SELF-REGULATION POLICY

Introduction

The policy has been developed within the context of current legislation, policy and guidelines as well as with our values.

Vishenka nursery places self-regulation at the core of our policy. We know that for children to learn they must have high levels of wellbeing, therefore as a childcare setting, the most important aspect of our Teaching in Early Years is Personal, Social and Emotional Development. We want our children to be confident, happy, motivated and involved. This will ensure that children make the best all round progress.

Our Values

- Secure, respectful and reciprocal relationships
- Partnerships with parents or carers and other professionals
- High expectations
- Equity
- Respect for diversity
- Ongoing learning and reflective practice
- Focus on dispositions for learning not end product
- Love and reason not, reward and punishment
- Support the wellbeing of children and adults
- Give each child the best start with our unique curriculum and highly trained staff

Developing life skills

We develop life skills such as:

- Planning for own learning
- Problem solving
- Conflict resolution
- Caring for others in the community
- Build relationships
- Dealing with emotions
- Divergent thinking skills
- Learning about negotiation and compromise
- Intrinsic motivation

Self – Regulation not Behaviour Management

Children's behaviour is their way of communicating, we always know that a child's behaviour signals their emotional or physical needs are not being met, we look at the child not the behaviour. In our setting we support self-regulation rather than managing behaviours. We want children to do the right thing not just be compliant. We want children to think for themselves, have time to think, problem solve and be independent.

What is self-regulation?

It is the ability for children to control their own behaviour and emotions and thoughts in the pursuit of long-term goals, too often as adults we control the behaviours of children, not allowing children to learn to control it themselves.

How do we enable children to self-regulate?

We teach children mindfulness and the ability to just be, be calm and be at one. We have weekly yoga sessions to support this.

We teach children to communicate their needs in a variety of ways.

We teach children to negotiate, compromise and deal with conflict but we don't solve children's problems for them. We acknowledge children are sad for example saying, 'I know this must be upsetting'. We ask children for ideas on how they can solve the problem. When they have resolved the problem instead of praising for being kind (giving extrinsic motivation) we will say 'I am grateful that you were able to resolve this problem'. Children will quickly gain confidence in their problem-solving skills.

We give choices, providing children opportunities to use their voices, make decisions, develop ownership and solve problems not only helps children's development it also builds great relationships based on respect.

Our moto 'Be good but most importantly, be you'.

Boundaries

Knowing that children have boundaries makes children feel secure and safe and develops a sense of justice and fairness. These need to be created by children, parents and educators together.

Equal Opportunities and Inclusion

The children and parents are actively involved in our behaviour expectations and their

perceptions are explored and valued.

There are clear curriculum guidelines for children with learning difficulties and behaviour. Appropriate assistance will be provided in a variety of ways including:

- A range of learning styles
- Using child's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child

Vishenka nursery is fully aware of the equal opportunities legislation as it relates to behaviour policies, the Disability Discrimination Act 2005 and the Race Relations Act 1976 Amended 2000 and takes account of all special educational needs, disability, race, religion, culture and other vulnerable pupils.

Staff are aware that they must make reasonable adjustments in the application of their behaviour policy according to the individual child. We ensure that it complies with the relevant equality legislation and with the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006) and has a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying; as well as promoting equality of opportunity, the welfare of children and good relations across the whole nursery community. It also ensures that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need.