



# Carlton VC Primary School

## EYFS Self-Regulation Policy

**Approved by:**

Mrs J Bevis and  
Govenors

**Date:** September 2023

**Written by:**

Mrs C Williams

**Date:** August 2023

**Last reviewed on:**

**Next review due by:**

December 2025

## **Introduction**

The policy has been developed within the context of current legislation, policy and guidelines as well as with our school values; it also works alongside the school behaviour policy.

Our school places self-regulation at the core of our policy. We know that for children to learn they must have high levels of wellbeing, therefore, 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**

- ◆ Christian and British Values are embedded throughout the school
- ◆ 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
- ◆ Support the wellbeing of children and adults

## **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 young child's behaviour signals their emotional or physical needs are not being met, we look at the child not the behaviour. In Squirrels class, 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 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 glad 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.
- ◆ We teach children about the Zones of Regulation and how to identify and label their emotions.
- ◆ We talk about appropriate and helpful ways of expressing our feelings and ways to help ourselves and others feel better if they are experiencing an negative emotion.
- ◆ We provide quiet and enclosed spaces which children can go to if they feel the need.
- ◆ We provide physical reassurance if the child wishes. Young children are physical beings and often need a hug or close contact with a familiar adult to help them regulate. This is normal and should not be denied to a child who wants this.
- ◆ We provide large outdoor spaces where it is OK to shout, stamp or run if children feel the need.

### **Boundaries**

Knowing that children have boundaries makes children feel secure and safe and develops a sense of justice and fairness. These boundaries are created by children, parents and educators together. Our school Rules and values are also laid out in the School behaviour policy. We do not strictly adhere to the school behaviour policy in regards to sanctions as young children are often working on instinct and have not yet developed the higher-level cognitive ability to make such choices independently. Therefore developmentally appropriate accommodations are made. Watching, intervening and interacting with children, modelling the behaviour we wish to encourage is more developmentally appropriate at this age. Explaining the rules and the reasons for these boundaries enables children's development so they can make the right choices in moments of calm, as they grow.

### **Zones of Regulation**

As a school we help children to understand and navigate their emotions through teaching the Zones of regulation. In Squirrels class we begin this journey through discussing their emotions, labelling them and grouping them into the zones of regulation. By giving the children the vocabulary to label their emotions they begin to be able to articulate and manage their feelings.

### **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

Carlton School 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 pupils and good relations across the whole school community. It also ensures that vulnerable pupils – 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.