

Self-Regulation (Managing Emotions) Policy

Statement of Intent

Our Nursery believes that self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways towards each other. We believe that self-regulation grows out of co-regulation, where adults support children to find ways to resolve upsets from stress and return to balance. We know that over time and with consistent practice the process shifts from co-regulation between adult and child to the child's self-regulation.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. We recognise children, and their needs, as individuals. We aim to support each child as they manage their (sometimes) big emotions by helping them return to a state of calm after an outburst.

Methods

- Staff will support children by naming emotions.
- Staff will talk with children about their feelings and model calming strategies.
- Staff scaffold self-regulation by talking calmly with the children.
- Staff will handle children sensitively, tuning in to the children's emotions.
- Staff always speak calmly and do not shout at children. We know that staff raising their voices encourages children to be loud in turn too and this does not promote self-regulation of their emotions.
- Staff will create 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.
- Staff will have positive relationships with the children, where children feel respected, comforted, listened to and supported in times of stress, and confident they are cared for at all times.
- To build up children's self-confidence and emotional well-being staff praise and endorse desirable behaviour, such as kindness, helpfulness and willingness to take-turns. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those differences.
- When children occasionally behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We have a range of books and resources that staff will share with individual children to support them in understanding their emotions, and a 'calm-down corner' of the room where children may go whenever they want to be quiet and calm.
- We have a fully qualified Thrive Practitioner, Mrs Larner, who helps children, staff and parents when children's emotions prevent them achieving as much as they want to. Mrs Larner is available to talk to parents if they have concerns about how their children react and behave at home, and will offer calm and reassuring support.

All parents should be aware that staff at The Acorn Nursery School never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not shout or raise our voices in a threatening way to respond to children's behaviour.

We work in partnership with children's parents and aim to establish a good relationship with all parents. Parents are regularly informed about their children's progress, including their personal, social and emotional development, by their key person. This may be in person, at the start or end of the day, through observations on Tapestry or through termly meetings. We work with parents to address any incidents of unacceptable behaviour at nursery and discuss together with parents how they may try and support the child in managing their emotions both at home and when attending Nursery.

Leanne Lerner is The Acorn Nursery School's Thrive Practitioner