



Well-being, Emotional Regulation and Behaviour Policy

Table of Contents

Well-being, Emotional Regulation and Behaviour Policy	1
Well-being and Emotional Regulation	2
Well-being.....	2
Emotional regulation	3
Our 3Rs Approach to emotional regulation	5
Team HATS approach – learning how our brain works	9
Supporting children’s needs	11
Be kind - How to nurture a growth mindset.....	13
Supporting Families	14
Books and resources.....	14
Promoting Positive Behaviour	14
Behaviour - Procedure and strategies	18
Behaviour - Young children procedure and strategies	20
Becoming dysregulated (aka tantrums)	20
Biting.....	21
Being unkind physically.....	22
Conflict Resolution.....	23
Rough and tumble play, Weapon and Fantasy aggression	23
Bullying.....	23
Unacceptable Forms of Discipline	24
Physical intervention	24
Positive handling.....	25
Supporting Staff well-being.	25
Company culture.....	29
Supporting Leadership	29



Well-being and Emotional Regulation

'Early Childhood is a moment of momentous significance...by the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users, and they will have reached certain important decisions about their own abilities and their own worth'
(Donaldson, Griev and Pratt, 1983)

At Rocket Productions, both adults and children's wellbeing are paramount to us. Children need adults to be responsive and positive role-models in order to form meaningful and caring attachments and relationships. We believe all children are unique and we strive to foster their sense of self-worth and self-confidence so they can happily explore the world, have a go, take risks and play or collaborate with others. Research shows that from birth, experiences and adult responses influence how children self-regulate and deal with emotions. Through our Rocket approach and daily interactions, our teachers will help children feel valued, respected, supported and trusted.

The role of the 'key person': All our teachers get to know all children really well, however the key person's role involves responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

One of the prime areas of the Early Years Foundation Stage (EYFS 2021) focuses on children's Personal, Social and Emotional Development (PSED) as it is recognised as one of the building blocks of success in life. Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Learning outcomes for children cover skills such as finding ways to calm themselves, managing transitions, expressing preferences (likes and dislikes), developing appropriate ways to be assertive, developing their independence in and out of the Pre-Prep, developing a sense of responsibility and membership of a community, showing more confidence in new social situations, developing friendships with other children, following rules and understanding why they are important, starting to find solutions to conflicts, beginning to label and understand how others might be feeling, seeing themselves as valuable individuals, showing perseverance and resilience, starting to manage own needs including basic hygiene, understanding how to keep themselves safe, understanding the importance of being active and how to keep themselves healthy and being kind to themselves as well as others.

Well-being

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. At Rocket this falls under one of our core values, **Be Kind**. We aim for children to understand the impact of their actions and thoughts on others and their environment and the importance of being kind to others but also being



kind to themselves. Under the EYFS (2024), this is covered in the children's personal, social, emotional development and physical development educational programmes. Both of these are prime areas of learning and development as well as fundamental life skills.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness



The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with caregivers, relatives, teachers, and peers—shape the architecture of the developing brain.

Emotional regulation

Self-regulation and independence are important aspects needed for school readiness.

'Self-Regulation is one's ability to manage one's own emotional responses and consequent behaviour and knowing how to control those big, overwhelming feelings such as anger or fear, in order to get on with the serious business of play, building relationships and learning. In short, being able to self-regulate is how we manage stress.' (Dr. Mine Conkbayir). There are so many and complex skills needed, therefore at such very early age we will be focusing a lot on co-regulation whereby adults model and support children's natural responses to stressors.

Depending on the children's stage of learning and development teachers may support these through stories, role-play, modelling and discussing real scenarios and working out ways to respond to different events or incidents. It is extremely important that both parents and families work in partnership with the teachers so we can all best support children and each other.

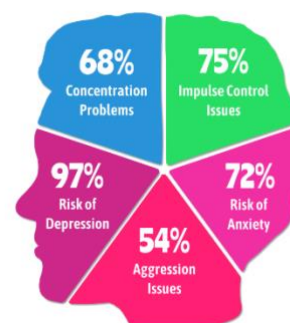


Examples of stressors

Biological	• Excessive visual stimulation, noise, insufficient exercise, having to be too still, cluttered classroom
Emotional	• Intense emotions - both positive (over-excitement) and negative (fear and anger), anxiety, change in routines
Cognitive	• Difficulty in processing certain kinds of information (organising thoughts, time constraint, interruptions)
Social	• Difficulty in understanding the effect of their behaviour on others and in understanding social cues, bullying
Prosocial	• Difficulty in coping with others' stress, feelings of injustice, being late, empathy/sympathy

Its Official - 58% Of Children Are Not Getting Enough Sleep

These children are at a greater risk of experiencing mental health issues. Even mild sleep deprivation can result in the following increases:



THE STRESS RESPONSE IN KIDS

FIGHT

Yelling, Screaming, Using Mean Words
Hitting, Kicking, Biting, Throwing, Punching
Blaming, Deflecting Responsibility, Defensive
Demanding, Controlling
"Oppositional", "Defiant", "Noncompliant"
Moving Towards What Feels Threatening
Irritable, Angry, Furious, Offended, Aggressive

FLIGHT

Wanting to Escape, Running Away
Unfocused, Hard to Pay Attention
Fidgeting, Restlessness, Hyperactive
Preoccupied, Busy with Everything But the Thing
Procrastinating, Avoidant, Ignores the Situation
Moving Away From What Feels Threatening
Anxious, Panicked, Scared, Worried, Overwhelmed

FREEZE

Shutting Down, Mind Goes Blank
Urge to Hide, Isolates Self
Verbally Unresponsive, Says, "I don't know" a lot
Difficulty with Completing Tasks
Zoned Out, Daydreaming
Unable to Move, Feeling Stuck
Depressed, Numb, Bored/Apathetic, Helpless

WholeHearted School Counseling

What Kids Worry About at Different Ages



Dr. Deborah MacNamara
macnamara.ca

Kids have worries that can appear at random or may be triggered by everyday events. Their increasing awareness of the world and ability to anticipate bad things happening can create feelings of alarm. As a child ages, their fears can change in expression, with the following list containing the most common worries at different ages. Many of these fears are related to developmental changes and are existential in nature, indicative of the child's increasing independence as a separate self.

0 to 6 months

Babies can be afraid of loud noises and objects that loom over them. The loss of physical, visual, and auditory contact with adults is alarming as their brains are not capable of object permanence yet.

7 to 12 months

Shyness at this age is common and they may exhibit stranger protest to people they have been comfortable with before. This means the child's brain has locked onto a primary attachment and has object permanence.

1 year

Separation from parents is a common source of alarm at this age and continues until age 6. They can be scared when they get hurt, as well as of loud sounds such as toilets flushing.

2 years

Young children often exhibit some fear of animals as well as of large objects. They may state they are afraid of dark rooms with separation at night becoming increasingly challenging.

3 to 4 years

A young child's increasing imagination gives them the capacity to anticipate bad things happening. Their dreams may include monsters and they can fear animals, masks, and lead them to seek comfort.

5 to 6 years

They can fear being physically hurt and of 'bad people out to get them'. Their play can contain these themes and they may fear ghosts, supernatural beings, along with thunder and lightning.

7 to 8 years

Common fears include being left alone or left out. They may worry about things that can harm them like car accidents to plane crashes, and may be afraid of the dark.

9 to 12 years

The tween may express worries about school performance and be concerned with their physical appearance and being injured or dying. Some may be upset that they have to grow up.

13 to 18 years

For the teen personal relationships can be a source of confusion and worry. They may have fears over their future, growing up, politics, along with natural disasters.

Anxiety presents itself in many different ways...

The desire to control people and events	Difficulty getting to sleep	Feeling agitated or angry
Defiance and other challenging behaviors	Having high expectations for self, including school work & sports	Avoiding activities or events (including school)
Pain like stomachaches and headaches	Struggling to pay attention and focus	Intolerance of uncertainty
Crying and difficulty managing emotions	Over-planning for situations and events	Feeling worried about situations or events





Steps for Offering Co-Regulation

Using your presence and calm to reset your child's distressed brain

- 1 Regulate yourself 
- 2 Get close 
- 3 Make eye contact 
- 4 Listen 
- 5 Be curious & seek to understand 
- 6 Show empathy 
- 7 Listen again 
- 8 Offer warm affection (with consent) 

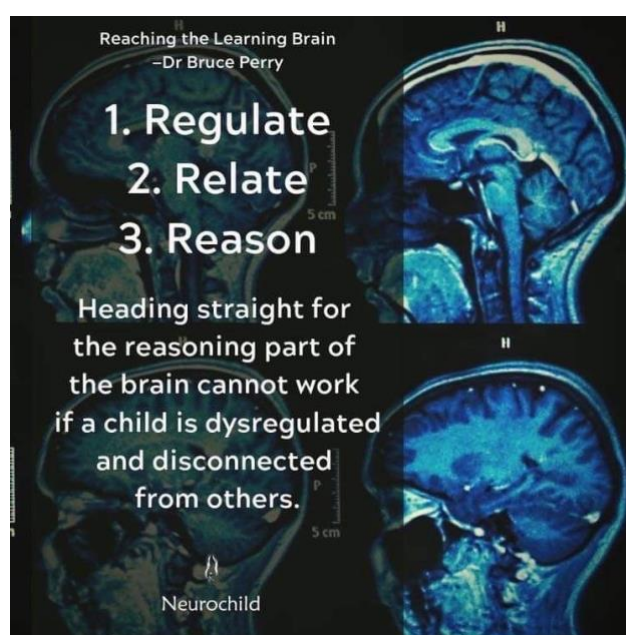
©parenting_works



Our 3Rs Approach to emotional regulation

The first step for children to learn how to cope and manage emotions is to have responsive and nurturing adults who can model and **co-regulate** these with them.

The same as adults, children can feel worried, anxious, angry, or overwhelmed. The more intense these feel, the more extreme their emotional responses and behaviour can become, hence adults play an important role by acknowledging it is ok to feel angry or sad and empowering them to manage these by and offering support and modelling different strategies or next steps they can take. These are life skills and as such it takes many years and many learning opportunities to learn how manage one's emotions and actions.





Understanding dysregulation: How to Support a Highly Emotional Child


Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state.

When a child is dysregulated, it is harder to listen, comprehend, and cope.

Remember the Three "R"s

Regulate

focus on soothing your child. Make them feel calm, safe, and loved.



Relate

Validate their feelings with your words and tone of voice. "I know you're upset right now." "This is very hard". Focus on connecting with your child.

Reason

Once your child is calm, now it is time to talk about alternatives to behaviors while reinforcing limits you set before. You can reassure them you love them but that the behavior they're exhibiting is not ok.

Until a child is regulated, they are unlikely to relate to you (feel connected & comfortable). And until a child is related, they are unlikely to have the mental capacity to reason with you.



Dr Mine Conkbayir has created resources to support both parents and teachers: [Keep Your Cool Toolbox - Home | Keep Your Cool Toolbox](#)

Emotional intelligence is the ability to understand and deal with emotions. It helps children to recognise and express their emotions healthily. **Emotional Literacy** is key for us to help children manage their feelings as well as being able to communicate them, this is strongly embedded in our Rocket curriculum and provision. Teachers use displays showing children and adults expressions and mirrors to support and develop the vocabulary and labelling of feelings. Teachers in every class also create calm and cosy areas that enable children time and space to recharge their batteries and reconnect as well as supporting both their physical and mental well-being. Some resources we use are breathing balls, fidgety toys, pictures of yoga positions that they often practise in the class, calm music, books, the wheel of choice and resources to support sensory processing difficulties or for those times when children feel overwhelmed or need a break.

Mindfulness and being present is another important tool our teachers use. We might use yoga, breathing, listening to calming stories or listening to calming music to learn who to tune in.

Teachers resources on PSED (Emotions, Sense of self, Relationships) here: [Personal, social and emotional development - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

Teaching emotions

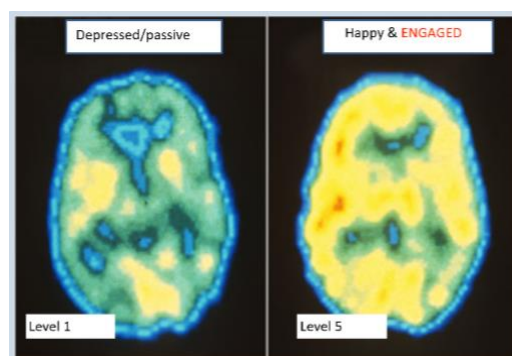
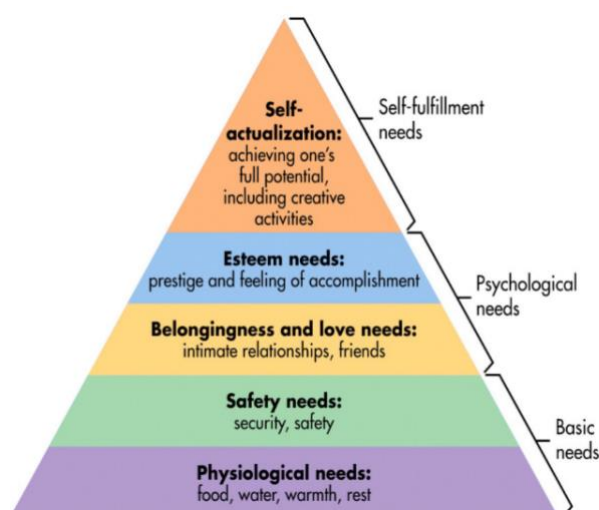
Is interesting to reflect that, depending on where we are in the world we NAME the emotions we see based mainly on facial expressions.

- Children learn the names of emotion from an early age.....and use them when asked.



- This leads to a cognitive understanding of feelings that is left brain focused.
- Children can use adult words and adult speak to practice language, social skills and rules, quickly learning what is socially acceptable or expected

All our teachers get to know their children really well and we encourage teachers to develop their ability to tune in into their children's rhythms and needs, including knowing when they are tired or hungry. Some resources such as the Leuven scales can help teachers spot how children become involved and engaged in activities and play, the environment and their level of emotional well-being. The Maslow's hierarchy of needs shows how important is to meet basic and psychological needs first if we want children to feel safe, valued and ready to learn, take risks and persevere.



The Leuven Scales for Wellbeing and Involvement

Wellbeing focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

Level		
1		The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2		The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3		The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4		The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5		The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.
	Extremely Low	
	Low	
	Moderate	
	High	
	Extremely High	

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

Level		
1		Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2		Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3		Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4		Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5		The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.
	Extremely Low	
	Low	
	Moderate	
	High	
	Extremely High	



Conflict Resolution

When dealing with conflicts, all teachers (whole-school approach) use the **High-Scope 6 step conflict resolution**. This approach focuses on supporting self-regulation and social development and equip children with the tools to solve conflicts, with teachers' support, in a fair way:

1. Approach calmly, stopping any hurtful actions
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one
6. Be prepared to follow up

Approach	Approach calmly, keep an open mind, get down to the child's level
Acknowledge feelings	Acknowledge feelings- Say "I can see you're feeling hurt/cross/upset/angry"
Gather information	Gather information from both sides- "What's the problem?"
Restate the problem	Restate the problem- "so the problem is..."
Ask for solutions	Choose one together- "I wonder what we can do to solve the problem/help you feel better?"
Follow-up support	Be prepared to give follow-up support- Keep an eye out for what happens next and give further support if needed.

We want teachers and families to feel valued and part of a community. If you ever have any problems or concerns inside or outside our Pre-Preps, please know our doors will be always open so do come in and talk to us! Please read more on the Promoting positive behaviour section, more links here:

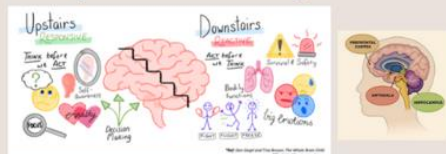
<https://www.mind.org.uk/information-support/>

Emotional Regulation aka Behaviour

"Well-being is a particular state or feeling that can be recognized by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible." Professor Ferre Laevers.

Understanding your Child's Brain

Did you know intense feelings can trigger a stress response in our nervous system, sending children's brain on high alert?

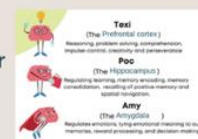


An example we like to borrow is thinking of your brain in two parts:

👇 **Downstairs Brain** - This is your child's emotional hub, home to primal brain structures like the amygdala, crucial for processing emotions and instincts.

👆 **Upstairs Brain** - Here lies the center for higher-order functions such as thinking, planning, and self-regulation.

🔥 When stress overwhelms, the downstairs brain goes on alert 🚨. The heart sends cortisol to the brain, triggering fight, flight, or freeze responses - useful in danger but not daily life. This causes a disconnect from the upstairs brain, causing emotional reactions to take over whilst the upstairs brain goes offline 🤖.



🌟 Remember, your calm is their calm. Before reacting, take a deep breath.

🤝 **Co-Regulation:** By repeatedly engaging in co-regulation, where we connect, validate, and relate to our child's feelings, we help them develop their own self-regulation skills.

👂 **Listen & Validate:** Offer a safe space. Attune and validate their feelings with empathy. "I see you're really frustrated, that's tough".

🌬️ **Breathe:** Slow, deep breaths can signal the nervous system that there's no danger, allowing the "upstairs" brain to re-connect. Model calming techniques such as the 'breathing hand' 🌟 (get your child to trace your fingers taking a deep breath in when going up)

🧠 **Emotional Literacy:** Teaching our kids to name and understand their emotions can turn them into something they can recognise and start to manage.



Team HATS approach – learning how our brain works

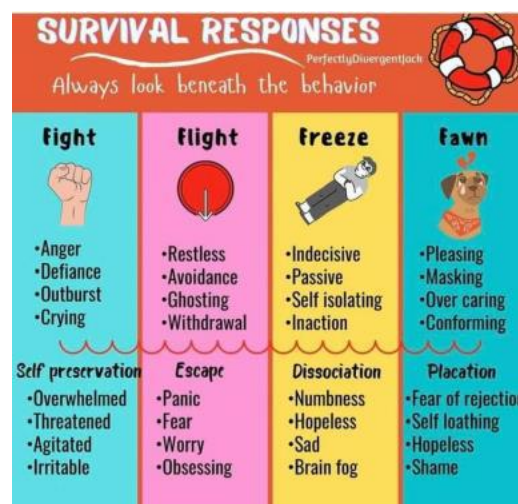
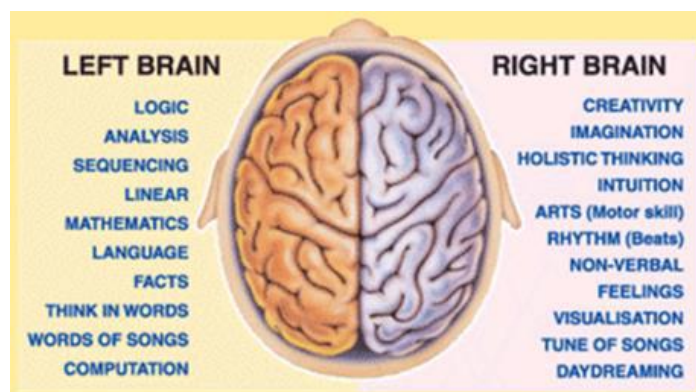
THE RIGHT BRAIN

- The right hemisphere dominates brain growth during infancy and is fully formed and functioning by age 4.
- It is sensitive to sensory emotional experiences and shaped by early relationships.
- There are no words for these experiences or memories but they are “felt”.
- They are remembered and expressed through the body.
- Our early experiences also shape how we perceive and feel about children’s emotions or behaviours.

THE LEFT BRAIN

- The left hemisphere takes longer to develop.
- It is generally fully formed and functioning by age 7.
- These areas are language, reason, problem solving verbal recall attention, executive functioning the main cognitive processes involved in learning.
- But for 7 years the brain has operated in a nonverbal, feeling and sensory capacity
- Yet we teach emotional literacy when their brains are not physically able to make the connection between the feeling inside and the word.

THE HEMISPHERE DEVELOPMENT



THE CONFLICT

- Teaching emotions does not equate to feeling emotions or understanding them
- Children feel the sensations throughout their body separately from the words they are taught.
- This can cause children to feel grownups do not understand them or that they cannot trust their instinctual emotions.


OTHER WAYS TO FACILITATE EMOTIONAL REFLECTION

- Children will often project their feelings onto toys, puppets or dolls.
- Using modelling materials children can talk reflect on how it feels to use it or touch it.
- Suggesting we move how we feel
- Ball rolling or ball throwing consider how does the ball feel ?
- How do your hands/legs/elbow etc feel today?
- Reflecting on your own state of feeling.



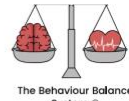
Teaching children how the brain works and how our bodies naturally respond to different situations and emotions will equip them with skills to better understand themselves and how to manage all different emotions. Our brains regulate through two parts of our nervous systems. First, there's an emergency or quick-response system – the “gas pedal”. Its primary job is to activate the body's fight-or-flight response. When a baby or child gets really worked up, this system is in full gear and the emotions are at “high speed” (helps children to picture that their brain is being a racing car). Second, there is a calming or dampening part of the brain – the “brake.” This system is slower to activate, but when it does, it slows down our heart rate, increases digestion and conserves energy. When these systems are acting in balance, our bodies run properly and we are in emotional control. But when the systems are out of balance, we need to draw on our self-regulation techniques to bring them back into a healthy state.


We work with Sam Dholakia and we implement her Balance System across all our Pre-Preps. We use the team TAP to teach children about the main regions of their brain involved in regulating emotions or decision-making.




Meet Team Tap

TAP into your thoughts using TEAM TAP






Texi
(The Prefrontal Cortex)



Amy
(The Amygdala)



Poc
(The Hippocampus)

Shift our perceptions and work with our nervous systems!

TEXI

'The Pre-frontal cortex (or TEX for short) is a newer part of the brain that helps us deal with emotions and make wise decisions. She figures out stuff for you and helps you make good choices. She's there to stop you from doing crazy things, for your own good. Tex is like a smart sheriff in your brain. Tex helps us to deal with:

- thoughts, emotions, actions



- planning and making good decisions.
- impulse control

Did you know the prefrontal cortex (Tex) does not reach full maturity until around age 25?

AMY

The Amygdala (Amy) is like a jumpy superhero who tries to protect you at all costs, but often mistakes stress for real threats to the point that can stop Tex from doing her job.

THE FIGHT FLIGHT FREEZE RESPONSE

During a stress response, we disconnect from rational thinking. We shift gears to an impulsive, reactive “fight, flight, freeze” mode. We lose connection to some of our higher brain functions like: self-regulation, memory, and mental flexibility. We have a hard time focusing, remembering instructions (like conflict resolution skills), controlling impulses, and making good choices.

POC –

POC represents the hippocampus. POC stores and recalls memories, he is essential for learning too. When Amy is upset, POC cannot store memories or properly access them and bring them to mind. Hippo is more active and grows bigger with practise (e.g. mindfulness, reflecting...)

Supporting children's needs

Children learn and develop at their own pace and all children's interests and needs are different. Whether your child is working below or above their age expectations, our teachers are skilled in supporting individual needs within their classrooms.

In addition, each Pre-Prep has a Learning Support Coordinator who has received training on Special Educational Needs and Disabilities (SENDco), Behaviour Management and supporting English as an additional language (EAL). Our LSCs work alongside the Head and Director of Education. We pride ourselves on our provision for children who need additional learning support and have strong links with external professionals and the Local Authority RBKC. Any EHC plan (Education Health and Care) and care plans (medical and health needs) will be managed by the Learning Support coordinator and the key teachers. For more information please read our SEND policy and Promoting positive behaviour policy on the parents portal.

The key person (class teacher), will be the first point of contact if parents have any concerns. Equally, any needs identified by the teachers will be discussed straight away with parents/carers so we can also find out a bit more of their experience at home and discuss any next steps if needed. In order to track the child's progress and reflect on any strategies put in place we might create a Monitoring or Support Plan on SeeSaw so we can keep a close eye on the child's needs and their progress against their individual targets.

Parents can find links to more support and the **Local offer** in Kensington and Chelsea on the Parents' Portal and here:

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>



We understand these discussions can be stressful or frustrating at times but we ask parents to keep in mind all staff have their child's best interests and wellbeing at heart. Trust and respect will be incredibly important to enable teachers and everyone around the child to work and communicate effectively in partnership with the family.

Our Learning Support Coordinators will be also able to put parents in contact with the RBKC CAMHS service (Children and Adolescent Mental Health Service). This is our local NHS support service for children and young people formed by a team of professionals from a range of backgrounds including doctors, psychologists, nurses and other experts who can assist with understanding and supporting young people who are feeling depressed, anxious or who may have conditions such as Autism or ADHD. The Under 5s Service aims to enable the youngest (0-5) children to get off to the best possible start, by promoting positive parent-child attachments and providing an infant/young child mental health perspective, working closely with Children's Centres offering consultation and joint working to Children's Centre staff. Support and treatment is offered to parents and children who are experiencing problems beyond the ordinary developmental expectations. Here is the link with more information: <https://www.cnwl.nhs.uk/services/community-services/kensington-and-chelsea-and-westminster-under-5s-service>



Be kind - How to nurture a growth mindset

Fixed mindset vs growth mindset.

'Some children will tend to give up on challenging tasks easily, or avoid tasks they've failed at before. They tend to believe that being 'good' at a particular activity is a fixed state, and is something they can't control. In psychology, this way of thinking is called a 'fixed mindset'. Others might bounce back quickly from failure and be more likely to explore how they can get better at doing something. They tend to be children who believe that you can improve your abilities by practising, or by finding a different way to achieve your goal. This way of thinking is called a 'growth mindset', and developing it can help make children more resilient for life.'

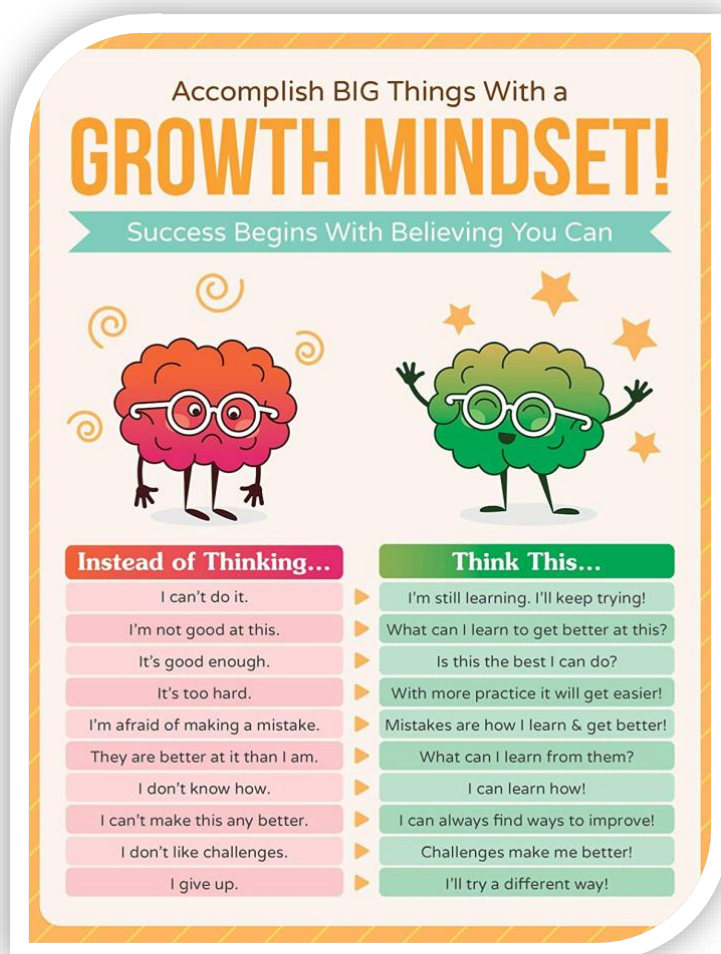
At Rocket Productions we promote resilience and a growth mindset, **kindness** to oneself and others. We create safe and clear boundaries and routines so that children feel happy, safe and secure and all children have access to a calm area with resources that promote mindfulness and emotional literacy. This gives both adults and children the opportunity to reconnect and supports both their physical and mental well-being. Our teachers acknowledge and celebrate children's contributions and efforts throughout the day. Teachers give children ample opportunities to be assertive and express their feelings and emotions and they model this through their own interactions and language.

One of the most important tools we use is the power of yet:

I can't do it... **YET**

If you catch yourself saying 'I can't', make sure you add the 'yet'. This takes away the blame on oneself and teaches us that some things just require more time, more effort or more help and we just need to keep on trying. When adults focus on praising the effort rather than just the product or result, children are more willing to try new things, have a go and keep on trying. Children are more enthusiastic and engaged in exploring and learning as they know they are trusted and learn to trust themselves. They are not afraid of making mistakes as they know caring adults will be there to support them, they are not afraid of asking for help but they also learn to become more independent and confident within themselves. It is important for adults to role-model this through narrating what they do and how they think: "Hmmm, I finding this a bit tricky. Maybe I just need to try a different way. I'll keep on trying. Let's see what happens if I..."

Links: <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>





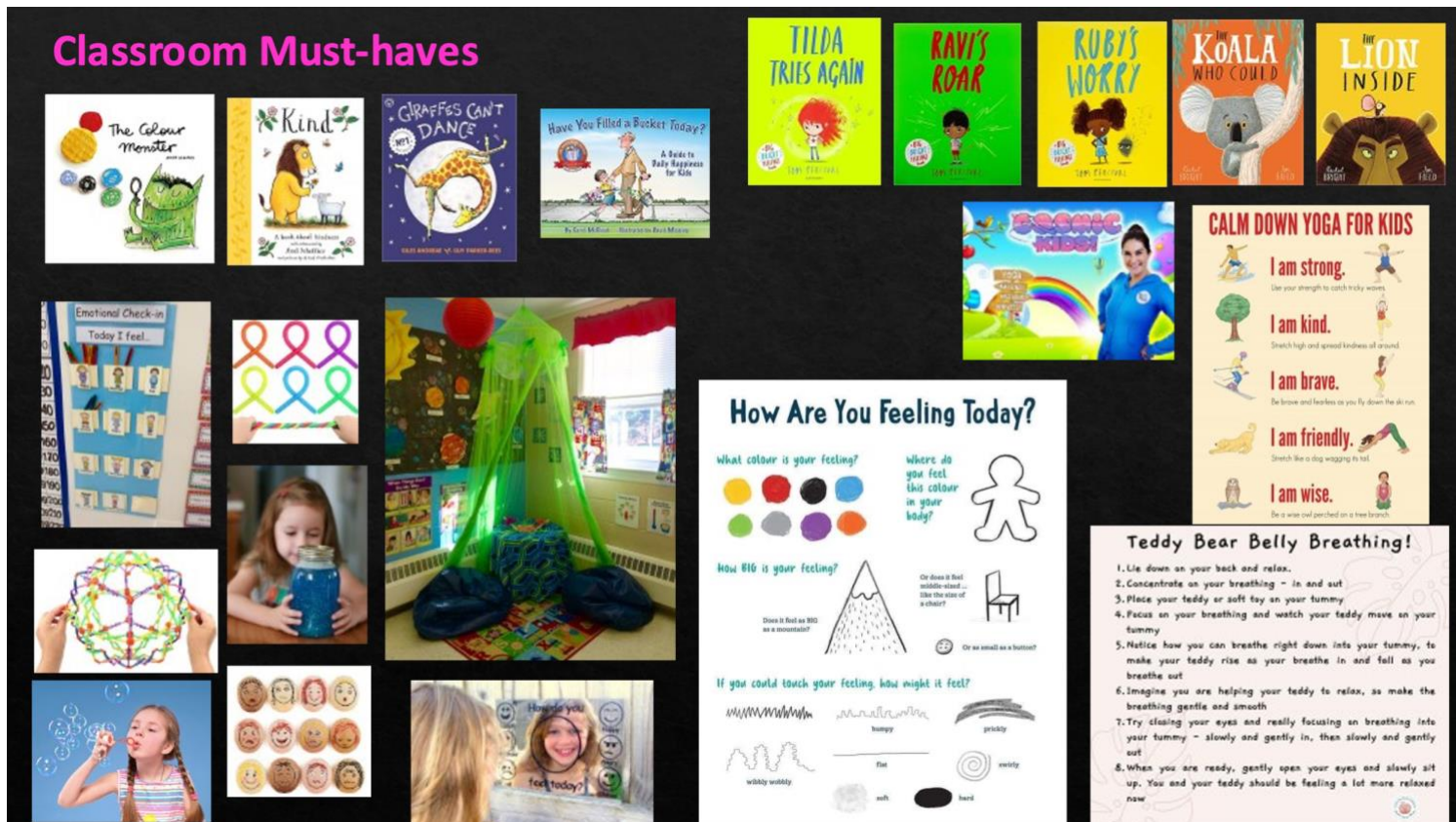
Supporting Families

At Rocket Productions we thrive to support parents by providing ongoing support and advice as well as keeping them informed on a regular basis throughout regular face to face (e.g. drop off and pick up time) and online communication. We also host various events throughout the year such as coffee mornings, termly parent/teacher meetings and provide resources and links on our parent portal.

Our staff aim to establish strong relationships with parents from the get go and are empathetic towards the different situations of our families. We are aware that children have different family situations and home environments and we always try our best to listen to these and offer support the best we can. We also support our families in creating safe and clear boundaries and routines for their children at home and offer ongoing support with this.

Books and resources

Classroom Must-haves



Promoting Positive Behaviour

We implement the Early years foundation stage's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour as set in our Emotional regulation section.



Rocket Productions believes that children learn best when their personal, social and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. The process of becoming a social citizen starts at birth and is influenced by a number of factors including a child's level of development, their early experiences and relationships with others. We understand that as adults we have a great responsibility to model behaviour in helping children self-regulating their feelings and emotions, and that we must first meet their individual needs if we want them to thrive and to feel safe and ready to engage and take part in the Pre-Prep's life and daily routines.

We will always aim to work in partnership with parents and we understand behavioural incidents can be upsetting for parents and carers but please do trust that our teachers always have your child's wellbeing and progress in their best interest. We ask parents and carers to strictly deal with teachers and the school as it would be unfair to label children or discuss confidential information with other parents who are not involved, e.g. via WhatsApp groups, emails, etc. (see our E-safety policy for more information). Something to remember is not to label the child but the behaviour, we all have ups and downs and so we need to support each other, especially children in believing we respect them and value them.

The term 'behaviour' can be described as 'any response or action that can be seen, heard or felt'. Behaviour generally has 2 broad functions for a child: to obtain something or to avoid something. It can also be a means to communicate feelings and needs or be self-stimulating. We always aim to reinforce positive behaviour whereas negative behaviours are understood as those which can interfere with a child's learning and development and could lead them to harm themselves or others. Teachers also take into account the characteristics of effective learning when planning, preparing the environment, teaching and observing children's learning, behaviour and engagement. These characteristics are based around Playing and exploring, Active learning and creating, and Thinking critically. For more information see: <https://eyfs.info/articles.html/teaching-and-learning/characteristics-of-effective-learning-play-and-exploration-in-action-r160/>

The named person for promoting and supporting wellbeing and behaviour is the Learning Support Coordinator (LSC) and the Head at each Pre-Prep. It is their role to:

- Advise and support other staff on any behaviour concerns
- Support changes to policies and procedures and support all staff in implementing these
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular training, and ensure all staff attend relevant in-house or external training to support staff practice when managing behaviour.



All our staff understand the importance of being 'Behaviour detectives'. All behaviour is **communication**, behaviour = emotions coming out. Sometimes adults can find this behaviour disruptive and even stressful, that is why it is important to understand what is underneath that behaviour and ensure adults are caring, responsive and always stay calm. Young children cannot always understand, manage or communicate their feelings, their brains are not ready for that at such young age. Brain connections happen upon experience and repetition.

Feelings such as anger or frustration can feel for children like a big storm that takes control, it can be very scary and frustrating for children and the reptile brain tends to react with a flight, flight or freeze response. This is pure survival, like a switch. For children who have or are suffering trauma this mechanism is overgrown allowing little opportunities for the frontal part of the brain that control emotions to develop in a healthy way. Some children experience trauma and no one is aware of it. This is why it is also important that teachers spend time getting to know their children and families so they can better attune (tune in) their needs and work with parents/carers to help them navigate the ups and downs. Sharing information about the child's day and their needs it is key to this but for parents to share back you first need to build Trust.

At Rocket, we focus on nurturing children's intrinsic motivation and self-worth by avoiding labels like "naughty" and avoiding practices such as "behaviour charts" and "time out" as these can harm self-esteem and may lead to increased anxiety. Instead, we encourage "positive" behaviours through nurturing relationships, fostering a feeling of belonging (both through curated environments where



children feel safe and valued but also responsive and positive relationships where they feel seen, heard and valued), sparking curiosity and engagement which lead to joy and fulfilment, and adults' attitude that builds trust. **Intrinsic motivation** is linked to higher academic achievement, well-being, self-confidence, better attention and better adjustment in school.

Also, if a behaviour ever gets too much - always step back and ask a colleague (or if at home ask another adult) for help. It is ok to ask help and to have someone else to step in. The most important is for the adult to remain in control of themselves, to regulate themselves, so then you'll be able to help and support the child (remember the 3Rs).

Aim

We aim for consistency, inclusiveness and fairness and we believe all adults should be good role-models. This policy covers all children, staff, volunteers, parents and visitors.

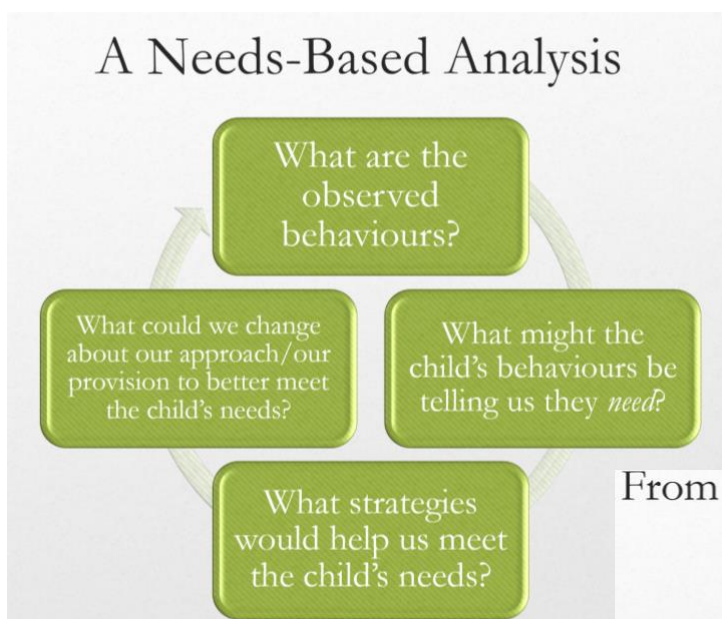
Rocket Productions aims to promote a positive behaviour pattern throughout the Pre-Preps:

- Staff will aim to create a caring, family atmosphere in which teaching and learning can take place in a safe, equal, fair and happy environment.
- Values and attitudes, feelings and emotions, expectations and boundaries, will be taught across the whole curriculum. Structure, routines and boundaries are clear so children can familiarise with them.
- Staff will ensure that planning reflects this by providing children with opportunities to learn and to practice appropriate behaviours and play skills such as resilience, social interaction, coping mechanisms and communication skills. We also provide opportunities to make appropriate choices and appropriate resources.
- Staff are aware that children's behaviour is influenced by their temperament, abilities, experiences, culture and family context. Staff work on getting to know each child and their families and provide children with a range of appropriate rich experiences.
- Staff will work with families to contribute their ideas and experiences about children's behaviour. Staff are trained in understanding the role of the adult, attachment theories and parenting styles that can also impact on the child's understanding of behaviour and boundaries.
- Staff will make it clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. Neither physical punishment nor threat of it will be used. Physical intervention will only be used if it is necessary to prevent an accident, personal injury to the child, other children, or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour, will be recorded and parents will be informed on the same day (see Unacceptable forms of discipline policy).
- Staff will deal with problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- Staff recognises that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

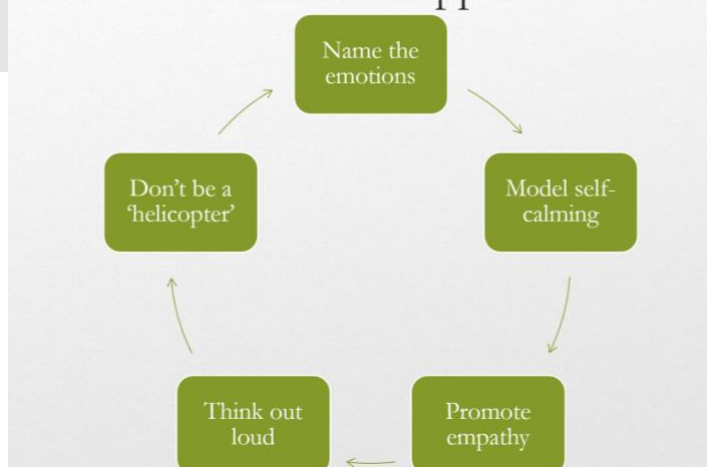


- Staff, volunteers and students are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect, care and courtesy.
- All staff are responsible in handling the children's behaviour in a positive manner. If the behaviour becomes more than they can handle the assistance from another member of staff should be requested. Staff aim to support each other at all times should a difficult behaviour incident occur.

A Needs-Based Analysis



From Co-Regulation to Self-Regulation: Emotional Support



Behaviour - Procedure and strategies

- Staff will use specific and positive praise in order to encourage positive behaviour such as kindness, willingness to share and responding to the expectations and boundaries set in the class.
- As general norm, negative behaviour will be handled first by reminding the child of the boundaries and expectations set in the Pre-Prep. This will give the child an opportunity to correct the behaviour. If the behaviour continues the child will be re-directed to another activity. Staff will need to take into account the age and stage of development



of the child in order to best deal with the behaviour, for instance discussing what would have been an appropriate behaviour in given circumstances or what other choices could be made. Staff will complete (Step 1 Observation notes) in order to monitor all behaviour.

- All staff, volunteers and students are required to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response. Other solutions might include using a sand timer to take turns or for young children it may just to re-direct them to another activity.
- Staff will avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. For instance, if a child is not sitting appropriately during circle time instead of acknowledging the negative behaviour the teacher can praise a child who is sitting nicely near him/her.
- When children behave in inconsiderate ways, staff will help them to understand the outcomes of their actions and words and will support them in learning how to cope more appropriately. Teachers can use social stories or create scenarios using puppets to role-play how to solve conflicts or invite children to discuss the consequences of their behaviour.
- Staff should never send children out of the room by themselves, nor use a 'naughty area, corner or chair'. We do not use 'time outs'. These are detrimental for the child as they form an image of themselves, leads to low self-esteem or negative messages of one-self. If used too often, these techniques can create a pattern where the child seeks attention in return for the negative behaviour. Often children seek connection or an experience or emotion is too big to deal with and they might seek adult support. Teachers may use a short 'cool down' strategy or have a "calm" or "balance" area that the child can choose as part of the discussion of what happened/what can do next. This teaches children that it is ok to take time to cool down, gain control of their feelings using different techniques or tools in the area to help them regulate, and to reflect on what happened/what needs to happen next. Removing the child from the situation can prevent escalation of the problem and allow a 'cooling off' period but never feeling "unwanted"
- Staff will never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these. We have a policy on unacceptable forms of discipline which immediately leads to gross misconduct. Staff are aware of when or how to report any colleagues' behaviour that might cause concern.
- Staff do not use techniques intended to single out and humiliate individual children.
- Staff will support each child in developing self-esteem, confidence and feelings of competence. For instance, teachers can share achievements or praise the child's effort with his or her parents/carers.



- Staff will support each child in developing a sense of belonging in their class or group, so that they feel valued and welcomed.

A WHOLE SCHOOL APPROACH

1. **Be fair and consistent**
2. **Create** classroom rules
3. **Build** respectful relationships
4. **Ensure** there is structure and routine
5. **Have** clear expectations
6. **Model** positive behaviour
7. **Keep** calm, **communicate**-talk and listen
8. **Give** children the responsibility to make decisions, make mistakes
9. **Set** a tone of high expectation of behaviour
10. **Be** clear to focus on behaviour rather than child themselves
11. **Support** children to talk through conflicts and seek solutions
12. **Recognise** the importance of working in partnership with parents and carers
13. https://m.youtube.com/watch?v=WnhZ_QArGdk

Behaviour - Young children procedure and strategies

When young children (e.g. under three years old or depending on their stage of development) behave in inconsiderate ways, staff will recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older or more capable children. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will respond to this behaviour in a calm and patient manner, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home or frequent change of carers. In this case working with parents will be vital and staff will monitor the behaviour using 'The ABC Chart form' with a specific objective to find possible causes or patterns of behaviour with support of the LSC.

Becoming dysregulated (aka tantrums)

When a child has become dysregulated, staff should provide a safe area where children can have time reset, reconnect and feel safe. Teacher will place themselves near the child to ensure their safety, in a calm and approachable manner.

Teachers need to make sure they regulate themselves before helping children to regulate, use a calm tone of voice and calm gestures and expressions.

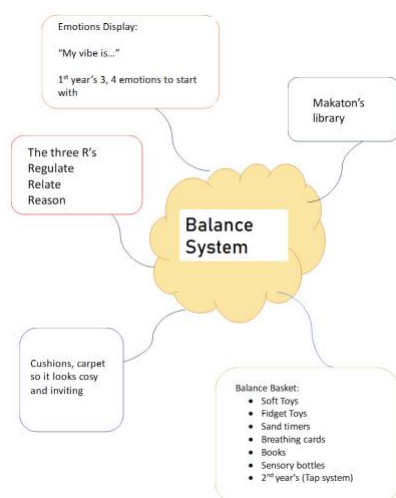
Always validate a child's emotions but remind them of the rules in place to keep everyone safe and feeling well (e.g. "I know you are upset because you want to play with the tractor. Throwing toys



might hurt other children. Please don't throw toys near other children"). After initial validation and boundary setting, ignore the dysregulation, and ignore the negative behaviour. Remember to give warm attention for any positive behaviour.

Once the child has regained control, staff can then help the child to talk about his or her feelings and to find ways to manage their emotions (using visual aids and acknowledging how the child might feel will help with non-verbal children, i.e. I know you must feel frustrated because...; what if...; Must be frightening being so upset...; I can see how you were upset because...; I think X is sad because...). Sometimes a child might have not settled in well yet and their behaviour may be the result of 'separation anxiety' (see Settling in and Key Person Policy).

Video on "Tantrums": <https://youtu.be/MynzlgESgZ0>



Biting

Biting is not uncommon amongst young children but it is one of the things that concerns adults the most. Biting can be painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets both the child and other adults. Biting happens for different reasons, i.e. triggered when young children do not have the words to communicate frustration. The first step in learning to control or manage emotions is through attuned adults who can look at why it may be happening and modelling how to manage or express our emotions (including co-regulating). Teachers will carry out focus observations to identify a trigger, e.g. tiredness, sensory needs... We understand incidents are upsetting for parents of both sides, however we need parents to work in partnership and trust our teachers, who are incredibly experienced. Teachers will work with parents to plan how to best manage this both at home and at the Pre-Prep. To respect children's confidentiality and conflict, we do not disclose the name of the child who caused the bite but do work with parents to support both sides.

Big feelings can be very difficult and scary to manage so it is not uncommon that some younger children might resort to being physical when frustrated or worried. Their brains are still developing and it is important for us, adults, to co-regulate and role model how to best deal with emotions and issues. We teach children that it is not ok to hurt or to be unkind to others and we have clear boundaries (age appropriate) for everyone to feel safe and ready to learn. We have a whole-school approach to conflict resolution which provides children with steps and tools to find solutions to



managing unpleasant situations.

It is important that children are not labelled for their behaviour, we ask adults to be **kind** and to support teachers whilst they support each child's emotional regulation journey and understanding of our behaviour expectations.

The first step in learning to control it is to look at why it may be happening. If a child continues to bite, teachers will carry out observations to try to identify a cause/trigger, e.g. tiredness or frustration. Main steps are:

- Staff will comfort any child who has been bitten and check for any visual injury and administer any first aid where necessary.
- Staff will confirm that the child's behaviour is unkind and not acceptable in terms that they understand (the behaviour, not the child). The child will be helped to understand why saying sorry and showing care is appropriate and how the other child must have felt (developing empathy skills according to their age/stage)
- Staff will inform parents of the child who is biting and the key person will have an initial discussion with the parent (What happened before or after? How was the situation handled? When did the biting occur? Where did it happen?).
- For confidentiality purposes and possible conflict we **do not disclose** the name of the child who caused the bite. Biting is not uncommon and therefore we would not want to label a child because of their behaviour. Instead we ask parents to be kind and to support teachers to identify causes, to put a management plan or strategies in place and to nurture each child's journey into developing emotional regulation skills and understanding our behaviour expectations.
- In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, non verbal, the Head and LSC will carry out a risk assessment alongside the Support Plan in place.

We understand these incidents are also upsetting for parents of both sides, however we need parents to work in partnership and trust with teachers who are incredibly experienced working with young children. Teachers will put different strategies or a plan into place if necessary and take into account any additional needs.

Strategies to help prevent biting include: identify and monitor triggers, provide sensory activities to alleviate the need for biting and oral seeking behaviours (LSC can provide support with sensory issues), biting rings, use stories and role-play to discuss why biting is not acceptable (e.g. teeth are not for biting), provide adequate resources and discuss with staff how to recognise when children need more stimulation or quiet times (hierarchy of needs and Leuven scales).

Being unkind physically

Children might sometimes find it difficult to communicate how they feel and what they need, especially those who are still developing their language skills. Thus, it is not uncommon that some children might resort to being physical when frustrated or when not knowing how to manage their emotions or how to ask for something. However, we do teach children that it is not ok to hurt or to be unkind to others and we have clear boundaries (age appropriate) so everyone can feel safe and



ready to learn.

If an incident happens, the teacher will ensure no-one gets hurt. The teacher will tell the child clearly to stop, using their name and the hand gesture (Makaton action), stop. Teachers to keep voice calm, but assertive. Remember our 3Rs approach. We then follow our 6 steps to Conflict resolution.

Parents are informed of any incidents.

To support children, our strategies and aims will focus on diverting the action to something that is not hurtful towards others: to act in a friendly way towards other children, to tell an adult if s/he thinks other children are being unkind to him/her and to use appropriate strategies to resolve conflict. Teachers will model and praise the child for acting in a friendly way, we will use puppets/role-play to act out difficult situations, social stories to explore different scenarios, teach the child to communicate rather than fight (or ask/reach for help), teach the child to play constructively. This is also embedded in our day to day routines through our 'Be Kind' value.

Conflict Resolution

When dealing with conflicts we use the High-Scope 6 step conflict resolutions, this approach focuses on supporting self-regulation and social development:

1. Approach calmly, stopping any hurtful actions
2. Acknowledge children's feelings
3. Gather information (*Extra tip: Some problems cause such big emotions that it's important to address the anger before starting in on this step. No one can problem solve when they are hurt or feeling angry -remember our Team HATS e.g. breathing*).
4. Restate the problem
5. Ask for solutions and choose one
6. Be prepared to follow up

Rough and tumble play, Weapon and Fantasy aggression

Staff recognises that young children often engage in play that has themes that can seem aggressive for adults such as superhero and weapon play.

Staff will recognise that rough and tumble play is a normal type of play for young children and acceptable within limits. Rough and tumble play might be mistaken at times by adults as aggressive or misbehaving behaviour, however, as with other types of play, it enhances aspects of the child's development. The wellbeing of the children is paramount and so teachers will ensure they develop strategies to contain play and that they agree with the children acceptable behavioural boundaries to ensure children do not hurt each other. If children do not respect the boundaries set then they will be reminded of these or can be re-directed to other activities.

Bullying

Everybody is expected to show respect and kindness towards everybody else and this policy on bullying covers both children and adults. We have a zero-tolerance attitude to bullying. Any incident of this nature will be discussed with the child/children and a caring attitude will be used to explain that he/she is being withdrawn from the play environment until this stop.



We feel the term 'bullying' is quite a strong word and therefore we want both teachers and adults to understand the definition of bullying when assessing the difference between this and a 'relational conflict'. Young children are still learning about boundaries and how to self-regulate, share, communicate feelings and needs... which means conflict arises quite often and this should be seen as a learning opportunity. Bullying has four key aspects: it's hurtful, it's intentional, it's repetitive, it involves a power imbalance. Incidents will be always recorded by teachers to identify any triggers and patterns of behaviour and, of course, shared and discussed with parents.

Upon an incident, staff will give reassurance to the child or children who have been subject of bullying. Staff will help the child who has done the bullying to recognise the impact of their actions. Staff will ensure that children who bully are given opportunities to practise and reflect on considerate behaviour and will receive positive feedback for considerate behaviour. Staff or adults (parents, carers) will not label children who bully as 'bullies'. Staff will recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others and will plan and support the child accordingly.

Unacceptable Forms of Discipline

Rocket Pre-Preps place great emphasis on the welfare and well-being of the children in our care, including developing their self-esteem and developing a relationship of trust between both teachers and children. Staff will support all children to develop their emotional skills and understanding what actions are not acceptable (e.g. hitting others), learning to respect and to be kind to themselves and others and showing tolerance and empathy. All adults must remember they are role-models themselves; teachers will make every effort to provide for children's individual needs and to work in partnership with parents and external professionals.

If staff feels they cannot control the situation or specific children, they must ask another member of staff to take over in order to remain calm. Teamwork is essential and all team members must support each other. Children must never be left unsupervised.

The Statutory Framework for the Early Years Foundation Stage states: Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. Providers must not use, or threaten to use, physical / corporal punishments (1,2) or any form of punishment which could have an adverse impact on the child's well-being. The use of physical or corporal punishment is an offence under regulations made under the Childcare Act 2006 and may lead to prosecution (Physical punishment also includes shaking, which will be considered unacceptable).

Physical intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Rocket Productions Pre-Preps state that neither physical punishment nor threat of it will be used by staff and this constitutes gross misconduct with immediate disciplinary action.



Where a child is upset or angry, staff will always speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention or safely removing them from the situation. We have a 3Rs approach to emotional regulation (Regulate, Relate, Reason), and we use High Scope's 6 step to conflict resolution if conflict arises between two or more children.

Physical intervention in schools is only used if it is necessary to prevent an accident, personal injury to the child, other children, or an adult, or in what would reasonably be regarded as exceptional circumstances. If "reasonable force" has been used for any of the reasons above, this will be immediately recorded (what happened before, describe behaviour/incident, what actions were taken and by who, when, where, who was present) on our Incident book (under Physical Intervention) and parents will be immediately informed (this is kept confidential and secure in the Office). This will help prevent misunderstanding or misinterpretation of actions to protect staff and it will be helpful to monitor patterns of behaviour.

Any unacceptable behaviour and incidents will be discussed with parents, if ongoing it will be recorded in our Behaviour book (see Behaviour Policy). Teachers will observe the child to identify possible triggers throughout the day and will plan accordingly to meet their individual needs and how to avoid triggers by creating a Support Plan with both parents and the Learning Support Coordinator. All records are kept confidential and secure in the Office or in SharePoint.

Positive handling

The positive use of touch is a normal part of human interaction, it may be appropriate in a range of situations: giving guidance to children, providing emotional support, physical care (first aid or toileting). Staff will exercise appropriate care when using touch.

Supporting Staff well-being.

At Rocket Productions we promote the good health and well-being of all our staff. As a Pre-Prep we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team. We believe that the welfare of our staff is of paramount importance and therefore aim to regularly check-in on them and that they are made aware of our open door culture.

All staff are assigned a senior mentor who they meet on a termly basis. Mentors assess levels of staff wellbeing and provide support as needed whether at professional or personal level. During mentoring sessions staff are made aware that it is also an opportunity to discuss non work related issues or worries that they may be facing. Staff are encouraged to report any issues of concern or the need for support to their Wellbeing coordinator, Heads and mentors.

All staff are encouraged to look after their physical and mental wellbeing, this includes maintaining a healthy work-life balance. To support this we provide weekly HIIT/Yoga sessions for our staff. In



addition, we offer weekly mindfulness sessions which allow our staff the opportunity to disconnect and relax. Teaching staff are given time to look after their classrooms and keep paperwork up to date before and after children's school day hours, so we ask staff to use this time effectively. We also have an online staff calendar so employees can plan in advance for any events or special themed weeks. We also organise fun events and Rock-ups throughout the academic year to promote team building and positive relationships amongst staff.



At Rocket Productions we are aware that mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. We are aware that the care and education of young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to young children, can place a high level of demand on all of our employees.



Procedures in place to support staff wellbeing:

- To ensure staff are supported within the setting, new staff will receive a full induction lasting two terms so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions take place on a termly basis in which staff well-being is discussed and recorded
- Our staff team are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. However, it is important for staff to take responsibility on how they use their non-teaching time at school
- All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- The Pre-Preps ensure that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the Head, Mentor or the Well-being coordinator feels there is a question around the safety of the staff member or someone else, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the Pre-Prep is made aware of any member of staff who requires support, a risk assessment and plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed



regularly and adapted to ensure it is a relevant and appropriate (See **Supporting Staff Members Individually Section**)

- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and management support staff in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner. Team work, kindness, respect, tolerance and a can-do attitude are a must in our Pre-Preps. Any issues or concerns will be discussed promptly by the Head.

Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions, appraisals and mentoring meetings. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs.

Where the head and staff member feel it is appropriate, they will draw up an individual action plan or risk assessment looking at any stress triggers and, with the needs of the Pre-Prep also in mind, any reasonable adjustments.

Outstanding (1) The provider meets all the criteria for good leadership and management securely and consistently. Leadership and management in this provision is exceptional. In addition, the following apply.

☐

Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.

☐

Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.

☐

Staff consistently report high levels of support for well-being issues.

Crisis support

If you, or someone you know is mental health crisis and needs medical help fast:

- Ring 999 to contact emergency services



- Go to your nearest A&E

If it is not a medical emergency but you still need urgent help:

- Ring 111 for professional advice 27/7 and 365 days a year and guidance on where to access appropriate health services
- Make an appointment with a GP.

Company culture

This is a big part of Rocket Productions. We all come from different backgrounds and some of our staff will even be completely new to London. Hence, we aim for all staff at Rocket to feel part of a family who can support each other, build friendships and have fun.

We have four houses,

Each house will have a Captain who will play a key role in developing and supporting a culture that contributes to improved mental health and wellbeing. Captains will be chosen at random every term and they will:

- take an active part in promoting activities and events
- organise secret acts of kindness for staff
- encourage colleagues to access relevant health and wellbeing opportunities
- share best practice and stories of success
- signpost colleagues to relevant resources and services
- role model and promote a healthy culture within the community

The key attribute that we want from our Captains is that they are engaged, enthusiastic and willing to support staff members. This is a voluntary role undertaken at the Head or CEO's discretion.

We also provide staff with weekly HIIT/Yoga sessions after school and each Pre-Prep also organises weekly mindfulness sessions which allow our staff the opportunity to disconnect and relax. Teaching staff are given time PPA time to look after their classrooms and keep paperwork up to date before and after children's school day hours.

Events and experiences are part of the Rocket's DNA, and so we plan and organise fun events and termly Rock-ups to promote team building and positive relationships amongst staff.

Supporting Leadership

At Rocket we thrive to support our leadership team as we are aware of how much they handle on a day to day basis. We aim to achieve this by providing termly check ins through mentoring sessions and regular catch ups, with an open door policy, to discuss and reflect on any areas of support needed. We encourage continuous professional development and provide training to support this.



We also support our SMT team by giving them plenty of opportunities to get to know each other, support each other and collaborate with ideas so they can take ownership and be engaged at every step of the Rocket journey.

We provide opportunities to support individual interest such as hobbies and we organise regular extra team building events not connected to work. At Rocket we really believe that the way to build company culture is by knowing each other personally and by feeling part of a family.

Useful links and graphics:

Samaritans

We Support Anyone Who Needs Help. Whatever You're Going Through, Talk to Us Now.

Call Us Free On 116 123. 24/7 Confidential Support.

You Talk, We Listen. Mental Health Charity.

<https://www.samaritans.org/how-we-can-help-you/contact-us?gclid=EAIaIQobChMIqMeI OKk4AIVZrvtCh3ingtJEAAYASAAEgKiofD BwE>

Mental Health support

Mind provides advice and support to empower anyone experiencing a mental health problem. We campaign

to improve services, raise awareness and promote understanding.

<https://www.mind.org.uk/workplace/workplace-wellbeing-index/>

Childline

Get help and advice about a wide range of issues, call us on 0800 1111, talk to a counsellor online, send Childline an email or post on the message boards. <https://www.childline.org.uk/>

Local and national charities and support groups

Mental Health Mates

Find local walks in your area. A safe space for you to walk and talk about your problems without fear of judgement.

<https://mentalhealthmates.co.uk/>

Hub of Hope

The Hub of Hope is a first of its kind, national mental health database which brings together organisations and charities, large and small, from across the country who offer mental health advice and support, together in one place.

<https://hubofhope.co.uk/>

[Home | Mind, the mental health charity - help for mental health problems](#)

[Early Years Practitioner Guidance | Babies, Young Children Mental Health & Wellbeing | Early Years](#)

[In Mind | Anna Freud Centre](#)

[Home • ZERO TO THREE](#)

[Blog | The Parent Practice](#)

[Mine Conkbayir - Mine Conkbayir](#)

[Personal, social and emotional development - Help for early years providers - GOV.UK \(education.gov.uk\)](#)



<https://eysmart.pacey.org.uk/courses/the-language-of-feelings-supporting-the-development-of-emotional-literacy/#/page/5eda15937a8647129c7feb85>

Supporting children's emotional wellbeing 10 min course:

<https://eysmart.pacey.org.uk/courses/supporting-childrens-emotional-wellbeing/#/page/5ecf879b9a97c63d6ad7a8fe>

Supporting the development of self-regulation skills 10min course:

<https://eysmart.pacey.org.uk/courses/supporting-the-development-of-self-regulation-skills/#/page/5eeb3d6fa3f39277eaff939a>

An introduction to supporting children through trauma 10min course:

<https://eysmart.pacey.org.uk/courses/An-introduction-to-supporting-children-through-trauma/#/page/5e788e8854a537256bed708b>



RECOGNIZE & ISOLATE

Negative Thoughts



Stop and Pause For a Moment



Recognize What You Are Thinking Isn't Quite Right



Isolate & Focus on the Irrational Thought, Separate it From Yourself



Think About What You are Thinking by Having an External View



I Am Wonderful



I Am Good At

IM HAPPIEST WHEN



I Like Myself When



I Am Special

I AM A GOOD FRIEND WHEN

I Am Kind When I

