

Sir James Knott Nursery School



Relationship Policy

“Creating strong and lasting foundations for learning”

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Designated member of staff's responsibility:	Mr Croft- Headteacher and SENDCO Miss McMullen- Teacher
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Contents

Part 1- Values and beliefs linking to the Schools ethos and culture	page 3-7
Part 2- Procedural (links with different types of behaviour)	page 8-13
Related Documents and Policies	page 14
Appendix 1- Development and emotional Milestones	page 15-21
Appendix 2- Solihull Leaflet for Parents: How to help your child Develop emotionally and behave well	page 22-24
Appendix 3- Solihull Understanding childhood tempers and tears in the twos and threes	page 25-28
Appendix 4- 10 Things to say instead of stop crying	page 29
Appendix 5- How to support your child's mental health	page 30
Appendix 6- How to recognise anxiety in yourself and others	page 31
Appendix 7- The filters I use before talking	page 32



Part 1- Values and beliefs linking to the Schools ethos and culture

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life changes. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(Statutory Framework for the Early Years Foundation Stage 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Sir James Knott Nursery School, we offer 2 year old provision as well as Nursery provision.

Early childhood is the foundation on which children build the rest of their lives. At Sir James Knott Nursery School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, as a staff team we also believe that early childhood is valid in itself as part of life. It is important to view the Early Years Foundation Stage as preparation for life and not simply preparation for the next stage of education.

Ethos

We believe the Early Years Foundation Stage is a unique phase in a child’s life and is crucial to successful future learning. Through this policy we aim to ensure a consistent approach in which parents/ carers, teacher and practitioners can work together to give children the best possible start.

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Sir James Knott Nursery School, we will;

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their lifelong journey.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in First and Primary Schools and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.

- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Values

The early years education we offer our children is based on the following principals;

- It builds upon what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and opportunities and experiences for learning within the indoor and outdoor learning environments.
- It provides a rich and stimulating environment.
- It acknowledges the importance of an effective working partnership between parents, carers and the setting.

The Early Years Foundation Stage is the statutory framework which sets standards that all early year's providers must meet to ensure children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All children who access their 2 year old provision and Nursery provision work within this framework.

For further guidance, please refer to our Early Years Foundation Stage Policy.

Behaviour at Sir James Knott Nursery School

Policy Statement

At Sir James Knott Nursery School, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

“We are kind and helpful and friendly to one another, we look and listen carefully, we use a quiet voice indoors, we walk in Nursery, we look after our things, and make sure we keep our Nursery tidy, we make our teachers and our friends smile with kind words and actions, we love to be here and we make it a happy place”

Sir James Knott Nursery School recognises the importance of a whole school approach to the develop of positive behaviour towards others providing strategies in promoting children's welfare, learning and enjoyment.

Our Relationship Policy refers to children, staff, parents and visitors to:

- Enable all children to achieve their best ability in a safe, secure and caring environment.
- To develop a spirit of trust and understanding between all concerned to promote self-discipline.

- To promote a sense of caring, sharing and responsibility towards others.
- To positively encourage the children to want to display acceptable behaviour patterns.
- To encourage parents to work with us to promote effective patterns of behaviour.

Procedures

In order to manage children's behaviour to develop positive relationships in an appropriate way. We will;

- Attend regular training to help understand and guide appropriate models of behaviour.
- Implement the school's behaviour procedures including the stepped approach.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- We recognise that codes for interacting with other people varies between cultures and require staff to be aware of and respect those used by members of the school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the schools behaviour policy and it's guideline for behaviour.
- We expect all members of our schools; children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their 'Key Person'. We work with parents to address recurring inconsiderate behaviour, using our observations to help us to understand the cause and to decide jointly how to respond appropriately.

Rights:

All our children have the right to:

- Learn, and to make progress in their learning.
- Feel physically and emotionally safe at all times.
- Be treated with respect and dignity at all times.
- Know their property will be kept safe.
- A clean and tidy school.
- Express their feelings in an appropriate way (Emotional Intelligence).

Responsibilities of Children:

I have a responsibility to:

- Make others feel safe and happy.
- Help others learn.
- Respect other people.
- Respect and care for other people's property.
- Help keep the school clean and tidy.

All our staff have the right to:

- Teach without undue disruption.
- Learn how to improve their practice.
- Feel physically and emotionally safe at all times.
- Be treated with dignity and respect at all times.
- Express their feelings in an appropriate way (Emotional Intelligence).

Responsibilities:

- **Are linked to rights, and this should be made explicit to our children.**
- **All people at Sir James Knott Nursery School are responsible for their own behaviour. Nobody make us behave badly. We choose how to respond.**
- **We can only change our own behaviour- not that of others. We can't make people do what they don't want to do.**
- **We own our own feelings- others don't make us feel bad, angry etc.**

Routines support our children by fixing desired behaviours in their minds. They must be explicitly taught- don't assume they know them. You will need to teach them.

Routines for all activities, including:

- *The start/end of the day.*
- *Moving from classroom to elsewhere e.g. dining hall, outdoor learning environment.*
- *Entering/ leaving the classroom.*
- *Answering the register.*
- *Greeting visitors.*
- *Moving from 'Circle Time' to small group/individual work.*
- *Collecting and moving equipment.*

Metacognition and Self-Regulated Learning

At Sir James Knott Nursery School, we pride ourselves upon our creative approach to our curriculum. We follow children's lines of enquiries and fascinations and make the learning real for all learners. We have adopted a REAL projects approach. With this new approach learning grows from an essential question and children have opportunities to deepen their knowledge through immersion activities and lines of enquiry.

"Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn".
(Metacognition and Self-Regulated Learning Guidance Report, Education Endowment Foundation April 2018)

Self-regulated learning can be broken into three essential components that teachers need to know about to help their children to develop into successful learners:

- **Cognition** is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve mathematical problems. This is the bread and butter of good

teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

- **Metacognition** is about the ways learners monitor and purposefully direct their learning. Metacognitive strategies are the strategies we use to monitor or control our cognition, such as checking that our mathematical technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.
- **Motivation** is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a challenging activity.

Part 2- Procedural (links with different types of behaviour)

Building positive relationships through behaviour strategies:

- Staff and children will work together to establish a clear set of 'Golden Rules' governing behaviour at our Nursery. We will review the rules periodically to give the new children an opportunity to have an input where appropriate.
- The Nursery 'Golden Rules' will apply equally to all children, staff, volunteers and parents/carers.
- The rules will be displayed in view of the children, staff, volunteers and parents/carers.
- Challenging behaviour will be addressed in a calm but assertive manner. In the first instance, staff will try to redirect children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- Positive behaviour will be reinforced with praise and encouragement.
- When dealing with challenging behaviour, staff will always communicate in a clear, calm and positive manner.
- For those children who need support in order to behave in an appropriate manner staff will investigate strategies and offer consistent care whilst at Nursery.
- Staff and parents/carers will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff and parents/carers will avoid shouting in Nursery.
- Staff will instigate regular and open discussions with children about their behaviour/emotions. This will help them to understand the inappropriate aspects of their behaviour/emotions and enable them to have their say and support them to think through causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns confidentially with parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Staff will encourage and facilitate mediation between children to try and resolve conflicts through discussion and negotiation.
- The learning opportunities and experiences at Nursery will be varied, well planned and structured, so that children are not easily bored or distracted.
- The safety of the children is a paramount requisite. Supervision and effective practice go a long way to ensuring appropriate behaviour.
- Staff are strictly forbidden to isolate, ridicule or humiliate a child as a form of punishment.
- If a member of staff commits any act of violence or abuse towards a child, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.
- We **never** use physical punishment, such as smacking or shaking. Children are **never** threatened with these.
- It is to be remembered that it is the behaviour that is unacceptable, not the child! Therefore, make opportunity to reassure the child at some point.
- Demonstrate how to apologise and put it right until the child can do it themselves.

(See Appendix 1-7 for guidance on behaviour strategies and child development. These documents to be shared with parents as and when needed).

Rough and Tumble Play

Young children often engage in play that has aggressive themes; such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour, although it may be inconsiderate at times and may need addressing using strategies as above.

Staff monitor this type of play and put in support as appropriate.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- There we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Sophie took your doll, didn't she, you were enjoying playing with it'.
- "You didn't like it when she took it did you?", "Did it make you feel angry?", "Is that why you hit her?". Older children will be able to verbalise their feelings better, talking through themselves, the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Sophie, it hurt her and she didn't like that, it made her cry".
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we use the SEND Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team and other agencies, for example SALT, where necessary.

Children Under Three Years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotion, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, 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.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

The 'Golden Rules' for Nursery Children

The children have been involved in devising 'Golden Rules' for our Nursery learning environments.

We

- Are kind to everyone;
- Look after our Nursery;
- Use quiet voices and listen carefully.

Each rule must have a photo of the children displayed next to it to illustrate the rule. The 'Golden Rules' display will be mounted at child level in Key Worker areas. The rules will be referred to often as part of the daily routine.

Headteacher Award

Each week two children are selected for the Headteacher award for their personal achievements. For the reward, they take home a certificate and also the Nursery class 'Build a Bear' Class Mascot. This bear will come with a diary in which to contribute too with entries of their weekend activities being part of that child's particular family.

Nurturist Approach

All children benefit from clear boundaries as described in the previous section. They help children to feel safe and secure meaning all of their focus and attention can be directed to effective learning. However, for some of our children, issues in their lives mean that they are pre-occupied and unable to focus all of their attention on learning. We have a skilled team of nurturing practitioners led by (SENDCO) who supports in the support and advice for practitioners relating to specific concerns. Some children may require additional support through personalised 'Attachment Support Plans'.

Our Safe Space (Nurture Room)

Occasionally it is necessary to use our Nurture Room to support a child to calm down. In order to keep a child or children safe and prevent children further harming themselves, others or damaging property, restraint may be used.

Good Behaviour for Learning comes from Effective Teaching

We use a learning toolkit with visual props to discuss things like good sitting, good looking and perseverance with the children.

Effective use of class and individual visual timetables help children to know what is coming next. This helps them to feel safe and secure and in a good frame of mind to learn.

Pupil Progress Meetings

- Pupil Progress Meeting take place every term after each assessment point in order to accurately assess the children's learning e.g. learning ability, learning style and level of achievement or gaps in learning. Actions are devised in which to support children to progress from their starting points.
- Plan to meet the children's range of needs e.g. equipment, seating, groupings, use of Teaching Assistants.
- Know what the children **believe** they can do e.g. self-esteem, self-image and adjust expectations accordingly.
- Know what motivates each child and use it to help him/her achieve.
- Carefully plan lessons to ensure that we meet each child at his/her point of learning e.g. the opportunities and experiences should not be too easy, nor too hard and we should plan for success.
- Include the children in the target setting and evaluation process, using appropriate language (self-assessment).
- Give the children feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the children for their specific achievements e.g. descriptive praise.
- Actively teach the children positive learning behaviours, so that they know what to do to ensure successful teacher led opportunities and experiences happen e.g. listen to the adults, think before you answer, choose who to sit with and share resources.

The scaffolding we put in place- by this we mean all of the things we do in part 1 linking to our schools' values and beliefs which have a direct impact upon children being able to manage their own behaviour successfully.

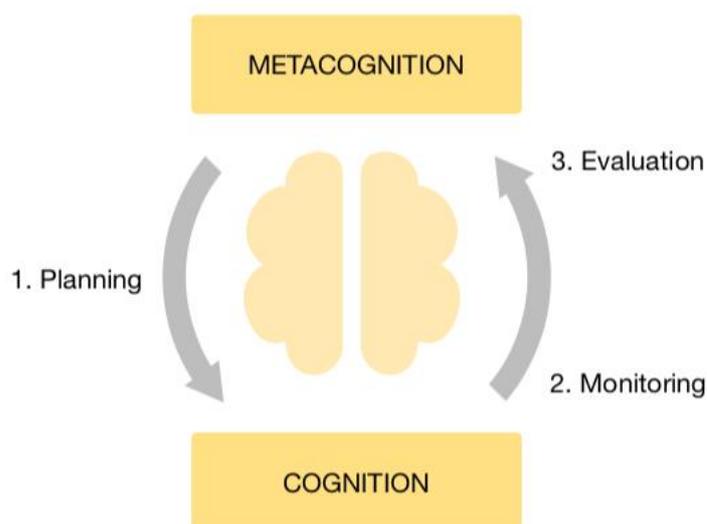
Metacognition and Self-Regulated Learning

Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

We approach any learning task or opportunity with some metacognitive knowledge about:

- Our own abilities and attitudes (*knowledge of ourselves as a learner*);
- What strategies are effective and *available* (*knowledge of strategies*); and
- This particular type of activity (*knowledge of the task*).

When undertaking a learning task, we start with this knowledge, then apply and adapt it. This is metacognitive regulation. It is about **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success. The diagram below represents the metacognitive regulation cycle.



The **Cycle of plan, monitor, evaluate** and the different aspects of metacognitive knowledge (**learner, strategies, task**) are recurrent themes. Practitioners at Sir James Knott Nursery School consider these when setting learning tasks and supporting children to complete these.

The Education Endowment Foundation (EEF) have produced a Metacognition and Self-Regulated Learning Guidance Report April 2018 and have suggested 7 key recommendations;

<p>1</p> <p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p>  <ul style="list-style-type: none"> Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. 	<p>2</p> <p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>  <ul style="list-style-type: none"> Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. 	<p>3</p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills</p>  <ul style="list-style-type: none"> Modelling by the teacher is a cornerstone of effective teaching: revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources. 	<p>4</p> <p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p>  <ul style="list-style-type: none"> Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. However, challenge needs to be at an appropriate level. Pupils must have the motivation to accept the challenge. Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies. 	<p>5</p> <p>Promote and develop metacognitive talk in the classroom</p>  <ul style="list-style-type: none"> As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge. 	<p>6</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently</p>  <ul style="list-style-type: none"> Teachers should explicitly support pupils to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice. Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning. Teachers should also support pupils' motivation to undertake the learning tasks. 	<p>7</p> <p>Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately</p>  <ul style="list-style-type: none"> Develop teachers' knowledge and understanding through high quality professional development and resources. Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently. Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills. Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.
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These recommendations are woven into our curriculum offer for all children and through staff performance management and supervisions.

Related Documents and Policies

- Education Endowment Foundation (EEF) Metacognition and Self-Regulated Learning Guidance Report April 2018

[EEF Metacognition and self-regulated learning.pdf
\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF-Metacognition-and-self-regulated-learning.pdf)

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges September 2021.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

- SEND Code of Practice: 0 to 25 Years May 2015

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

- Sir James Knott Nursery School Safeguarding and Child Protection Policy
- Sir James Knott Nursery School SEND Policy
- Sir James Knott Nursery School Early Years Foundation Stage Policy
- Sir James Knott Nursery School Key Person Policy
- Working Together to Safeguard Children: A guide to Inter-agency working to Safeguard and Promote the Welfare of Children July 2018.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-safeguard-children)

Developmental and emotional milestones

0–9 months

Emotional milestones	Developmental milestones
<p>Birth – 4 weeks Baby getting used to life outside the womb – often quite disorganised – baby needs to feel calm, safe and have a routine.</p> <p>4 - 6 weeks More settled – beginning to settle into regular pattern.</p> <p>6 weeks to 3 months May be starting to smile and will smile in response to a positive interaction with another person</p> <p>Starting to develop different cries and facial expressions that indicate when hungry, tired, uncomfortable or overwhelmed</p> <p>Enjoys looking at human face in particular parents or familiar adults</p> <p>Starting to vocalise more</p> <p>3 months to 6 months Smiling usually established</p> <p>Temperament becoming clearer</p> <p>Gradually becoming more aware of own feelings</p> <p>Enjoying the familiar and starting to anticipate regular events, such as being fed</p> <p>Separation Gradually able to tolerate small amounts of time from parents May be able to comfort self for short time but this is variable and there may be times when baby cannot do this particularly if he is frightened</p> <p>Recognising others, mother, father, siblings, grandparents, aunts, uncles</p> <p>By 6 months starting to recognise differences in familiar people. At times may be aware of strangers</p>	<p>During the first year babies' bodies develop very fast. The nervous system becomes organised – the rate and level of this process seems at least partly related to the quality of the relationship between baby and carer.</p> <p>In general, babies gain control over their bodies from head to foot and from their centre outwards to arms and legs, and then their fingers and toes.</p> <p>First control is of eye muscles – focus 6–9 inches. From birth, babies are interested in looking at the faces of their carers.</p> <p>By 3 months babies respond by smiling.</p> <p>By 3 months will lift head and upper chest when prone using forearms to support.</p> <p>Grasps rattle for a short while.</p> <p>Hands move when distressed/excited at sound of approaching noise.</p> <p>5–6 months: reaches for object – picks up with raking movement.</p> <p>By 6–12 months: babies make various sounds – babbling, cooing, gurgling and laughing.</p> <p>6–9 months: babies copy parents' speech sounds.</p>

<p>6 - 12 months</p> <p>Increased capacity to recognise feelings such as joy and displeasure</p> <p>Becomes more aware of being separate from mother, father and others</p> <p>Recognising strangers and can react in a distressed way if stranger tries to interact too quickly</p> <p>Starting to be able to distract themselves when things go wrong</p> <p>More persistent in pursuing their own goals especially in play</p> <p>Enjoys sharing games with parents and others</p> <p>Laughter occurring more often when engaging in exciting interactions with parents and other familiar adults</p>	
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9–18 months

Emotional milestones	Developmental milestones
<p><i>12 months</i> Toddler begins to learn to separate emotionally from main carer and to develop own identity.</p>	<p>At 9–12 months sits unsupported for 10–15 minutes; attempts to crawl.</p>
<p><i>12–18 months</i> Shows anxiety about separation from carer – tends to feel out of control of the situation and become more nervous and anxious. Not until 18–24 months can toddlers carry a picture of their loved ones in their mind.</p>	<p>Developing fine pincer grasp.</p> <p>Pulls to stand and by about 1 year most babies walk unaided.</p> <p>From 1 year becomes very active – gets into everything.</p>
<p><i>18 months</i> Key words are 'me', 'mine' and 'no' – begin to distinguish between 'you' and 'me'.</p>	<p>Climbs on chair to reach something – stacks containers, starts to learn simple instructions. Has 'mama', 'dada' and 2 or 3 other words. Jabbers</p> <p>Responds to own name and 'no-no' and 'give it to me'.</p> <p>By 18 months has about 10 words – using words to replace or accompany pointing.</p> <p>Drinks from cup with help. Chews.</p> <p>Holds spoon and tries to use.</p> <p>Puts wooden cubes in and out of cup when shown.</p> <p>Quickly finds hidden toy.</p> <p>Plays pat-a-cake, and waves 'bye-bye'.</p> <p>Sits or stands without support while being dressed.</p>

Two years

Emotional milestones	Developmental milestones
Toddlers normally show extremes of behaviour between 2 and 3 years – very dependent/independent, very aggressive/calm/helpful/stubborn.	Runs, pushes and pulls large toys.
More independent – gets angry when stopped from moving somewhere, tantrums common (cries desperately, kicks, bites, rough with other children).	Climbs on furniture and up and down stairs holding on to rail.
Begins to show feelings of pride, pity, sympathy. These feelings connect the child to himself and to others. Two-year-olds are usually aware of praise and smile.	Throws small ball overhead.
Needs a carer to tell him what is right and what is a 'no-no' – tone of voice important. First step in recognising right from wrong.	Sits on small bike and scoots along with feet.
Fear of strangers is less.	Hand preference usually obvious.
Fear of noises, thunder, trains, flushing toilets.	Enjoys picture books and recognises detail.
Plays alone or alongside others but won't share.	Modifies pencil grasp, spontaneously scribbles to and fro and in a circular motion.
Short attention span and easily distracted.	Knows 50+ words and begins to form simple sentences.
Harsh parenting and smacking gets in the way of a child's emotional development.	Talks to self.
Toddlers like routine and any changes upset them.	Names familiar objects and parts of body.
	Carries out simple instructions. Spoon-feeds well and chews competently.
	Verbalises toilet needs – may be dry in day.
	Enjoys imitating domestic activities.

Three years

<i>Emotional milestones</i>	<i>Developmental milestones</i>
Play is the work of this age – focus on becoming confident and efficient.	Enjoys walking/climbing and running.
Quite balanced – normally happy and contented.	Likes drawing/threading/play-dough and simple jigsaws.
Still self-centred and magical in thinking – believes wishes make things come true.	Begins to take turns, as a start to sharing.
Has imaginary friends who can be blamed when things go wrong.	Large vocabulary mainly intelligible to strangers, but many ungrammatical forms persist.
Bargaining works but reasoning does not.	Able to follow instructions.
Distraction still works.	Asks many 'what, where and who' questions.
Doesn't get so frustrated and gets less angry when stopped.	Listens eagerly to stories.
Biggest fear is that the carer will abandon him – especially at night.	Uses fork and spoon.
	Pulls pants/knickers up/down.

Four years

<i>Emotional milestones</i>	<i>Developmental milestones</i>
4-year-olds enjoy silly games/talk and showing off.	Up and down stairs with adult following.
Through play they continue to seek balance between dependence/independence.	Climbs ladders/trees.
May see return of some '2-year-old stubbornness'.	Rides tricycle expertly.
If naughty, may blame others or be naughty on purpose to get a reaction.	Increasing skill in ball games.
May be aggressive again – biting, kicking, and throwing objects.	Threads small beads on lace.
Has a sense of past/future.	Holds pencil in mature fashion.
Fear of dark remains.	Copies an x.
Begin to compete with parents of same sex for the attention of parent of opposite sex.	Speech grammatically correct and intelligible.
	Listens to and tells long stories, sometimes getting confused. Repeats nursery rhymes.
	Eats skilfully.
	Washes/dries hands, brushes teeth.

Five years

<i>Emotional milestones</i>	<i>Developmental milestones</i>
More balanced again.	Runs lightly on toes.
Quite independent and often serious and realistic.	Active and skilful in outdoor play.
Less frustrated and less angry – but may bang doors/stamp feet, say 'I hate you' and 'I wish you were dead'.	Grips strongly with either hand.
Mostly friendly and talkative to strangers.	Good control in writing and drawing and painting.
Bargaining continues to work. Calming down and time-out chairs help them to regain self-control.	Writes a few letters spontaneously.
Fears of being hurt are common.	Speech fluent – may have some phonetic confusions.
May also worry that parents may not be available when needed, e.g. something happening to a parent while child at school.	Recites rhymes and jingles.
Tender and protective towards younger child or pet.	Enjoys jokes – asks meaning of abstract words.
	Uses knife/fork competently.
	Undresses/dresses.
	Appreciates clock time in relation to daily routine.

Solihull Approach Resource: The first five years

243

Leaflet for parents

How to help your child develop emotionally and behave well

Build a positive relationship with your child

Building a positive relationship with your child is the best way to help your child develop positive emotional wellbeing. As a parent you have a central part in helping your child learn how to tolerate frustration, learn to calm down, know how to behave acceptably in society and relate to others in a healthy way.

Showing your child that you are listening to them and that you understand that they are trying to communicate with you is an important part of developing a two-way relationship. You may not always know immediately what they are attempting to tell you but they will feel more secure knowing that you are open to hearing about their feelings.

Show your child you are listening to them

Find support for yourself

There may be times when both you and your child might find feelings overwhelming. It is at these times that logical clear thought seems to be most difficult. Finding support for yourself is extremely important part of your emotional wellbeing. In taking care of your emotions you may feel better able to help your child with his. Regaining a sense of calm may make what you thought was an unmanageable situation seem less difficult.

Parents have often commented that at difficult times it is hard to look past your child's behaviour and think about how your child is feeling. Finding ways to stay calm can not only support you but also help you to look past the behaviour and see the message your child may be giving and why they behaved in that particular way.

Stay calm and try to work out what your child is feeling

Accept angry and frustrated feelings and offer calm or comforting words and actions

Helping your child to calm down so that they will eventually learn what it feels like to calm themselves is an important skill for life. For example staying close to the child and offering words of comfort and an affectionate gentle hug to let them know you are there for them and helping them to cope with their anger and frustration. As children get older, being able to tolerate frustration and cope with strong emotions may positively affect the way they behave towards other people.

Children respond far more positively towards loving, predictable behaviour and clear boundaries. Avoiding threats and harsh punishment, smacking and excessive shouting will help both you and your child develop a more respectful and positive relationship. Giving children a way of saving face and an opportunity to change their behaviour is important in helping them to learn that relationships are about how both people feel.

Give your child a way to back down without losing face

Lay foundations by praising positive behaviour

Choosing behaviour techniques such as positive praise and encouragement, distraction, time out to calm down, or rewarding good behaviour instead of focusing on difficult behaviour, will help lay the foundations for later negotiations on acceptable limits to behaviour.

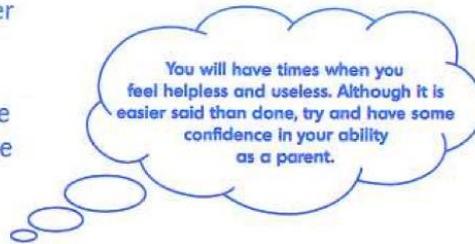
Boundaries and rules are often an important part of family life. They can offer a sense of security and predictability for your child. Boundaries that are most effective are those that are appropriate to your child's age.

Rules and routines help children feel safe...

... but be flexible where necessary

While it is good to be consistent in putting agreed rules and boundaries into place, it is also helpful for a degree of flexibility. There may be occasions when it is appropriate not to stick rigidly to the rule such as when your child is ill.

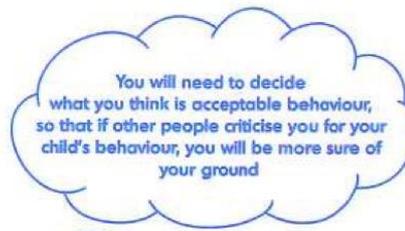
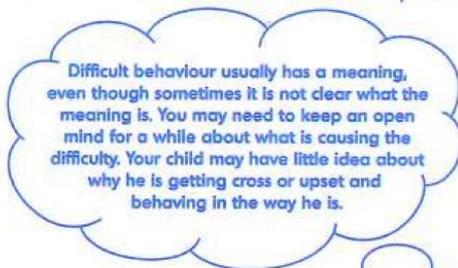
If boundaries are changed for other reasons it is best to avoid making decisions at the height of an argument or in anger. The message about new rules may be lost as one or both of you struggle to keep control of your emotions.



Do not make unrealistic rules. Make a few rules and stick to them

As your child grows and develops there will be decisions to be made about changes in boundaries. Talking to your child about why new boundaries are planned will help them co-operate more readily.

53



Sharing time with your child to help develop a positive relationship is important. Within a family children may have different individual needs. This may include giving different age-appropriate bedtimes.



It may be useful to spend some time thinking about the way you want to parent your child. You may choose to discuss this with your partner and family members. Each parent or carers' experience of being parented as a child themselves may be different and can raise difficult issues for some couples who may feel they want to parent their own children differently. Children can feel confused by receiving different messages from adults in their lives, so it might be really useful to think about how you would like to be as a parent.

**Understanding
Childhood**

temper and tears
in the twos and threes

Understanding Childhood is a series of leaflets written by experienced child psychotherapists to give insight into the child's feelings and view of the world and help parents, and those who work with children, to make sense of their behaviour



5

This leaflet was originally published by the Child Psychotherapy Trust.

Leaflets available from
www.understandingchildhood.net
email info@understandingchildhood.net

It's a long way from being a helpless baby to becoming a relatively independent three or four year old, ready to go to playgroup or nursery. It can be an exciting journey of discovery – but it can also seem like a very bumpy ride for both you and your child.

As children move towards their second birthday, they want to take part in what is going on around them – exploring and playing, watching and imitating others, using their first words. They now feel that they are a person in an interesting world of other people and they want to join in.

What it is like to be two or three

Your two year old is discovering all sorts of things that they can't do or mustn't do. They are waging a constant battle with their own passionate wants, hopes and fears.

They have feelings that they can't yet manage by themselves without tempers or

tears. They are still struggling to sort out who they are and what they feel about the people who care for them – why they love them one moment and hate them the next. They can't just ask for your help. Instead, they mess you around with contradictory demands because that's how helpless and confused they feel.

Young children react very differently to the triumphs and setbacks of their second and third years so they need different kinds of support from their parents.

Being bossy

Some children can't bear to feel little and helpless. They refuse to accept that there are things they can't yet manage. Being bossy can be a way of covering this up and trying to make others feel small. They can be so convincing that, as parents, we may sometimes come to believe they don't need us or may feel so irritated that we want to cut them down to size.

But bossy two year olds really need someone to offer them love and care even when they don't seem to want it.

Being fussy

Many children of two or three develop all sorts of fads and rituals that they absolutely insist on. From a parent's point of view it can seem silly and tyrannical, but how does it look to a small child?



Everyone is expecting them to give up being a baby and become more independent. But they may feel as if the grown-ups are always interfering and bossing them around. When they insist on wearing something strange, or doing things in a particular order, they may be trying to get you to recognise that they have their own choices and preferences.

Sometimes it's probably helpful to give in gracefully over things that don't really matter. That way they will get the chance to learn how to back down themselves. And, of course, there are going to be plenty of times when they want something impossible or dangerous. So there will still be opportunities for them to learn about 'no' and for you to learn to cope with their tears.

Sometimes fussiness is to do with worries that your child can't name or tell you about. Then their determination to avoid certain objects or situations may be their way of controlling their fears.

What's worrying them may not have any obvious connection with the things they're making a fuss about – but it's easier to control what you let your mum put on your plate than to control anxieties you don't understand.

These sorts of fears tend to come and go, but if your child's behaviour becomes especially difficult it is worth wondering if they are under some particular stress.

Being clingy

Some children seem to be saying 'I'd rather be small'. A child who is clingy and fearful can be very trying to parents in a different way from one who is bossy.

As parents, we need the reassurance of seeing things move in the right general direction. So 'babyish' behaviour is hard to bear because it makes us worry that things are

going backwards. It's also very exhausting not knowing if you've got a baby or a big girl or boy on your hands.

When you have the feeling that you can't get it right, the chances are that your child is feeling in a tremendous muddle too.

Being fearful

New situations can be frightening. Children of two or three sometimes feel quite scared about new situations, especially if they think it means being left with other people. It is worth being truthful about new situations – such as the birth of a baby or different childcare arrangements – so that they don't feel taken by surprise or tricked. Allow plenty of time for settling in and a certain amount of fussing. And be prepared to take your child seriously if they really feel they are not ready for a new step forward.

But some of the frightening things are inside them.

It is at this age that children first complain of bad dreams or night terrors. Sometimes the dreams may be connected with worrying events that happened during the day, but quite often they seem to grow from feelings within the child.

You may never really know what's troubling them, but it's very comforting for a child who can't yet understand themselves if they feel that a grown up is trying to do the understanding for them.

Useful Understanding Childhood leaflets

Sibling rivalry

Separation and changes in the early years

Temper tantrums

Your child is coping with strong feelings all day long. If they're managing to keep on a reasonably even keel they're doing well, but there are bound to be times when they can't cope.

When your child throws a temper tantrum they are showing you what it feels like inside them when they can no longer cope. This could simply be because they are exhausted or overwhelmed.

They are not doing it just to get attention. They have a tantrum because they can't tell you in words. They scream and throw

themselves around because they feel their big self has exploded.

They are probably scared, as well as angry, because their rage seems so powerful and dangerous and they have lost their picture of Mummy and Daddy as helpful or friendly.

They don't need you to come up with a solution or to buy them off with treats (though every one has done that at times). They do need to see that you can feel upset and helpless but still keep them safe from hurting themselves, take care of both of you and go on loving them.

Is there a real problem?

Sometimes parents feel that their child's temper tantrums are not just the ordinary sort that they will grow out of.

Perhaps they feel that their child has never really started talking or doesn't enjoy playing or being with other people. They may be restless and destructive as if they can't take pleasure in anything. And – most painful of all – parents in this situation may feel that there is a barrier between themselves and their child.

If you have concerns of this sort, it is important to ask for specialist advice. It is not a good idea to just leave things in the hope that they will sort themselves out.

How can parents cope?

Coping with your child's tantrums doesn't mean trying to stop them being angry – it means coping with how angry they make you feel. In the heat of the moment it is easy to become just as angry as your child and to scream back. You are not expected to be perfect parents but you are expected to be able to control your own feelings when your child's feelings are out of control.

As parents we feel helpless, embarrassed or exposed if our children have tantrums in public. Even at home there are going to be times when they drive us too far.

Firmness is important, but so are understanding and tolerance. Simply telling a child to behave better doesn't give them the strength to control their feelings. They can only learn slowly how to share with other children and to accept people saying 'no' when they want something.

Children learn by example, so they learn that it is possible to be distressed or angry

without throwing a tantrum through seeing us struggling to cope with our own frustration or worry.

Getting to the end of your tether

Sometimes parents feel they are no longer able to keep going. They may become frightened that they will injure their child physically or emotionally.

You may feel you don't have enough help and support. You may have too many worries on your plate. You may feel depressed or unwell.

If you feel this is happening to you, for the sake of your child and yourself, you should seek help to sort out what's wrong.

Useful Understanding Childhood leaflets

Postnatal depression

Some helpful practical tips

- Unless they are doing something dangerous, or could accidentally hurt themselves, count to 10 before doing anything at all.
- Try not to get drawn into an argument about exactly what started it – they really are beyond reasoning with.
- Don't ask more of them than they can manage.
- Try to avoid saying things just to hurt them back – especially threats of leaving home or having them put away. You may not mean it but they don't know that.
- Don't worry about them growing up to be a monster. The temper tantrums of a two and three year old will start to tail off – but only slowly. It may take two or three years.
- Try to remember that through their tempers they're learning important lessons about themselves – and both of you are practising for when they're a teenager!

Further help

In every area there are organisations that provide support and services for children and families. Your GP or health visitor will be able to offer you advice and, if needed, refer you to specialist services. To find out more about local supporting agencies, visit your library, your town or county hall, or contact your local council for voluntary service.

Contacts

Sure Start

There are a number of Sure Start programmes in the UK offering services and information for parents and children under four. To find if there is one in your area contact:

Phone 0870 0002288

Web www.surestart.gov.uk

YoungMinds Parents' Information Service

Information and advice for anyone concerned about the mental health of a child or young person.

Freephone 0800 018 2138

Web www.youngminds.org.uk

Parentline

Help and advice for anyone looking after a child.

Freephone 0808 800 2222

Web www.parentlineplus.org.uk

ChildcareLink

Information about child care and early years services in your local area.

Freephone 0800 096 0296

Web www.childcarelink.gov.uk

Contact a Family

Help for parents and families who care for children with any disability or special need

Freephone 0808 808 3555

Web www.cafamily.org.uk



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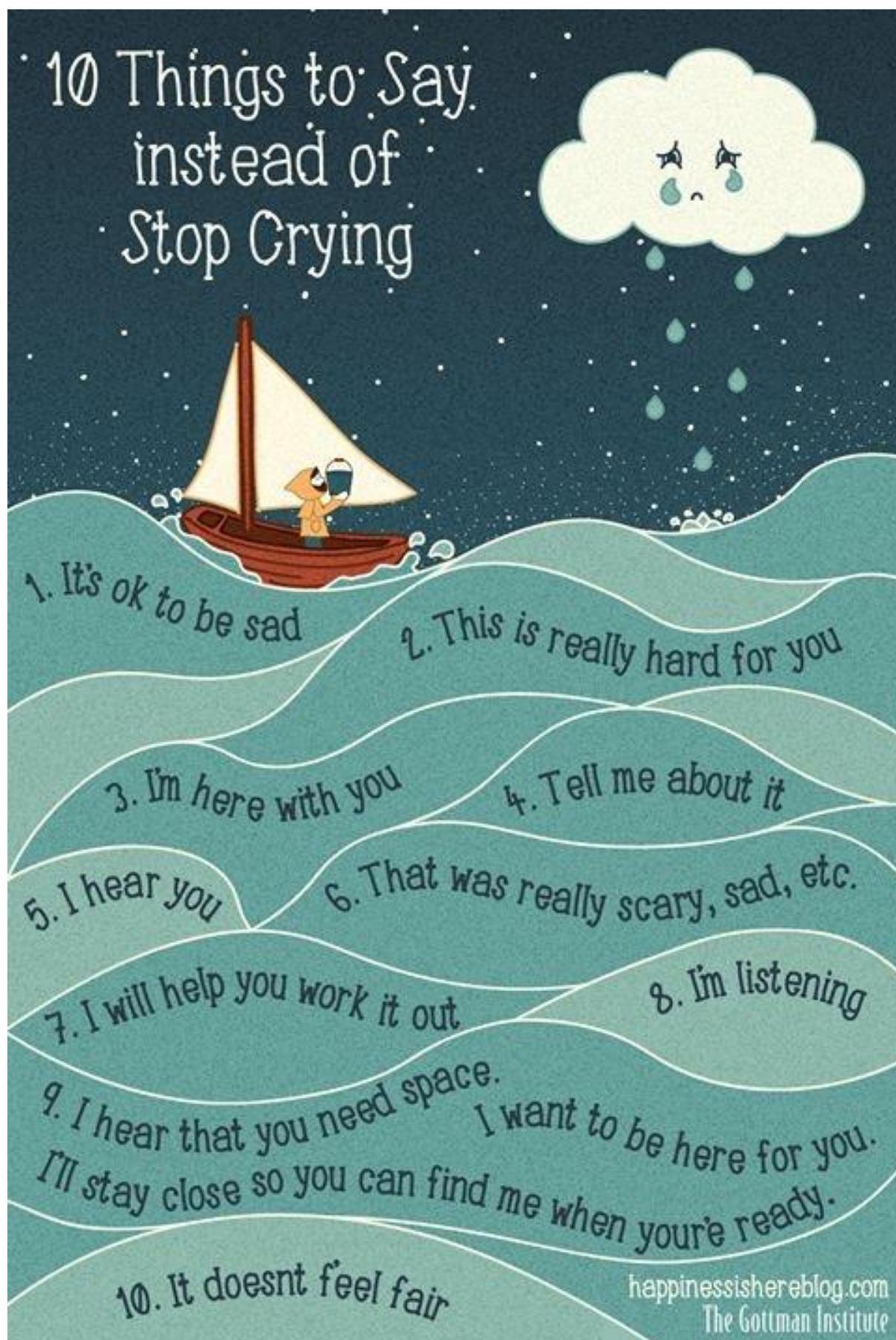
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HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

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LOVE

Be there for your child and show care and love



EXERCISE

Encourage play, exercise and sport



BEHAVIOUR

Keep an eye out for any changes in behaviour



SUPPORT

Regularly support, encourage and praise your child



REST TIME

Help your child to manage stress by building in some rest time



BE PROUD

Tell your child that you are proud of them



PATIENCE

Be patient. Don't pressure your child



HELP

Don't be afraid to seek help from professionals



FEELING

Get to know how your child is feeling



EDUCATE

Educate yourself about mental health problems



PROBLEM SOLVING

Help your child to effectively problem solve



LISTEN

Make sure you take time to listen to what your child has to say



COPING

Help your child to learn some simple coping skills such as relaxation



SYMPTOMS

Be aware of signs and symptoms



CONVERSATION

Encourage your child to engage in conversation



ENVIRONMENT

Provide a positive environment for your child where they can thrive



HOW TO RECOGNIZE ANXIETY IN YOURSELF AND OTHERS

- Memory issues
- Overthinking
- Avoidance
- Sweating
- Stomach issues
- Panic attacks
- Needing reassurance
- Lack of patience
- Trouble concentrating
- Constant worrying
- Trouble breathing
- Procrastination
- Rapid heartbeat
- Headaches
- Insomnia
- Overthinking

tutor doctor
How learning hits home.

