

Self-Regulation Policy

The Statutory Framework for the Early Years Foundation Stage (2024) says:

3.58 Providers are responsible for supporting, understanding and managing children's behaviour in an appropriate way.

3.54 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

3.60 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

This Policy works in conjunction with the Self-Regulation Procedure and the Self-Regulation Plan

Practitioners should familiarise themselves with, and adhere to the Self-Regulation Policy, Self-Regulation Procedure and the Self-Regulation Plan.

Promoting Positive Behaviour

The company seeks to develop relationships between practitioners and children which built on mutual respect. Practitioners should act as role models in supporting this ethos.

We have a set of rules and expectations which form the basis of our daily routines, planning, equipment and environments.

Children need consistent rules and expectations that are realistic to their age, understanding and ability. When explaining and implementing rules and routines within the setting, practitioners should always use the positive form of 'DO' rather than 'DO NOT'.

Each child should be recognised as an individual and treated accordingly, with equal respect and support. Practitioners should take the time to actively listen to the children, acknowledge their feelings, praise often and promote mutual respect.

The setting

The setting should have things in place to support all children.

This includes starting with getting a good routine in place. This will support all children to know what is expected of them throughout the day. For many children the difficulties start during transition times when they have to stop doing something and move on to something else. The next part of the routine should be in line with the routine and children given the prompts to know what is coming next. For example, before lunch there is a circle time, then children wash their hands and find a seat at the table. Children are reminded that it would soon be lunch time and given timed warnings for when they will need to stop what they are doing and sit for circle time.

All settings should have their rules and boundaries in place and children made aware of our 'golden rules.' This will give the foundation for our expectations for the children's behaviour. We should also stick to these rules as practitioners so that we are good role models for the children.

The environments should be set up to provide a calming and nurturing space for all children and should take into account the individual needs of the children who will be accessing the area. There should be self-regulation stations or areas in toddler and pre-school rooms and areas for children to relax in all rooms.

It is the ethos of Bright Kids that practitioners will 'lead by example' by modelling appropriate behaviour, educate children through play as to why rules and routine are necessary, support a child through self-regulation issues and show understanding and acceptance for any emotions that a child may experience. They should work toward positive long-term solutions.

Acknowledging Feelings and Encouraging Self-Regulation

Practitioners should acknowledge and accept what a child is feeling, irrelevant of the emotion. Children need to understand that, as their carer, practitioners will accept them for who they are and work with them to support any self-regulation issues.

Practitioners should actively encourage the children to problem solve and consistently give praise, irrelevant of the level of success. Consistent praise will promote perseverance, which in turn will lead to independence and good self-esteem. Practitioners should always allow the children to try themselves and be cautious about stepping in too soon, without allowing them time to find solutions.

Practitioners should be conscious of any changes/transitions in a child's life and work with them and where necessary the family, to support. It is important that there is a good parent partnership established, based on mutual trust and understanding.

What Is Acceptable Behaviour?

Everyone at Bright Kids is required to behave in a responsible manner towards themselves, each other and their environments, showing consideration, courtesy and respect for other's needs at all times. The ability to self-regulate and adapt to different social situations is an essential part of any child's education. A calm, positive atmosphere is necessary for effective teaching and learning to take place.

All children should:

- Be encouraged to use 'kind words', 'kind hands' and 'kind feet'
- Be encouraged to be polite, use manners and be helpful
- Be supported in understanding rules and routines and the reasons behind them
- Be encouraged to show respect for themselves, others and their environment
- Be encouraged to share, turn take and include their peers in play

Positive Reinforcement

Practitioners should praise children and acknowledge their positive actions and attitudes, to promote mutual value and respect. If a child is given consistent praise, they are more likely to repeat the behaviour.

Methods of praise should include:

- Verbal Praise and recognition
- Physical gestures such as thumbs up, smiles, high fives
- Displays of children's work
- Choosing activity, story or rhyme

- Being practitioner's helper

Understanding Why Children Demonstrate difficulty in Self-Regulating

Practitioners should take the time to get to know each individual child in their care, including their likes and dislikes, their family circumstance, their specific needs and how best to support them. When facing issues of self-regulation, it may be necessary to observe the child over a period of time to discover why.

Where possible, practitioners should re-direct children away from inappropriate actions to a more suitable activity, and therefore avoid any possible issues with self-regulation.

Practitioners should be responsible for appropriately supervising the children in their care at all times, and must take responsibility for any self-regulation issues that occur from a lapse in supervision.

Remember behaviour is communication. What is the child trying to tell you?

By recording incidents in the child's Self-Regulation Plan, practitioners may be able to establish patterns in behaviour or triggers.

Managing Self-Regulation and behaviour incidents

Practitioners should familiarise themselves with, and adhere to the management strategies as listed in the Self-Regulation Procedure or on the child's individual Self-Regulation Plan.

Self-Regulation Plan

Further details of how to use the plan is outlined within the Self-Regulation Procedure.

Consistency

Practitioners should ensure that they are consistent in their approach to self-regulation. Additional support should be offered, when necessary, especially during more challenging times, such as transitions, change in familial circumstances, illness etc

The approach should be the same for all children, with reasonable adjustments made to accommodate age, likes, dislikes, special needs and developmental

levels; and feed throughout the setting. In different rooms within the setting the same language, signs and phrases should be used.

Punishment

Under no circumstances will a child be punished in any form

The EYFS Safeguarding & Welfare requirements state that providers "*must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.*" It also puts the onus on them to protect, as far as possible, the children in their provision from being given corporal punishment by anyone else. If a practitioner is concerned that a child within their setting is being given any punishment which is detrimental or contrary to policy, they must discuss the matter with their manager, and if necessary, follow the company's Safeguarding children procedures.

Restraint

Practitioners should only restrain a child in extreme circumstances, when they are in danger of harming themselves, their peers or practitioners, or to avoid serious damage to property.

In these situations, practitioners are permitted to physically restrain a child by holding them (without physically hurting them) until the immediate danger has passed. As soon as it is safe to do so, staff should release the child. They should treat the situation sensitively, explaining to the child why the restraint was necessary in age-appropriate language. The child should be reassured and redirected to a more appropriate activity. Practitioners must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

When it is becoming more often to restrain a child then the setting must decide on a course of action which would support the child, family and practitioners in the setting.

Bullying

Bullying in any form will not be tolerated at Bright Kids. If bullying takes place, management should be informed immediately and appropriate action taken. Parents should be informed if their child has been involved with bullying and the setting must work with the family to find a suitable solution and to prevent reoccurrence.

Biting

There are several reasons why a child may bite, and it is not always with the intention to harm. Management and parents should always be informed when an incidence of biting has occurred. Practitioners should refer to the Self-Regulation Procedure for strategies for dealing with incidences of biting.

Self-Regulation Co-Ordinator

Each site has a named co-ordinator for Self-Regulation. They will be responsible for ensuring that the plans are kept up to date, liaise with external agencies if appropriate, be a liaison for parents and research and recommend strategies, among other duties which can be found on the Role of the Self Reg Co-ordinator, CC3.8.

Working In Partnership with Parents

Parents should be informed if their child is demonstrating issues of self-regulation. The setting should work in partnership with the parents to develop strategies to support the child, ensuring consistency with rules, approaches and methods. An Incident Record should be completed, and kept in the Welfare Section of the child's personal file. The information should be monitored to identify any patterns in behaviour, and if recurring, the child should be escalated to a Self-Regulation Support Plan. Parents should be kept informed, updated and encouraged to use similar strategies at home. Regular meetings should take place with parents when a child is on a Self-Regulation Plan. These should be at least every 2 months or more often if needed, for example there has been a change in behaviour.

Cultural Views on Behaviour

The personal views and cultural approaches to behaviour management should be respected by the setting, but practitioners should work with the family to help them understand the policy and procedures of the setting, and the reasons for them. It is imperative that all children follow the same rules and routines, whilst practitioners remain sensitive to the beliefs and approaches of the family.

Cultural Capital

Whilst dealing with and understanding the reason for Self-Regulation issues, it is important that practitioners take Cultural Capital into account. Every child has

different and unique experiences prior to starting at the setting, and behaviour is influenced by this. The setting should ensure that they are providing a curriculum which expands upon the child's current knowledge, by providing a variety of activities that will instil curiosity, wonder and a thirst for knowledge.

Training

All staff should receive training to support Self-Regulation.

Review of Policy

This policy is reviewed annually

Review Date – **September 2025**