

Self- Regulation & Promoting Positive Behaviour Policy

Policy

At Tiny Oaks Day Nursery, we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

At Tiny Oaks Day Nursery we recognise that it is everyone's responsibility to support children to self-regulate. We will:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Advise and support staff and parents in appropriate ways of supporting with behaviour.
- Check that all staff have relevant training on supporting children's self-regulation.
- We will promote positive behaviour.

Procedure

In order to support children's behaviour in an appropriate way we will:

- Attend relevant training to help understand and guide appropriate models of behaviour.
- Implement the setting's behaviour procedures including the stepped approach.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

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- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We use an ABC form which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Step 1

- We use a focused intervention for all children and staff must use this intervention consistently.
- We will ensure that EYFS guidance relating to 'managing children's behaviour' is incorporated into relevant policy and procedures.
- We will be knowledgeable with and apply the setting's procedures on supporting Self-Regulation.
- We will ensure the environment and practices support healthy social and emotional development.
- We will ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied focused intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, Parent, Special Educational Needs Coordinator (SENCO) and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (Changes to within the child's life or needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the key person will

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suggest using a focused intervention approach to identify a trigger for the behaviour.

- If a trigger is identified, then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for supporting the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions.
- All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the Keyperson and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin, and that specialist help be sought for the child; this support may address either developmental or welfare needs. A visit request to Equality and Inclusion (part of the Education people) may be put in to seek further advice before taking the child LIFT if deemed necessary. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)
- Advice provided by external agencies should be incorporated into the child's targeted plan and to review the child's progress.

Conflict Resolution in High Scope

High Scope's Conflict Resolution process provides this type of approach. Periodically the effectiveness of the approach will be checked.

High Scope has a six-step process that can be used to help children resolve conflicts that may arise during their day

- [Step 1: Approach the situation calmly](#)
Observe the situation, approach the children with a calm voice, and sit with them. Stop any hurtful behaviour if necessary.

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- Step 2: Acknowledge children's feelings
Describe the feeling you observe and the details of what you see.
- Step 3: Gather information
Ask open-ended questions, directing your questions to one child, and then another
- Step 4: Restate the problem
Based on what the children say, clarify the problem and check your statement with the children.
- Step 5: Ask for ideas for solutions and choose one together
Encourage the children to talk to each other. Be prepared to give suggestions. When children arrive at a solution, restate it and check with them to make sure they are in agreement.
- Step 6: Be prepared to give follow-up support
Sometimes solutions need clarifying as the children begin to play again.

Use of rewards and sanctions

- Relationships between staff provide a good model from which children learn about how to behave towards others. Practitioners should have high expectations for consistently good behaviour.
- All children need consistent messages, clear boundaries and guidance to naturally manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.
- Staff must avoid damaging children's self-esteem. Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair' or have food withheld from them. However, if necessary, children can be accompanied and removed from the group in order to calm down and to ensure their safety, if appropriate helped to reflect on what has happened. At Tiny Oaks Day Nursery do not give a child time out as it has no meaning to the child, a conversation with someone they know, have a bond with and trust. Not time spent alone.
- Staff must not discuss children's behaviour with staff or parents in front of them or other children.

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Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- **Corporal (physical) punishment of any kind must never be used or threatened.**
- If physical intervention is required in order to keep the child or others safe, then an Physical intervention record must be completed and parents informed immediately.

Incidents of aggression by children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- The staff member who intervenes makes a detailed written statement of the incident
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate. i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will collate a file with all the information, making note of all contacts which were made, conversations had and actions taken which is kept in the child's file, in line with the Safeguarding policy.
- The designated person should meet with the parents of the child who has been affected by the behaviour and discuss the setting's response.
- Ofsted should be notified if appropriate. i.e., if a child has been seriously injured.
- Relevant procedures for dealing with concerns and complaints should be followed.

This policy was adopted on	Signed on behalf of the nursery	Date for review
16/1/2023	<i>m khaira</i>	16/01/2024