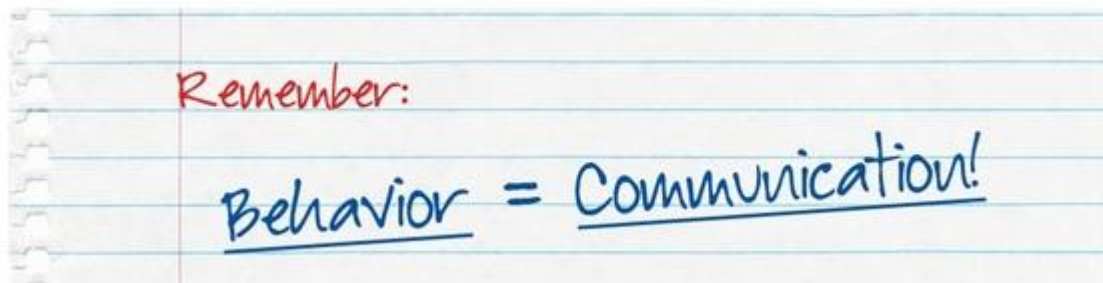


Self regulation and Positive Behaviour Policy



Written by:	Andi Gilroy-Sinclair	Date: September 2021
Last reviewed on:	September 2026	
Next review due by:	September 2027	

ROLES

Every child's behavior is telling us something. Our job is to see the behavior as information, not aggravation.

We adopt a preventative, pro-active and positive approach to behaviour, through implementing a respectful culture where we validate emotion and support children with their feelings. This policy outlines our approaches when dealing with incidents, however the scripts and approaches are used will not work for all children, they may need adapting to the child's own level of development – cognitive, language, communication etc. We acknowledge all behaviour is communication and we see all communication as a potential learning experience.

Our Ultimate Aim: -

TO ENABLE EACH CHILD TO BECOME A CARING AND RESPONSIBLE MEMBER OF SOCIETY, EXHIBITING AGE-APPROPRIATE LEVELS OF ACCEPTABLE BEHAVIOUR AND ATTITUDES.

Children learn how to regulate their emotions through "co-regulation." The better we can soothe them when they are agitated, or support them when they are low, the better they "absorb" how to do this for themselves.

DR. STUART SHANKER
www.self-reg.ca

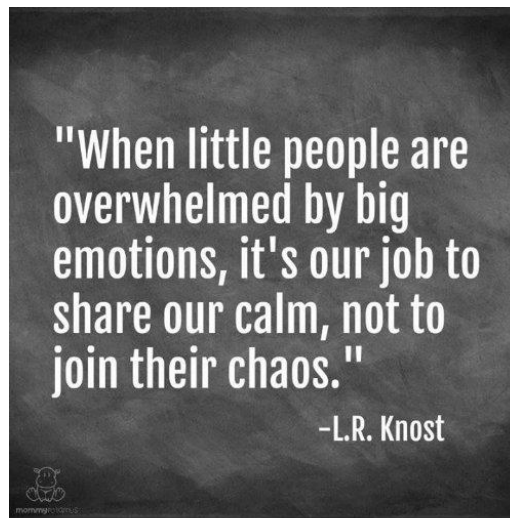
General Aims: -

- To support children on their life journey of self-regulation
- To help each child to form good relationships with peers and adults.
- To nurture self-esteem, self-confidence and self discipline.
- To develop a sense of caring and responsibility towards self, peers, adults and the world about us, reinforcing the positive qualities of friendship, good manners, tolerance of diversity along with racial and social equality within a caring and considerate community.
- To identify vulnerable children and intervene successfully.

Objectives

- The children and adults regularly discuss how we can make nursery a pleasant, positive place in which to work and play. We have drawn up three simple rules which are displayed around the nursery and these are referred to when talking to children about behaviour expectations.
- Group / Circle Time plays a part in reinforcing acceptable / desirable behaviour. We use a variety of materials including SEAL, and Jenny Mosley Circle Time.

PIP and RIP



Praise in Public Reprimand in Private

We believe the children should hear positivity within their environment and any negative issues can be dealt with to the individuals involved.

ROLES

Children's Role

To learn our three golden rules

We are always....

READY

KIND

SAFE

Staff Role

- To know pupils as individuals i.e. who they are, family circumstances, previous experiences etc.
- To act as a role model for the children by being polite, caring and respectful at all times. To live and breath “ready, kind and safe” with the whole school community.
- To create and sustain a positive, supportive and secure environment.
- To encourage and praise appropriate behaviour and attitudes.
- To deal with inappropriate behaviour and attitudes immediately, in particular preventing all forms of targeting behaviours (unkindness or ignoring) which could lead to future bullying behaviours.
- To apply 'rules' consistently
- To communicate consistent expectations from day one.
- To set up the ‘classroom’ to encourage positive social interaction.
- To actively discourage aggressive play and activities.
- To offer help to the family when requested e.g. some tips for home, Early Help / Single Assessment.

**Empathy with children
during a tantrum is not
rewarding behavior.
It's meeting a need,
the need for
connection and
understanding.**

Rebecca Eanes

Parents / Carers Role

We see the role of parents / carers in contributing to our stated aims as essential. We work with them in partnership to develop a mutual understanding and consistent approach to tackling behaviour issues in a positive way. The respectful relationships we have with parents are observed by the children and set an example of positive communication.

Giving Feedback

BE SPECIFIC

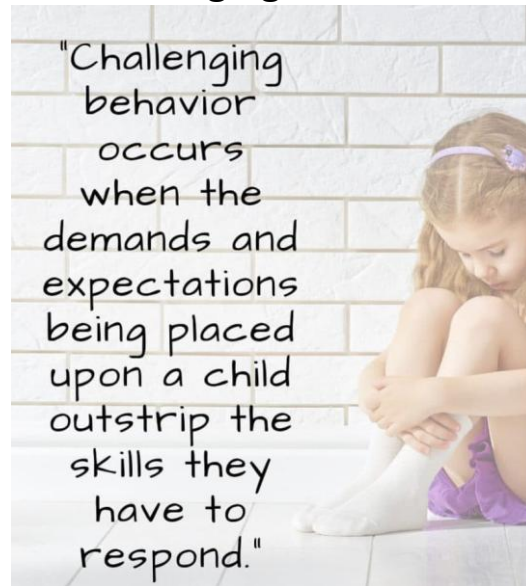
When praising a child or speaking to them about a behaviour which is positive or negative, be specific. Children need to hear that the behaviour is what we are talking about NOT them. “I love the way you kept our nursery safe by picking up that coat” “Running inside is not safe, can you tell me why?”.

When things go right

Our children are praised for following the rules within the setting, we share this good news with parents during informal times at the beginning and ending of the sessions.

We look for children who go above and beyond in our setting e.g. hanging someone else’s coat up because they have noticed it on the floor. We celebrate these moments in group times.

Challenging Behaviour



When an incident occurs between 2 or more children

ALWAYS

1. Deal with it immediately.
2. Respond calmly but assertively (do not over react).
3. Listen to the children, using open questions e.g. Where were you? What were you doing? Then what happened? Etc. Ask if the child told them "Stop it I don't like it", if they say no, ask them if they would like you to help them do this. Support the child to say this to the other child.
4. If the incident requires more than this, talk to the children involved. Explain why behaviour or attitudes are not acceptable referring to the relevant rule (ready, kind, safe).
5. Ensure children involved are helped to overcome differences in opinion.
6. Make sure both parties learn from the experience, "next time ask for the toy don't snatch it" "trade don't take" "next time you could say STOP IT I DON'T LIKE IT".
7. Use restorative justice model – What would you like to happen next? Give options (Would you like them to play nicely or play somewhere else?) This allows the child to take back some control and stops them feeling like a victim. Make sure the other child understands why this has been decided, due to their behaviour not that they are 'bad'. The adult dealing with the situation needs to decide which options to give the child or in particularly severe cases e.g. a child has deliberately set out to hurt another child, the choice needs to be taken out of their hands and the adult deal with it.
8. Use verbal and / or body language e.g. hugs, nursing etc. to reassure both parties when appropriate. (Children are often frightened by their loss of control) Repair and rebuild.
9. Ensure the Key Persons for all involved know of the incident and will subsequently talk through with the parents / carers.
10. Share concerns regarding any child at whole staff meeting so a consistent approach is maintained.

If a child is playing in an unsafe or unacceptable way

If a child is playing unsafely or not using kind hands or words in an area, usual sanctions are as follows:

- a. Member of staff goes down to the child's level and quietly explains clearly, "We do not throw things at nursery, it is not safe, you need to stop". Give the child space and time to make the right choice, don't stand over them. If the child then adapts their play make sure you go back after a few minutes to praise their behaviour – be specific "I am really pleased that you are playing with kind hands, well done...".
- b. If the undesirable behaviour carries on, the member of staff goes down to the child's level and explains because they didn't follow the instruction, they will need to play somewhere else "You didn't stop throwing things so you now need to play somewhere else". If the child, then plays somewhere else then go back to them after a few minutes to praise their choice and good behaviour – be specific.
- c. If child continues to play in the area or goes and plays in the same undesirable way somewhere else, then they will need to be taken out of the room and explain "You cannot play in nursery if you throw things, it is not safe". Do not keep talking about the incident as the child needs to have some time to calm and settle before they are ready to learn.
Once the child is calm give them two options of where to play in nursery, take them into the room and reinforce the rules. We are always kind, safe and ready. Don't go back over their negative behaviour at this point.
After a few minutes make sure to go back and reinforce the positive behaviours.
- d. If incidents continue over different sessions these will need to be logged to look for a pattern and the child may need a reasonable alternative for the provision, this will be a conversation between the key person and the teacher.

DFE Reasonable Force July 2013

In rare circumstances an adult may need to control a situation where a child is no longer in control of their emotions. This could be by blocking a child's way, leading them by the arm or restraining them. Examples of when these strategies may be used include when a child:

- is at risk of hurting others or themselves
- is not safe e.g. refuses to follow instructions or tries to run to out of room/area
- disrupts the learning of others and refuses to respond

These actions may be different when working with a child who has SEND or a physical disability but details of this would be in the individual child's plan.

These incidents will be recorded on CPOMS

CONCLUSION

"If we have been encouraged and praised and have been given some opportunities to experience personal and social success we are more likely to perceive ourselves as capable, likeable and worthwhile people; in other words, we will have sound self-esteem. An adult or child with sound self-esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people."