

Co – regulation policy

Culture of reward, praise, and positivity.

We recognise the importance of understanding feelings and emotions in the Early Years is the foundations for building strong mental health in later life.

Solihull Daycare : Where children thrive.

Our Curriculum: what do we want children to learn by the time they leave Solihull Day Care?

- Children have an increased understanding of who they are and what makes them unique. They celebrate diversity in all its forms.
- Children will become confident communicators in a language rich environment where they are listened too and heard.
- Children learn how to regulate their emotions and understand how to respect and care for each other and the world around us.
- Our environment will challenge children to explore, be curious, inquisitive and support their independence skills.
- Our culture is one of praise, reward, and positivity.

At Solihull Day Care, we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities.

We recognise the importance of understanding feelings and emotions in the Early Years is the foundations for building strong mental health in later life.

Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation.

Our setting promotes British values, encourages, and praises positive, caring, and polite behaviour at all times, and provides an environment where children learn to respect themselves, other people, and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social, and emotional development. This involves helping children to understand their own feelings and others, and begin to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine, and age/stage appropriate boundaries. We help build confidence and self esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- 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.
- Understand that certain behaviours are a normal part of some young children's development e.g. biting.
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Encourage children of all ages to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build strong and positive relationships with children and their families.
- Provide stories, songs, and activities to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviours where age/stage appropriate.
- Support and develop children's understanding of different feelings and emotions, self-regulation, and empathy as appropriate to the stage of development, using songs, stories, emotion cushions and dolls and role play activities.
- Encourage children to talk about feelings during circle times and mealtimes

- Equip children with the vocabulary to label their emotions and keep these core words consistent throughout the nursery. Our core words are “happy, sad, cross, kind, unkind.”

All our staff are equipped for promoting and supporting behaviour:

- Advise and support other staff on any behaviour concerns.
- Liaise with the setting’s Special Educational Needs Co-ordinator (SENCO) – Sophie Pearson. Where a child requires further support, or there are concerns about the impact of the behaviour on a child’s education and care.
- Along with each room leader, will keep up to date with legislation and research relating to promoting positive behaviour.
- Support changes to policies and procedures in the nursery.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.
- Respond to the children in a way that is age and stage appropriate to them, as part of the nursery’s culture.

Children who are displaying distressed/challenging behaviour, for example by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset that it is the behaviour that is not acceptable, not the child or their feelings.

- We label the children’s feelings using consistent words through out the setting. The words we use are “happy, sad, cross, kind, unkind.”

If a child is displaying behaviours that we do not see as appropriate we will say ‘Stop’ and use a hand gesture – this will be done consistently throughout the four rooms.

We also use sand timers across the setting. The sand timers will be used in slightly different ways in each room to be age and stage appropriate. For the younger children in the nursery, the sand timers will be used to help calm the child down. And as the children get older, the sand timers will be used to allow them time to calm down and begin regulating their feelings, and also to help their understanding of sharing and turn taking.

We will also make sure that there is a cosy/quiet place in all four rooms for any children that need a bit of quiet time.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We never use or threaten to use physical/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being.
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. This must be recorded on the **'use of physical intervention record'** where physical intervention is used, and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be occasions where a child is displaying challenging/distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an accident/incident form if the child has been harmed and **'Use of Physical Intervention Record'** following any restraints used and notify the parents.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff do not raise their voices (other than to keep children safe).
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help staff reflect on their own responses towards behaviours that challenge to ensure their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges at nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency.

between their home and nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.

- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions.
- We keep confidential records on any behaviour that challenges that has taken place and we inform parents and ask them to read and sign any incidents concerning their child.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying and potential triggers or warnings signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.
- The manager/SENCO are committed to safeguarding and have a duty of care for all children and staff in the setting. The manager/SENCO can discuss with parents/carers the options and benefits of reduced hours and/or 1:1 support for their child if all other options have been exhausted.
- We will encourage positive behaviours from the children by recognising and praising it – this will be done in different ways across the four rooms, making it age and stage appropriate e.g. praise, stickers, kindness tree and prize boxes. The positive behaviours will be recognised and rewarded straight away.
- With our oldest children in preschool, we have a 'kindness flower' where children's positive behaviours are recognised, and they are able to talk in a group about the different positive behaviours we look for.

At our setting, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff ensure that all children feel safe, happy, and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and outdoors.
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff.

- Staff and parents are also welcome to review and comment on the policy and procedure.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and at nursery.
- All concerns will be treated in the strictest confidence.

Early Years Foundation Stage:

This policy relates to Personal, Social and Emotional development, and communication and language.

Sustainable Development Goals:

SDG 3: Good health and well-being

SDG 4: Quality Education

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>01/09/2025</i>	<i>Jessica Dolan</i>	<i>01/09/2026</i>