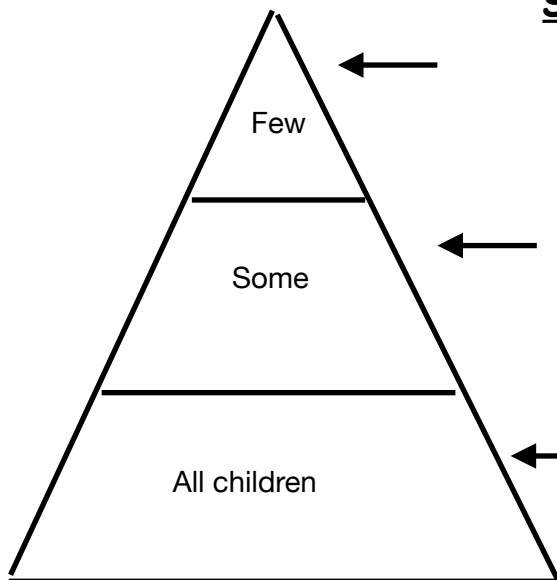


SELF REGULATION



3. **Intervention** - Few children needing specialist support & Behavioural Support Plan

2. **Prevention** - Some more support - What is the problem you want to solve?
What (do we see)? Why (Triggers/Warnings)? When?
Where? What does it tell us? What changes do we need to put in place?

1. **Promotion** - (Promoting behaviour you want to see)

1 PROMOTION

- Establish good relationships, enabling staff to co-regulate with children.
 - Teach positive behaviour - Model, clear expectations and simple rules, work towards the same goal with parents (All About Me form and Home focus section of Interaction sheets)
Teach children what sharing is and turn taking
 - STOP! (do not use 'No')
 - Keep positive **"Blocks are for building, not throwing, but you can throw this ball over there"**
(Show children the safe place to throw outside)
"It is not okay to bite, you bite a cracker or a toy. You do not bite your friends"
 - Agree simple rules
 - Give cuddles if this will calm a child and help children self-regulate their emotions.
 - Emotion Coaching - Name it and Talk About it
Step 1 - **"I can see you are angry and you are upset..."**
Ask questions and clarify what emotions they are feeling and what happened.
"Oh I see, you were playing and Sam took the toy away"
"Okay, so how can we make this better?"
Agree a solution.
-
- Overwhelming emotions/ inappropriate actions with a toy.
Step 1 - **"I'm just going to look after this, while we sort this out"**
"I can see you are frustrated..."

Supporting child behaviour does not take you away from your job, it is your job.

SELF REGULATION

- Create smoother transitions - Give countdown for Transitions - 5 minutes before tidy up time, 5 minutes before snack time...
- 'Planning for the Moment' - When a child has an overwhelming surge of emotions they are unable to listen and understand. Therefore, we 'plan for the moment' before it arises. When a child is calm and content, and is able to listen, focus and process information rationally - we use different emotion images and mirrors, discussions, puppets, mood music & stories to support the understanding of such feelings. Prevention techniques are used everyday and form a strong part of our Curriculum and Ethos.
- Breathing, Yoga and Meditation - Each day we signal a change in the day by turning off the lights, we then do yoga and mediation, the children are taught to relax and breathe. While laying and listening to relaxing music we encourage children to - think about their loved ones, picture what makes them happy, kindness they have been shown by others, and to think of all the good things they have done that day that makes them feel proud to be them.

2 PREVENTION

To assess - What we see? Possible Triggers/Warnings of negative behaviour or the surge of overwhelming emotions? When does it occur? Where does happen? What (do we see)? Schemas? Why does it happen (Triggers/Warnings)? What does it tell us? What changes do we need to put in place? Discuss with Parents. Collate information, create a Child's Individual Needs Assessment - Noting needs and what is to be put in place to support that child's needs. Senco to ensure all staff are made aware of the assessment and that it is implemented by all. To be reviewed termly.

3 INTERVENTION - Meeting with parents/carers, seek specialist support & a Behavioural Support Plan/ SEND Passport in place.

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