-Vocabulary Teaching Prompts black and white symbols, as used by the area SENCO and local primary schools.

Team will have access to 'Now and Next' boards, either in the circle time pack, displayed on the wall or for individual children, with Velcro to enable team to










support children to understand the routine of the day and anticipate the upcoming event.








All team to wear a lanyard, to include symbols such as toilet, wash hands, circle time to further support understanding of daily routine and behaviour expectations.

Team should focus on praising the behaviour we want to see and rewarding this through high fives, thumbs up, positive language and gestures.






Our room rules, to be included on team lanyards and in the circle time pack:

-  Walking Feet
-  Kind Hands
-  Good Listening
-  Indoor Voices
-  Good Sharing
-  Taking Turns
-  Feet on the Floor

To have the circle time routine on an A4 board with Velcro and the routine of the session to share with the children at the start of circle time, to enable children to know what the session will comprise of and for each card to be removed as they happen to further support understanding events passing. Circle time symbols to include (as age appropriate):

-  Welcome song
-  Story
-  Singing
-  Focus activity/story
-  Birthdays
-  Daily focus
-  Goodbye song

Circle time packs will also include behaviour expectation cards to talk about at the start of each circle time:

-  Good Listening
-  Good sitting
-  Good Looking
-  Quiet lips
-  A copy of the nursery rules to reinforce



Again, all circle time resources will use the consistent black and white PVT symbols.

### **Age appropriate strategies: buckets fillers...**

For our eldest children in Tots we use a strategy of being 'bucket fillers', the Tots children will have a container which is filled with pebbles/balls etc, with enough room for approximately 20 items.

Children in Tots either individually or collectively will be rewarded with a pebble/ball as a reward for positive self-regulation, once the container is full the children can have a special treat, such as choosing where to go on a walk, having a picnic tea or choosing a favourite activity such as having a music and dancing session. Through this the children learn the importance of working together and celebrating each other's achievements.

### **Role of the Adults: Co-Regulation**

Nursery team play a vital role in supporting the children to develop their ability to self-regulate their feelings and emotions, they are role models and must consider how their actions within the nursery impacts the children. Strategies for the team to ensure positive interactions with the children:

Model play throughout the day.

Praise positive behaviour using the Minis Tool Kit provided.

Use language to praise positive behaviour; 'good sharing', 'good listening'

Remind children positively about what you do not want them to do; 'walking feet indoors', 'kind hands', 'sand in the tray', do not focus on the negative, do not say 'don't hit' or call a child bad or naughty.

Model correct social interactions with the children to other children, for example waving hello, sharing toys, 'let's play'.

Model conflict resolving language for children, 'stop if I don't like it', 'help me', 'excuse me' 'No thank you'.

Encourage turn taking games, firstly with one child then with a small group, modelling turn taking language, 'now it is ... turn', 'next it is ... turn'. Use visual aids to help sharing, such as sand timers.

Use the outdoors to allow children to expel energy.

Create quiet areas for children to play away from the hubbub of nursery, alone or in small groups. Use these areas to enable children who may be overwhelmed time to relax and calm themselves.

Try to predict possible conflict, step in, support and model desired behaviour.

Distract children from possible conflict and divert their attention to refocus and overcome difficulties, reengaging them in another activity and learning space.



## Supporting patterns of behaviours

At all age's children can demonstrate patterns of behaviours, some of which may be unwanted and harm other children or themselves. Such patterns may include biting, hitting, attention seeking, swearing, throwing and bullying (see below)

Firstly, it is important that the key person feels confident that they know each of their key children and can therefore recognise changes in their behaviour and understand their level of development in order to put in place strategies to support the child.

If the change to behaviour is possibly linked to a safeguarding concern it must be reported to the designated safeguarding lead, see safeguarding policy.

When you notice a change to behaviour you must:

- 🌻 Talk to the key person if it is not your key child.
- 🌻 The key person should discuss with colleagues in the room to see if they have noticed the change.
- 🌻 Observe the child to see if the behaviour is a one off or consistent.
- 🌻 Talk to the parents about your concerns; sudden change may be linked to a change at home (e.g. child moved from cot to bed and not sleeping well)
- 🌻 Complete an ABC observation to identify triggers for behaviour; if triggers are identified managing behaviour can be effectively planned.
- 🌻 Share information gathered with the SENCO who can support in creating a Personal Learning Plan (PLP) to support self-regulation.
- 🌻 If necessary, a risk assessment should be completed.
- 🌻 The PLP and Risk Assessment must be shared with all team working with the child to ensure a consistent approach.
- 🌻 The plan should also be shared with parents to enable them to have their input and use the techniques at home.

## Bullying

The age of the children at Minis, and their developmental stage means a child bullying another child is unusual, however team must consider the prospect of bullying when assessing a child's behaviour in relation to other children.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.



We acknowledge that any form of bullying is unacceptable and will be dealt with immediately.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Team will ensure that all children feel safe, happy and secure at Minis and will intervene when they think a child is being bullied, however mild or harmless it may seem.

### **Deciding if there is a problem**

If the above strategies fail to support the child to behave as desired talk to the SENCO in regard to the possibility of more targeted work and/or referral to outside agencies. Talk to the parents to seek their views on the situation, working in partnership with them at every stage. See SEND Policy.

### **Physical Intervention**

Team at Minis will not use any physical intervention or corporal punishment to enforce the self-regulation policy.

However, in the case of a child putting themselves or another child or adult in immediate danger team will intervene to physically restrain or remove a child from danger, in line with our manual handling policy.

If a team member uses physical intervention the child's parents will be informed immediately and a Physical Intervention Incident Form will be completed by the team involved and the nursery manager.

This policy was updated:	Signed on behalf of the nursery:	Date for Review:
Aug 2024	Julie Coackley Childcare Director	2025