**SELF-REGULATION**

**POLICY**

It is the policy of Cook’s School Day Care to support children with self-regulation through warm and caring relationships and positive interactions.

*Registered early childhood educators and early childhood educator assistants understand that strong, positive relationships contribute to healthy child development and are necessary for children’s well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to this practice. Standard I:A, Code of Ethics and Standards of Practice, 2017*

**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.

**PROCEDURE**

“*In simplest terms, self regulation refers to how efficiently and effectively a child deals with a stressor and then recovers.” (Shanker, 2013)*

Cook’s educators are encouraged to understand the stages of early childhood development and positive approaches to support self-regulation. Cook’s also receives training and support through Five Counties Children’s Centre regularly and has an onsite Self-Regulation Leader.

Educators use the *Five Step Method* *(The MEHRIT Centre, 2015)* approach to identify strategies in helping children deal with stress therefore supporting self regulation:

1. Read the signs of stress - ask why instead of reacting to the behaviour.
2. Recognise the stressors – children express stress in different ways.
3. Reduce the stress – comfort child, change environment i.e. light, sound etc.
4. Reflect and enhance stress awareness – help children to become self aware and recognize what a calm state is “Lend them your calm.”
5. Respond and restore energy – redirect and/or distract children to an activity that restores their calm.

Methods and strategies educators can use prevent & support children to self-regulate:

* Warm and caring relationships with all children
* Positive interactions with children, families and other educators
* Stop, listen and be present in the moment, actively listen to children expressing themselves
* Understanding and respond to children’s uniqueness and stages of development
* Predicable routines
* Giving children choices
* Create a welcoming and inviting environment, with a variety of toys, materials and equipment that are child orientated and that keeps children engaged
* Minimizing waiting times
* Creating learning environments that promote self-regulation
* Educators being mindful of their own self-regulation

Children are encouraged and given opportunities to have meaningful and positive interactions with other children. When there are conflicts, educators will use all the approaches above. If recurring issues arise, educators will connect proactively with families through dialogue and open communication to resolve issues by working respectfully together.

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 parental permission.

## 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.