

Supporting Emotional well-being and building Resilience and Self-regulation Policy.



Latest research in neuroscience shows evidence that the brain cannot truly function unless we feel safe secure and connected to the world around us and this is especially relevant in the early years. Therefore we will support the children to build resilience and confidence. This will support learning to control their emotions and facilitate getting their needs met in a positive way. Emotional outbursts are a young child's way to communicate overwhelming feelings. When the child feels at ease the whole brain can kick in and higher level thinking can begin to take place. The following strategies will support the child to enable them to engage in deep levels of play, where the brain (which is like a sponge at this stage of their lives) can begin to love learning.

Parents Role.

The first steps towards your babies venturing into the big outside world, can be a very emotional time for all of you. Remember how you feel will impact your child's emotions, so prepare to be brave. The setting asks for 6 compulsory setting visits, then more if your child needs it. Keeping up to date, read emails and sharing wow moments on their tapestry on-line learning journal, will keep the flow of knowledge around your child consistent.

Home and Setting Visits.

Sharing the child's transition in their Journey, home and setting visits are an ideal place to begin to build relationships for all. Information about the child (daily routine, likes and dislikes, how they are comforted) can be shared during the settling in phase. It is really comforting for the child to see the keyperson welcomed into their home and the Parent playing with them in their new environment, when visiting the setting.

Keyperson.

The most important element of gaining high emotional well-being is attachment. The keyperson will use appropriate levels of interaction to gain the trust of each of their key children. Recognising each child is unique and being aware of child's level of need. Using strategies shared by the parent during the settling in period. We can gradually reassure the child and help them to settle and form close attachments.

Strategies to support emotional well-being.

Comforting and distraction. Our first response to a distressed child will be to offer comfort. This will be dependent on each individual child, cuddling, soothing strokes and or verbal soothing and reassurance. If a child has a dummy, special cuddly toy or security blanket, they must be available at times of distress. Alongside these techniques we will use distraction techniques to avert the Childs attention and try to engross them in play. If necessary further plans may be put in place, for instance a photo of the Childs family. Once settled practitioners will continually ensure high levels of well-being through close attachment, gaining knowledge unique to their key child to ensure a Childs needs are met. We complete a well-being and involvement screening 3 times a year, this assesses levels of emotional well-being and Involvement. If a low level of emotional well-being is identified we plan experiences and activities specifically for each child.

Developing resilience and self-regulation.

We will support children in dealing with emotional and or distressing situations by positive role-modelling, treating each other with mutual respect, through caring and friendly interactions. We will support the children to find solutions which are appropriate for their age and stage of development. Acknowledging feelings, explaining what is not acceptable and what is, dependent on Childs verbal abilities, discussing how they could resolve the situation, whilst supporting them to gain control of their feelings, so they can learn a more appropriate response and develop empathy for others. By helping children calm and returning to a normal state, we are helping the brain to develop the psychological response system that will enable the child to manage their own feelings. However the same problem may occur over and over before social skills and self-regulation are developed, in order for the bio-logical maturation and cognitive development to take place. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

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We ensure that children have enough resources, activities and experiences so that they are meaningfully occupied, reducing the possibility of conflicts. We continually praise positive and considerate behaviour, which develops self-esteem, confidence and feelings of competence. We recognise that once a child gains a sense of belonging, they feel valued and welcome, which then facilitates their abilities to self-regulate and build their resilience.

We support children to understand the effect of their behaviour on others by talking to the wronged child first reassuring and comforting them, before then using age/stage appropriate discussion (role-modelling if verbal communication about the unwanted behaviour and what we should do. We do not force children to say sorry, some children can verbally apologise, and for others we promote hugs as a way of saying sorry. Without co-regulation, we cannot self-regulate.

Feeding and toileting issues can be seen as behavioural defiance, but for many children there are real fears and reasons behind challenging behaviour regarding eating and using the toilet. Reassurance and praise should be a constant. Regarding using the toilet and nappy changing, this should be a natural process but for some children can be exceedingly difficult. Working closely with the family different strategies need to be put in place to support the child further. Adults should remain calm and consistent when changing a child and continually encourage the child to help whenever possible and lots of praise when they do. If the practitioner is struggling, ask another practitioner for support or to take over. Do not give up!

Food can be extremely stressful; this could be a medical issue, many children have sensory issues around food and it genuinely is extremely difficult for children to put food in their mouth. Sometimes it's an anxiety issue, however the reason for the child's reluctance we will stay positive around food. Lots and lots of encouragement and praise for any attempt, even licking food. Again, closely working with the family agree strategies and all involved need to remain consistent with the agreed approach. A child should never be made to feel 'naughty' and never penalised for not eating. This only reinforces fear and anxiety, adults must remain calm and positive around food and never penalise the child for not eating. Lots of continue encouragement and praise towards a wanted outcome.

If behaviour becomes problematic, we will work closely with the family to discover what instigates the behaviour and ways to resolve this. We may explore attachments, adults' responses both in the setting and home, communication skills and changes in the child's life to discover the root cause of the problem. Working closely and consistently to support the child to gain self-regulation, in all areas of their life. Nurture Plans can then be shared in the child's personal learning journal, to ensure a holistic approach from all involved.

Bullying is taken very seriously. Bullying is the persistent physical or verbal abuse of another child or children with awareness of the intent to cause harm. Bullying only occurs when a child has reached a stage of development where a child is cognitively able to premeditate causing distress to others, this normally occurs around the age of 5 and above. However if a child is presenting bullying behaviour, strong, clear boundaries, role modelling wanted behaviour and nurture plans will be used to facilitate the learning of new behavioural expectations.

Physical restraint will only be used if the child or surrounding children are in danger. We will remove the child to a quiet cosy area and allow them to safely release anger. We may use soft items to help reduce anger by providing soft balls or squishy toys.