

007: Well-being, Self-regulation and Behaviour Support

This Policy provides staff with the guidance required to ensure a consistent and positive approach to children's behaviour and well-being. The Bright Beginnings team strives to create an atmosphere which encourages high levels of well-being, positive behaviour and enables children to develop self-regulation. We recognise that children have to develop the ability to regulate their emotions, thoughts and behaviour to enable them to act in positive way. We believe that children flourish best when they are in control of their impulses, maintain focus, can solve problems and decide themselves what behaviour is needed. We promote mutual respect through interactions with caring adults who value children's individuality. Set agreed boundaries of behaviour expectations for children are important for their own and others safety. Within the Centre we aim to set these boundaries in a way which helps the child to develop an understanding of the significance and impact of their own behaviour, both on the environment and those around them.

This policy identifies a whole Centre approach to the support and management of children's behaviour, including developmentally appropriate tools to enable growing ability to regulate their feelings or strategies to be used in response to negative behaviour to involving parents and carers or outside agencies where needed. We expect all children, parents, staff, volunteers and students to respect and uphold these guidelines and require these to be applied consistently. We work in partnership with parents and carers to support behaviour and discuss strategies that can be implemented at home.

Within the Centre staff will provide positive role models for children through their interactions with each other, with other children and with other adults in the Centre. Staff will foster and maintain a happy, caring and fun environment conducive to supporting appropriate behaviour. Staff will have consistently high expectations for children's behaviour and always lead by example.

Staff should aim for children to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop social skills. For example sharing and taking turns, cooperation, collaboration, patience and empathy.
- Ask for and be willing to receive help or advice from others.
- Follow simple instructions appropriate to their individual stage of development.
- Enjoy and respond to praise.
- Develop skills of concentration persistence, motivation, curiosity and creativity when involved in both self-initiated and adult-directed activities.
- Show consideration and respect for the nursery equipment and resources, and for others belongings.
- Establish consistency in behavioural responses between home and nursery and when spending time with different adults.
- Contribute to and participate in activities involving identity of self and communities.

As a team we will:

- Recognise the individuality of all our children.
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Support each child in developing self-esteem, confidence and independence.

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- Implement a key worker system enabling staff to build a strong and positive relationships with children and their families.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes.
- Deliver in-house Behaviour Support Training to childcare staff within the Centre.

We recognise children potentially may, at certain ages and stages in their development, demonstrate behaviour that is considered negative. On occasion, children may demonstrate negative behaviour through physical responses such as biting or kicking, or may vocalise their displeasure, for example by shouting. Regardless of their behaviour, all staff are required to respond to children in a calm and sensitive manner. When a child exhibits unacceptable or inappropriate behaviours they should not be singled out or humiliated in any way. The staff within the Centre will redirect the children towards alternative activities, if appropriate a discussion will take place respecting that child's level of understanding.

Staff will support and promote positive behaviour by:

- Using a calm tone of voice, not raising their voices in a threatening way or telling a child they are naughty.
- Teaching self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.
- Creating an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.
- Utilising agreed behaviour support strategies of distraction, discussion, modelling etc.; never using physical punishment or threatening physical punishment.
- Ensuring the safety of all children; moving a child away from a situation to prevent physical injury to themselves, other children or adults and/or serious damage to property.
- Sharing information with parents about their child's behaviour to enable us to work together to support their child.
- Inviting parents in, or supporting a parents meeting request, to discuss how best to support their child's behaviour.
- Keeping records of incidents of behaviour occurring to determine if there is any specific trigger should a child exhibit persistent unacceptable behaviours.
- Involving the Centre SENCO, EYFS Coordinator and/or Quality & Practice Manager to discuss additional strategies and interventions.
- Involving external agencies to request support. The Leeds Special Educational Needs and Inclusion Team will support staff and parents to develop further strategies and interventions

Centre staff recognise that, on occasion, young children may be the victim or perpetrator of bullying or bullying type behaviours. Children must be encouraged to recognise and understand that bullying, fighting, intentionally hurting and discriminatory comments are not acceptable behaviours. Staff should ensure sensitivity in their support of any child who bullies another or is the victim of bullying.

Reviewed by	Fiona Hakin
Date	July 2023