

SELF-REGULATION

POLICY

Rather than managing children's behaviour, we support positive interactions between children, families, staff and the community.

Research from diverse fields of study shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impacts on physical and mental health, and success in school and beyond.

How Does Learning Happen provides information on ways adults can engage in positive, responsive interactions and why this is critical for children's overall learning, development, health and well-being.

SETTING THE STAGE FOR POSITIVE BEHAVIOUR

The early years set the foundation for lifelong learning, behaviour, health and well-being. Cook's supports the social and emotional development of children in our care by working as partners with families to promote, strengthen and develop children's positive behaviour, social skills and ability to self-regulation. Cook's educators are encouraged to understand the stages of early childhood development and positive approaches to behaviour management. Cook's receives training and support through Five Counties Children's Centre regularly. Cook's offers educators information based on the latest research, resources and strategies to support children's attempts to regulate their behaviour, emotions, attention and overall wellbeing. Ways we prevent conflicts using self-regulation and the learning environment include the following:

- Predictable routines
- Giving children choices about learning activities and during transitions
- Minimizing waiting times before getting started on activities
- Helping children identify and express their feelings
- Creating learning environments that promote self-regulation for children

Cook's educators are encouraged to use a positive structured process to support children with challenging behaviours. We understand that all behaviour occurs for a reason. Once we identify the reason, we can use this information to develop strategies for success.

PROCEDURE

Our educators are urged to use the following six-step approach to resolving conflicts.

1. Approach calmly, stopping any hurtful actions.
 - Educators place themselves between the children, on their level.
 - They use a calm voice and gentle touch.
 - They remain neutral, rather than taking sides.
2. Acknowledge children's feelings.
 - "You look really upset."
3. Gather information.
 - "What's happening?"
4. Restate the situation.
 - "So, what's happening is..."
5. Ask for ideas for solutions and choose one together with the children.
 - Educators engage with the children to develop child-initiated solutions.
 - "What can we do to solve this situation?"
6. Be prepared to give follow-up support.
 - Educators stay near the children.
 - "You worked out the issue together!"

Children enrolled are guided to demonstrate respectful and responsible attitudes towards other children, educator, equipment and the home. We connect proactively with families through dialogue and open communication to resolve issues by working respectfully together.

Behaviour guidance is facilitated in a positive and caring manner in order to ensure the fostering of each child's self-esteem. Minor behavioural issues are dealt with daily by educators. If a recurring behavioural issue arises, parents will be notified by the educators.

Five Counties Children's Centre is accessed for support and training for the educators. Supports (i.e., enhanced staffing support) can be accessed for the child with parent permission.

By working together with parents, most issues can be resolved.

MODIFICATIONS TO THIS OR OTHER POLICIES

Any policy that does not respect and promote the dignity, independence, integration and equal opportunity of people with disabilities will be modified or removed. Our policies are maintained and updated regularly to reflect our practices, employees and best serve our customers.