



Behaviour and Self-Regulation Policy

Our aim is to offer a quality childcare service for parents and children. To do this, we need to be able to work with parents and carers so that we can recognise the needs of the children; and be able to set appropriate and individual limits to help us manage the behaviour of ALL children in our care.

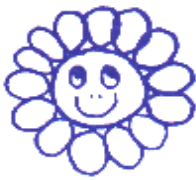
A child needs to be able to regulate their behaviour - being able to behave appropriately in a range of situations – knowing right from wrong. Children need to learn self-regulation; working with parents and carers we will promote and support a child by providing the right type of environment, being a positive role model and providing the right sort of activities.

To help and support a child who have not yet learnt to self-regulate:

- Find out what has triggered the behaviour – Is their blood sugar too low – do they need a snack? Are they tired? Have they been out of their routine? Are they trying to tell you something, but they do not have the language to say it (they cannot express themselves appropriately)?
- Model self-control and self-regulation in our words and actions - These children are overly sensitive to emotional tones. In fact, they often magnify and distort our emotions.
- Keep to a structured and predictable routine. Children with self-regulation problems are internally unstructured. The more freedom and flexibility they have, the more likely this will show in behaviour.
- We will try to keep the environment calm when we sense that a child is getting upset and try to engage them in quieter activities.
- We recognise that children’s behaviour changes in different situations and being in a group of children we recognise these pressures. This is all normal behaviour which through teaching our children they will learn it is not acceptable.
- We are not afraid to ask for help! The earlier we develop successful strategies for helping a child, the easier life will be — for you and for your child. We can get support for your child, your family, and our setting through “Early Help”.

At Heatherside: we know that children can have ‘stress’ in their lives, and we will do what we can to support them by:

- Providing an environment with areas of quiet and calmness
- Freedom of movement between inside and outside



Heatherside Pre-school

- Encouraging children to have the time to think about their emotions through activities
- Providing Clear Boundaries and Rules
- Helping with transitions – providing visual cues to help them with the ‘next step’
- Teaching them about the feelings of others and seeing things from another person’s perspective
- Helping them with their time management
- Encouraging children to resolve their own differences before adult intervention
- Showing children that they are part of a group – our Heatherside Pre-School Family.

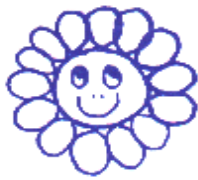
We will also:

- Reward good behaviour - Because rewards are constructive, they encourage further effort. We do this by clapping, high fives, displaying what they have created, stickers.
- Encourage self-discipline/control and respect for others - Because children need to grow into people who behave well even when there is no one to tell them what to do.
- Setting realistic limits according to age and stage of development - because as children grow and develop our expectations of them change.
- Setting a good example - Because young children take more notice of how we are and what we do, rather than what we say.
- Encouragement - Positive discipline means explaining why.
- Being consistent - Because children need to know where they stand, and it helps if they know that we mean what we say.
- Praise, appreciation, and attention - Because when children are used to getting attention for good behaviour, they will not need to seek it by misbehaving.
- Building children’s self-esteem - Attention, approval, and praise build self-esteem and a child who feel valued, is more likely to behave well.
- Allowing independence - Positive behaviour allows the child to have more independence.

Setting rules are discussed, and children are encouraged to be involved in the setting of them. These are to be appropriate for the child’s age and stage of development based on a respect for themselves, others, and equipment within the setting.

Heatherside: ask you as parents to help support us in managing your child’s behaviour by discussing your child’s needs and how you deal with behaviour issues yourselves. We ask that you inform us of any changes at home which may affect the behaviour of your child, for example, parent separation, house move or new baby. If we have concerns about your child’s behaviour which is not being resolved, we will ask for your consent to get ‘Early Help’.

Although very rare, recognise that children and young people can abuse their peers. We want all children to feel safe here and, as part of our commitment to keep them safe, we



Heatherside Pre-school

regularly observe children's interactions and aim to be approachable so they will speak to us if they are concerned about any aspects of their relationships with others. Parents know they can contact us at any mutually convenient time to discuss concerns children might raise at home.

Bullying can be:

- Physical: pushing, kicking, hitting, biting etc.
- Verbal: Name-calling, sarcasm, rumour spreading and teasing
- Emotional: Excluding, ridicule, humiliation, tormenting
- Racist: taunts, graffiti, and gestures
- Cyber bullying: online, texts

Even at a very young age, being bullied can result in a child having depression, low self-esteem, shyness, poor academic achievement, isolation and as they get older, in extreme cases threaten or attempt suicide.

If we had any concerns that a child in our care is being bullied or is bullying, we will discuss the matter with you immediately and work with you to support your child to resolve the problem.

We will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage. Should this be necessary We will record any instances of physical intervention in writing in the incident book and inform parents on the same day, or as soon as reasonably practicable. Please note our policy on Positive Physical Intervention.

Physical contact is never used as a punishment, or to inflict pain. Physical contact will not become a habit between a particular child and member of staff. Risk Assessment and de-escalation of a behavioural situation will be used before physical intervention.

Reviewed & re-agreed at AGM held 27th September 2019 Chair Jo Griffin

Reviewed & re-agreed at AGM held 29th September 2020 Chair Jo Griffin

Reviewed & re-agreed at AGM held 08th October 2021 Chair Alex Constantine