

## Policy & Procedures

### Self-regulation and Positive Behaviour Management Policy

Signed on behalf of Miss Daisy's Nursery School
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#### **Policy Statement**

At Miss Daisy's Nursery School our intention is one that has high expectations and supports the children in developing patience, respect and a positive self-image. The ability to control emotional and physical impulses should be developed in the early years to help ensure children embrace learning and grow into self-regulating adults. Self-esteem affects all thinking, and behaviour and we believe this impacts on learning and performance. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models and emphasise our high expectations and encourage achievement.

We understand an important part of teaching self-regulation is modelling our own. We make sure we reflect on our own self-regulation and understand that our reactions and approaches can affect children's behaviour and wellbeing. Miss Daisy's Nursery also prioritise the staff's mental health so that they can support children to overcome stress.

#### **Aim**

Miss Daisy's Nursery School is committed to the emotional mental health and wellbeing of its children, staff and families. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Effective self-regulation not only inhibits or challenges such negative self-talk, but also triggers the motivation needed for the mental effort to overcome adversity, to explore new ways of thinking and adapt to change when necessary, all useful attributes.

We understand that some children need more help to learn how to self-regulate than others which is why we at Miss Daisy's support the development of self-regulation in the following ways:

1. Respecting each and every child as individuals.
2. Recognising and responding to child cues
3. Use stories or characters to help children remember different learning strategies
4. Establishing positive relationships through the Key Person system to help children feel supported, valued and safe in the setting (refer to the Key Person Policy for more details)
5. Providing consistent routines and structure
6. Providing structure and consistency by establishing rules and boundaries as well as working together with the children to set age-appropriate boundaries
7. Modifying the child's environment to decrease demands and stress. Creating calm, quiet environments free from distractions.
8. Providing physical and emotional comfort when child is distressed
9. Being patient and understanding
10. Labelling emotions
11. Role-modelling appropriate responses to behaviour. Modelling self-calming strategies
12. Interacting in warm, responsive ways

## Method

We recognise that an environment can easily trigger very young children who are unable to self-regulate their own emotions. When they feel big emotions (e.g., angry, sad, scared) they may have a tantrum, cry, shout or become distressed. The children may find it difficult to cope and adapt to certain changes. Frequent or intense challenging behaviour is often a sign that children do not have the skills they need to calm themselves (regulate) when they feel overwhelmed. Staff are expected to react in a calm and patient way, offer comfort for intense emotions and help children to manage and talk about their feelings, to help resolve issues and promote self-regulation.

It also has implications for our motivation and capacity for learning, affecting our ability to plan and problem solve to learn from our mistakes, as well as the cognitive and emotional flexibility we need to cope with change. Researcher such suggests that to cope and self-regulate behaviour, children need to develop the skills in the three R's:

- **Reflection**
- **Resilience**
- **Resourcefulness**

Children need to be able to *reflect* on what has happened and identify what might need to be changed.

Children need to have *resilience* to know that sometimes things go wrong; but they can be repaired.

Children need the *resourcefulness* to know that there are other ways of responding and to be able to reflect and generate alternative actions for next time.

## Procedure

We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development. At Miss Daisy's School we use positive language to encourage the children to reflect and regulate their emotions and behaviour.

### *Children roles and responsibilities:*

Giving children the opportunity to take turns to undertake roles and responsibilities in relation to tasks and routine helps build sense of purpose and esteem.

### *Familiar routine:*

Predictable routines for participation and engagement in activities are established or co-constructed with children. Different ways of participating are valued.

### *Meaningful tasks and activities:*

Engaging children in activities which involve cognitive and active learning processes.

### *Interactions and providing encouragement:*

Discuss difficulties the child is having and show that you appreciate their efforts and enthusiasm.

### *Expectations/instructions:*

Expectations and instructions are explicitly discussed and/or co-constructed with children. Instructions and expectations are clear and flexible, and explanations are provided.

Responses to behaviours may alter depending on the child's age, level of development and the circumstances surrounding the behaviour. We understand that emotional dysregulation may be expressed in the form of undesired behaviour and this must be taken in context. We always aim to

understand why a child is behaving in a certain way and how best to support their individual needs through different strategies that are unique to them. We use strategies that help increase alertness or for calming, such as:

1. Heavy work where pressure is exerted onto joints such as the crab walk and pushing on a door.
2. Sensory toys and breathing exercises e.g., breathing ball and rain makers.
3. Chewy foods like dried fruit.
4. Emotion charts - talk about emotions
5. Yoga and Meditation sessions to promote mindfulness.
6. Take a break
7. Empathy

There are also several games to help children learn self-regulation skills which involve waiting and turn-taking and provide a fun way of teaching impulse-control:

1. Red Light - Green Light. The children run around freely - when 'Red light' is called out, they freeze - when 'Green light' is called out, they run. Swap it round so they have to go against their impulses.
2. Musical Statues - when the music stops, they must freeze. Also, in reverse.
3. Follow my Clap - clap a rhythm and get the children to copy it.
4. Body Part Mix-up - get children to touch a series of body parts i.e., head, toes, knees. Then replace one of the body parts, so when you say 'toes' they must touch their ears. This gets them not to just act instinctively.