

Supporting the Social and Emotional Well-being of Children in Early Years Settings

Early Years Educational Effectiveness Team

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Introduction

This guidance document was written to support early years settings to develop effective high-quality practice when supporting children's social and emotional wellbeing. We would like to encourage settings to reflect on the traditional behaviour management strategies which place a significant emphasis on rewards and punishments, and to have a greater focus on a more inclusive relational approach. While behaviourist approaches may work for some children, they are not successful for all children. For some children who have experienced adverse childhood experiences, trauma, loss, and children who are looked after or have previously been looked after, the behaviourist approaches can often re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

Considering whether a child has emotional, and social difficulties will depend on a range of factors, including the:

- nature of the presenting difficulties
- frequency
- persistence
- severity
- effect on the child's behaviour and emotional well-being compared with what might normally be expected for a particular age range.

Terminology

Emotional wellbeing is defined as "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." WHO 2004

Mental Health in reference to children and young people is defined as "The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people, it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities." (Young Minds)

Trauma

Trauma is an emotional response to an event that is deeply frightening or distressing. It happens when a person feels so overwhelmed by difficult emotions - such as fear or anxiety, that their mind cannot make sense of it. These emotions stay with the person and can influence the way they feel in the future.

Attachment

Attachment refers to a relationship bond between a child or young person and their primary caregiver. This bond is formed in the early years and has a long-term impact on a child's sense of self, development, growth, and future relationships with others.

Research shows that children can benefit from a network of attachment relationships, and these include familiar people such as grandparents and early years practitioners.

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Emotional Self-regulation

Emotional regulation is the ability to manage our emotions. Emotional regulation is also known as emotional self-regulation.

Emotional dysregulation

Emotional dysregulation refers to poorly regulated emotional responses that are not within a range of typically accepted emotional reactions. It can involve many emotions, including sadness, anger, irritability, and frustration.

Resilience

Resilience is the capacity to 'bounce back' from adversity. Protective factors increase resilience, whereas risk factors increase vulnerability. Resilient children are more able to deal with difficulties and adversities than those with less resilience.

Self-efficacy

Self-efficacy is the belief in your own competency and therefore the success to succeed in a task. Self-efficacy is a vital component in developing self-esteem. Self-efficacy develops because of experiences and the reaction of others.

Positive words to describe some behaviours

Settings who advocate that all behaviour is a form of communication, and who can separate the child from the behaviour, will try to understand the function of the behaviour.

They will avoid descriptors that place judgement on surface-level behaviour, and instead focus on describing the underlying need.

For example:

- **'Attention seeking'** could be considered to describe the surface-level behaviour, but not the underlying need. Instead, **'connection seeking'** might reframe the behaviour as being the function of an unmet need.
- **'Manipulative'** is another word that describes the surface-level behaviour, and has negative connotations within society. Instead, phrases such as **'trying to find a way to have their needs met'** or **'feeling insecure in their relationships with others'** might be more appropriate.

Language that can be particularly helpful:

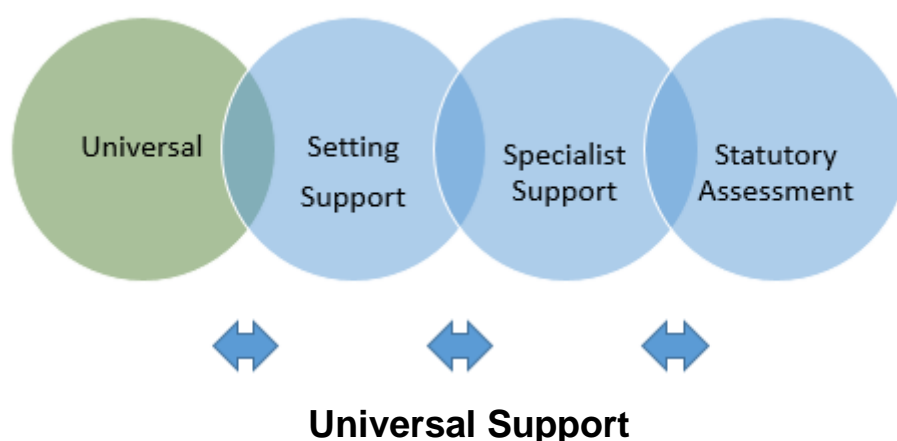
Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated,' 'flipped their lid' (see Dr Dan Siegel's Hand Model of the Brain for further information), 'what is the function behind this behaviour?' 'Attachment needing,' 'feeling unsafe,' 'presenting as distressed'

Language to avoid:

Language that reinforces staff control, for example 'enforce,' 'punishment,' 'rule,' 'power,' 'control,' 'confiscate,' and 'impose'

Language that places negative judgement on a child or young person or their behaviour, including 'malicious,' 'choice,' 'poor behaviour,' 'misbehaviour,' 'manipulative,' 'naughty'

Language that reinforces negative gender stereotypes, such as 'naughty boy,' or 'bossy girl.'



The Statutory Framework for the Early Years Foundation Stage 2021 states:

The Statutory Framework for Early Years Foundation Stage (EYFS) 2024, which is available here: [EYFS 2024](#), outlines clearly the roles and responsibilities that a Registered Early Years provider must meet to enable children to fulfil their potential.

The EYFS has four overarching principles (pg.7):

- Unique Child
- Positive relationships
- Enabling environments
- Children learn and develop in diverse ways and at different rates.

Section 1 of the Statutory Framework (pages 8-18) sets out the learning and development requirements, which includes personal, social, and emotional development (PSED), plus the Characteristics of Effective Teaching and Learning

Section 2 of the Statutory Framework (pages 19-21) details the assessment expectations. The purpose of any assessment is to provide an overview of a child's development. The EYFS highlights the need for practitioners to identify any concerns about a child's development during their time at your setting, to share those concerns with parents and seek additional support from other professionals where

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necessary. As personal, social, and emotional development is a Prime Area, this guidance document aims to support you with this aspect. This includes supporting children's behaviour.

The EYFS states "practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share." (pg. 19, 2.5).

Section 3 of the Statutory Framework (pages 22-43) also sets out the requirements specifically relating to 'supporting and understanding children's behaviour' (Page 34). Children's behaviour, which is usually a form of communication, requires careful understanding and directly links to a child's personal, social, and emotional development. Where any physical intervention is used, as set out in point 3.60 (pg. 34), this must be recorded and discussed with parents/carers.

Areas of Learning and development - Personal Social and Emotional Development

The document 'Development Matters in the EYFS, non-statutory guidance ... (2021)', which is available here :[Development Matters](#), is for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn. It can help you to design an effective early year's curriculum, building on the child and family's strengths when meeting the needs of the children you work with. It guides, but does not replace, professional judgement.

The document [Birth to Five Matters](#) non-statutory guidance (2021) provides comprehensive guidance drawing on previous guidance for the Early Years Foundation Stage (EYFS). This has been updated to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a solid foundation for their futures.

Working with parents/ carers

It is essential that parents or carers are involved in every part of the planning for their children. The more they are consulted at each stage of their child's development, the more likely it is that their child will achieve their full potential.

Key points to consider:

- Making parents/ carers feel welcome each time they come to the setting
- Is the key person involved in gathering information about children from the parents/carers prior to or during initial visits to the setting?
- Making sure the parents/carers know who their child's key person is and that the keyperson is available as much as possible

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- Make sure that your behaviour policy is available for parents/carers and that they have read and understood it
- Do you share supportive behaviour management strategies with parents/carers to help children at home (if necessary) and to support a consistent approach between home and setting?
- Are there daily opportunities to share with parents/carers examples of when children's behaviour and emotional needs are appropriate? For example, a child who may have difficulties settling in – parents are told about the times when the child plays and appears settled, as well as times of difficulty
- Do all practitioners seek and value partnership with parents and children's home experiences? Is this linked to supporting each child's emotional development?

Social and Emotional Milestones

Every child develops at different rates so behavioural expectations can be difficult to determine. Practitioners need to be able to identify what is developmentally appropriate for a child's stage of development. A one-year-old is unlikely to understand their behaviour and emotions as it is not developmentally appropriate for them to understand yet. Whereas a three-year-old is more likely to understand their behaviour, as well as the consequences linked to that, due to experience and further understanding.

“Behavioural milestones” are important as they support us to determine how a child's behaviour and understanding is developing. Within the setting practitioners will notice a different range of ages, abilities, and personalities. In the brackets below you will find some typical characteristics linked to the behavioural milestone that support children's emotional, intellectual, physical, and social development.

0-18 months (approx.):

- Young babies will cry to get across their needs and wants. (When they need something like a cuddle, food, nap they will express this by crying.)
- No understanding for consciously intentional behaviour. (When a baby finds a marker, they may begin to draw on their face, the walls, the floor. The baby does not understand that this is unacceptable behaviour, they are just exploring.)
- No understanding of conscious reactions during interactions. (When interacting with a baby you may notice them grabbing toys from you or other babies. This is because the baby is unable to understand the concept of sharing at this stage.)
- Beginning to develop trust. (May form a firm bond with one staff member and may get upset or show frustration if that staff member is not there. First step towards positive self-esteem).
- Babies should start being able to respond to the emotions in the voice of the person talking to them. (This could be smiling to a positive tone of voice or crying at a stern voice.)

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- Babies may begin to start showing different behaviours when strangers are around e.g., become shy. (May cry or need to go to the person they have that secure attachment with. May lash out and try to escape.)
- Babies may begin to show preference for certain people and toys. (Getting upset if someone else is using an item or that person is not available. May start to bite or hurt other to express their feelings.)

18 - 36 months (approx.):

- Start to have differentiating emotions. (Times of quiet and calm and times of noisy and boisterous.)
- Still does not consciously plan actions or have control. (May snatch a toy from someone else but is not aware that is what they are doing.)
- Does not have the capacity to understand, remember or obey rules. Sharing is developmentally incompatible at this stage. (They may repeatedly do things such as taking a toy from someone else and not understand what they are doing)
- Begins to explore cause and effect relationships. (When you are hungry, you eat. When you push things, they fall over. Some children may explore this concept more than others.)
- Begins to become interested in other children. (Learning how to join in appropriately. May poke children in the eye because they are exploring what is appropriate interactions.)
- Beginning to develop independence. (May want to do things on their own and get frustrated if they struggle. Begin to say “no.”)
- Starts to test boundaries and able to do things considered as “destructive” or “harmful.” (May start to climb on different height furniture to test their own limits. Do the opposite to what an adult has asked.)
- Beginning to become more curious and exploring their environment. (May try to play/explore items that are not appropriate such as toilets. May repeatedly ask the same question or lots of questions.)

36 - 60 months (approx.):

- Can talk through things in a simple manner. (May begin to explain what they have done or what their peer has done.)
- Becomes independent and finds own limits. (Wants to do things for themselves without support. Does not want to do certain things if they are not feeling ready. Repeatedly do the same thing until they have mastered it.)
- Wanting to please adults. (Feels guilty for disappointing others may become increasingly upset. May want immediate and individualised attention.)
- Able to follow simple rules. (Such as walking feet inside. Will have varying degrees of concentration so may only follow half of a rule.)
- Have access energy that occurs in bursts. (Will start to become fidgety and find it hard to sit still, have a lack of concentration, start to upset/annoy peers until they can access an activity, they can use that energy in.)
- Becomes easily frustrated when things do not turn out as expected. (May get upset or angry.)

- Begins to manipulate ideas in their minds. (Starts to think about what could happen next in their play. May try to make one of their friends do something, because that is how the child has thought it should be in their own mind, without expressing it verbally.)
- Consciously aware of their own interests and intentions. (Will do things because they know they want to do them. Will not do something if they do not want to. Wants to be involved in active learning situations.)
- Becomes extremely competitive. (May want to run faster than their friend and become upset if they feel their friend was faster. May use language such as 'go away' or 'I don't like you anymore.')
- Begins to understand consequences of their behaviour. (If they push someone, they know they will be told that is not appropriate.)
- Able to make appropriate decisions before acting. (Begin to realise that if they push someone that will make the other person sad so they should not do it.)
- Establishes friendships and learns how to be a friend. (Start to ask other peers to join in with their play and shares resources and ideas.)
- Begins to understand the meaning of sharing and may do this sometimes. (Will give their toy to someone if the other child wants it, but sometimes they may still say no to the other child.)

Supporting children's social, emotional wellbeing– creating a framework

Creating a framework that promotes social and emotional wellbeing involves all aspects of the life of a setting including:

- the expectations adults have of how children should be developing within their social and emotional development, and should reflect on their age and stage of development
- the way in which strong positive relationships are valued and promoted
- how language is used
- the organisation and routines of the setting
- the emphasis which is placed on building a mutually respectful relationship with parents and carers

Have clear boundaries/expectations

Boundaries and expectations that are just and fair are an important part of the daily life and routines of any community. They set the factors which will ensure respect for the rights, duties, and responsibilities of others as well as for oneself.

When thinking about the expectations a setting should have, it is important to consider:

- moral issues of right and wrong
- health and safety

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- how we treat ourselves, others, and property
- practical everyday life
- setting/family specific aspects

Adult role in supporting children's social, emotional wellbeing

Set clear boundaries which are used fairly and consistently by all adults

All children will step over the boundaries from time to time and adults need to think ahead and plan how to respond in the best possible way. The aim must always be to support the child to regulate their emotions in a calm manner with as little fuss as possible.

As adults we must make it quite clear to children that we care enough about them to act and support their understanding of self-regulation by co-regulating. This makes them feel safe and secure within set boundaries.

Resilience is built primarily on positive relationships and clear communication.

Children have an inborn desire to please the people they love and care for and seek approval from them. If the relationships are unstable or the communication is poor, either within the home or the early years setting, then the child may become emotionally dysregulated.

Ensure there is structure and routine

Young children find routines safe and reassuring and are more likely to learn how to build emotional self-regulation within structures they feel comfortable with. However, routines also need to be flexible to allow for individual children's needs.

Model

Teach the children how to ask for a toy from their friends. For example, 'James please can you pass me the train?' 'Thank you.' When children are observed taking turns it is important to give positive praise. For example, 'Well done Frank for taking turns with Mabel.'

Pre-plan

Practitioners will be most successful at supporting children's social and emotional well-being when they are able to anticipate and pre-plan. For example, if something different is happening in the setting on a day explain to the children exactly what is going to be different and what will happen. Children often find it challenging when their routine is changed and they feel insecure, even if the routine is being altered because of something exciting or novel.

Offer choices

If a child is offered a choice, they will feel like they still have some control and are more likely to respond to your request rather than give a blanket refusal. The choices given can all be things you want the child to do. You can encourage the child to

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choose an object or activity from two or more options, e.g. 'What book would you like me to read, *The hungry caterpillar* or *Dear Zoo*?' "Would you like to play in the sand or in the water?"

Try saying yes rather than no when it is safe to do so

There are times when we absolutely have to say 'no' but for other times try saying – "Yes, as soon as you have tidied up the bricks..." "Can I have my biscuit? Yes, as soon as you've finished your sandwich." "Can I have that toy? Yes, you can when Rosie has had a turn."

Negotiate and compromise

From about the age of three, children become much more able to negotiate and compromise. They will be less likely to become emotionally dysregulated if they are given some chance to gain 'power' through negotiation. Through this process, the adult is also helping the child build valuable skills of 'either/or' thinking.

Use positive body language

We are often under the impression that what we say in the form of words is the most important facet in communication. However, words are only a very small part of the communication process. Far more important is the tone of voice in which we speak and the body language we use. How much children hear, or feel that they are being listened to, is more dependent on our body language messages than the words we say, or the speaking space we give to them. Be aware of the impression you are giving to children through your actions and expressions.

Use positive language -change this around to be more positive

Say what you want, **not** what you do not want. The easiest way to remember this technique is to stay positive. Tell a child what you want him/her to do, instead of what not to do.

Here are a few examples:

Do not say: "Don't throw the car." **Instead:** "The car is for driving. You may throw this soft ball."

Do not say: "Don't climb with a toy in your hand." **Instead:** "I'll hold your toy while you climb."

Do not say: "Don't chew books." **Instead:** "We look at books. Take the book out of your mouth."

Do not say: "Don't shut the door." **Instead:** "Leave the door open."

Do not say: "Don't eat the crayon." **Instead:** "Crayons are for drawing."

Teach behaviour skills

All early year's settings are teaching and learning environments and part of the role of the setting is to teach behaviour in the same way as any other aspects of learning and development. Please see information sheets in this document further down.

Aspects to consider here include:

- What do children need to learn?
- How will we teach it?

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- How will we check learning has taken place?
- How will we reinforce and build on past learning?
- How will we record that children have learned?
- Are practitioners familiar with the behaviour milestones?

Recognise children's need for movement

Is there lots of throwing, hitting, or kicking?

Provide ways for them to express this through games and activities such as throwing wet sponges against the wall, hitting balls or targets, building with blocks, banging with saucepans and wooden spoons, squirting runny paint on to large pieces of paper, kicking balls. Sing songs or play movement games to practise stopping, starting, and waiting, encourage children to work in pairs, on their own or as part of a group.

Further Ways of Supporting Children to Problem Solve

All behaviour needs to be taken in context. Although there are some general rules and guidelines, it is important that each child's individual situation is considered. Any plan to support with behaviour must begin with observation, and some detective work. Taking time to get to know a child, for example, what is happening at home, their interests, and passions, as well as spending time with them will help.

'Time in' rather than 'Time Out'

Stress and "big feelings" can cause a child's brain to switch off the 'thinking' part (cortex) and rely more on the 'survival' part (limbic and brainstem region) of the brain. This can result in behaviour becoming more impulsive and defensive and less rational.

Being able to calm ourselves down (self-regulate) is a skill that children learn over time. Teaching a child to self-regulate needs adults who give calm, consistent responses and make the child feel safe. If adults can recognise when a child is feeling upset or experiencing 'big feelings' and can step in and connect with the child by giving physical support such as a hug, and then acknowledge how they may be feeling, this helps a child to understand that having strong feelings is ok, but how the child acts and responds to them might not be.

By connecting with the child before correcting, adults may then be able to help them become more aware of their feelings, give them strategies to self-soothe and help them learn how to express their feelings in a more appropriate way (co-regulation). By connecting before correcting, we can bring their 'thinking brain' back into action. So rather than ignoring the child and putting them into 'time out,' use 'time in' and take the time to try and work out how the child is feeling and empathise with them. Patterned, rhythmic, repetitive activities such as dancing, drumming, singing, marching, and bouncing can have a soothing effect on the brainstem and may also help a child to feel calmer.

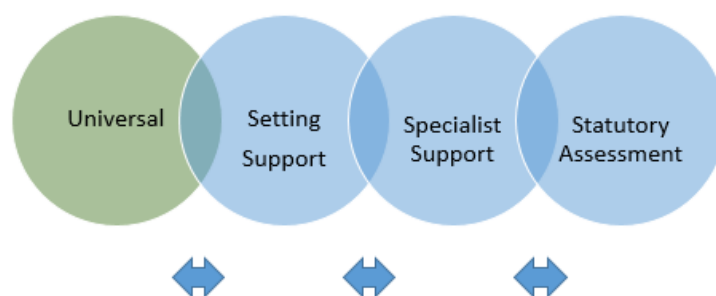
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'Name it to tame it' is a phrase coined by author and psychiatrist, Dr Daniel Siegal. When the 'survival' part of a child's brain is taking over, he suggests that adults should try and verbalise how the child may be feeling and name their emotion for them. For example, "I wonder if you are feeling scared/angry/excited..." Research has shown that recognising and describing the emotion helps the 'thinking' part of our brain to reconnect and calms down the emotional 'limbic' brain.

Consider the possible explanations for the behaviour currently being presented remember all behaviour is a form of communication

- For this young person is negative attention a way of trying to seek connection?
- Is the child avoiding a demand such as being told no, or being moved away from their own agenda?
- Are they using behaviour to gain connection from adults?
- Are they using behaviour to gain connection from peers? Do they know how to initiate interaction from peers?
- Could this behaviour be an expression of anxiety or fear, (flight, fight, freeze or submit response)?
- Does the behaviour mean they achieve a desired activity or object?
- Are they able to engage with the learning? Is the activity or routine developmentally appropriate? Are they bored?
- Could they have an unmet learning or language need? Do they understand what they are being asked to do?
- Is the behaviour about avoiding the task or activity? Is the alternative more motivating?
- Are they not able to express how they are feeling? Do they have the understanding or vocabulary to communicate how they feel?
- Could there be an unmet sensory need? Are they sensory seeking or sensory avoiding?



What does Universal support look like?

All practitioners know their children's starting points and can plan for their individual needs, interests, and stage of development in PSED. All practitioners carry out observations and formative assessments, monitor their children's progress. If a child's progress gives cause for concern, they discuss this in the first instance with

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parents/ carers and agree how best to support the child. Please see example of individual child's monitoring progress sheet (Appendix 2).

The manager monitors the progress of individual and groups of children to identify those children who may be at risk of delay, or who need specific intervention in PSED. The manager takes action to ensure staff are supported in this area through CPD, and identified children are given the support they need to make progress through small group interventions or adult support.

All practitioners have a good understanding of child development and behaviour milestones.

- **Action:** Provide training and support around child development and behaviour milestones as needed – see Social and Emotional Milestones and Development Matters or Birth to Five Matters for guidance.

All practitioners understand how the environment, routines and interactions can affect behaviour.

- **Action:** Setting to use the Supporting Children's Social and Emotional Wellbeing audit tool (Appendix 1) to reflect on provision, practice, and environment. If you require support with this, you can request support by contacting the Early Years Educational Effectiveness Team: earlyyearsadvisors@surreycc.gov.uk.

All practitioners implement an agreed, shared approach to support children's personal, social, and emotional development. Consistency is the key to effective implementation of strategies to support positive outcomes for all children. Children quickly become aware of who to go to for the desired response to a request.

- **Action:** Involve the whole team in developing and agreeing your setting's approach to supporting children's social and emotional wellbeing, including the setting policy, and regularly monitor its effectiveness. This could include using the information above around the adult role and using the advice and information sheets.

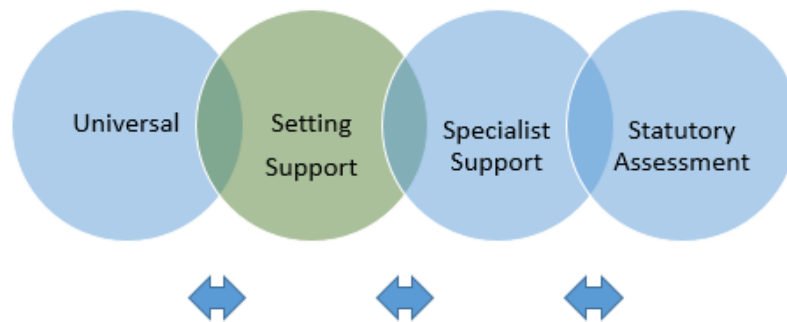
Advice and information sheets from the below list are available on the Early Learning Portal, or from the Early Years Educational Effectiveness Team by emailing earlyyearsadvisors@surreycc.gov.uk.

Advice sheets

- Biting
- Throwing
- Swearing
- Sharing and taking turns
- Spitting
- Being overly affectionate towards others
- Hiding in small spaces
- Constantly saying No
- Destroying, scribbling, or drawing on others work
- Refusing to become involved
- Hitting / kicking / pushing other children
- Demanding Adult Attention

Information sheets

- Schemas
- Calm down area
- Co-regulation, self-regulation, and resilience
- Developing behaviour expectations and boundaries
- Factors that affect well-being in young children
- Leuven Scales
- 6 steps to conflict resolution
- Sensory play and Physical Movement



Setting Support

If you have considered your environment, routines, and interactions, and have appropriate age and stage boundaries, and still have concerns about a child's behaviour, then it may be appropriate to conduct more in-depth observations and assessments. This should include conversations with parents and carers to ascertain reasons for changes in their social and emotional well-being.

When having discussions with parents it is important to consider if there have been any recent significant events or changes at home or at nursery. For example, new baby, moving house, divorce, new staff members, family bereavement.

The priority for the practitioner at 'Setting Support' is to try and identify any factors that may have contributed to changes in the child's social, emotional well-being, as well as any triggers, and then to put in place a supportive emotional well-being plan.

The Social and Emotional Well-being Action Plan is for children who regularly display emotional dysregulation which impacts on their learning or social and emotional well-being. A Social and Emotional Well-being Action Plan gives parents and practitioners the opportunity to intervene and provide the right support before the behaviour escalates, as well as providing strategies or ideas to support the child to be able to self regulate. It should be regularly reviewed and updated as a child's behaviour, interests, and how they respond to any interventions changes.

A Social and Emotional Well-being Action Plan ensures that all individuals supporting and caring for the child, agree to use the same strategies and approaches to support the child to learn how to communicate and begin to regulate their emotions.

A Social and Emotional Well-being Action Plan is based on the results of observation and assessment of behaviours, and the triggers and consequences documented within the ABCC chart (Antecedent, Behaviour, Consequences, Communication). The information from the ABCC chart will help identify triggers and strategies to include in your Social and Emotional Well-being Support Plan or Action plan.

What does Setting Support look like?

Practitioners work closely with parents to develop a sound understanding of the child's story and current home life.

- **Action:** Practitioners to use the 'Parent and Practitioner Discussion' template (Appendix 3) as a tool to record discussion, priorities and actions identified within meetings with parents.
- **Action:** to complete an individual child's risk assessment (Appendix 13).

Practitioners use their knowledge of child development to assess whether the behaviour is linked to a delay in development, or Special Educational Need, or Disability (SEND).

- **Action:** Practitioners to use appropriate developmental assessment tools to identify if the behaviour is linked to an underlying developmental need. For example, [Early Language Monitoring tool](#) or [Teaching Talking assessment](#).

Practitioners use appropriate behaviour tools to develop an understanding of what the child's behaviour is communicating.

- **Action:** Practitioners use tools such as the 'Incidents Record Chart' (Appendix 5) and/or the 'ABCC' document (Appendix 7) to help identify patterns (times of the day, activities, routines, days of the week) and possible causes or triggers. These will help analyse what the behaviour may be communicating. (Guidance and examples of completed ABCC documents can be found in Appendix 8). The behaviour diary (appendix 6).
- **Action:** Practitioners use their observational skills and understanding of the child to identify and respond to individual changes in the child's social and emotional well-being.
- **Action:** Practitioners refer to the 'Different Phases of Behaviour Curve' (Appendix 9) to identify appropriate responses for each behavioural phase.

Practitioners work with parents to agree a consistent approach and develop a plan to support the child's emotional wellbeing.

- **Action:** Practitioners use their observations and assessments, including use of the ABCC chart, and discussions with parents to develop a Social and Emotional Well-being Support Plan (Appendix 10), using the Supporting Strategies Guidance.
- **Action:** Consider making an AANT referral?
If you would like to request an AANT, please agree this with your Early Years Advisor or SEND Advisor. You will need to secure funding through the Early

Intervention Funding. Once funding is secured, please email: AANTSupport@surreycc.gov.uk. Please include your name, the name of your setting and a contact number; please do not send any confidential information about the child.

Practitioners access additional support and advice if they have persistent concerns about the child's social, emotional well-being. This may involve requesting some Early Intervention Funding which can be applied through the EYEE or SEND team.

- **Action:** Practitioners could consider completing an application for Early Intervention Funding to either work in smaller groups to implement the support strategies, or to be used to fund additional training around behaviour and social and emotional wellbeing.
- **Action:** As a first point of contact, and if the child is at risk of delay in PSED, then contact your Early Years Advisor.

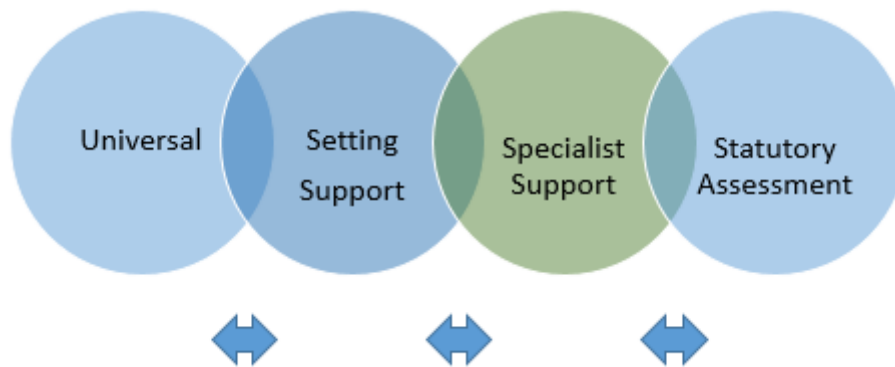
The EYEE team will review the request for support and forward this to the advisor for the correct area. This advisor will then make contact to arrange a suitable time to discuss the needs of the setting for that child. The advisor will be able to observe practice around the child, offer guidance around strategies to put in place, and identify training that may be suitable. If necessary, the advisor may suggest applying for EIF funding. If the advisor feels there may be a SEND need, they will discuss this with you and pass over to the SEND team.

If support is offered by the SEND Advisor, then practitioners to consider attending a SEND Surgery.

Practitioners to consider completing a 'Request for Support form' for individual support for the child from a SEND Advisor via SEND Team, this form can be downloaded from the Surrey Local Offer website.

Practitioners have an awareness of when it is appropriate to use physical intervention to keep the child, other children, and themselves safe, and are recording incidents when physical intervention is used. Please see Physical Intervention Record Appendix 12.

- **Action:** Practitioners record incidents of physical intervention and share records with parents.
- **Action:** Practitioners to consider attending Positive Touch Training delivered by the Specialist Teaching Inclusive Practice (STIP) Team. Book this training via the Early Years Learning Portal. You could apply for Early Intervention training to fund this training.



Specialist Support

In some cases, a child may continue to have significant and persistent difficulties. If you and parents have worked together to consistently use the tools, resources and approaches suggested for Setting Support, reviewed the Emotional Well-being Support Plan and adjusted your practice and environment, and you still have cause for concern, it may now be appropriate to seek external or specialist support. For further advice and support about specialist support agencies, if you have not already done so then please contact a SEND Advisor from your area SEND Early Years Team.

North East: sectorne@surreycc.gov.uk

North West: sectornw@surreycc.gov.uk

South East: sectorse@surreycc.gov.uk

South West: sectorsw@surreycc.gov.uk

You should continue to assess and review the Emotional Well-being Support Plan and provide support using the strategies and approaches that have worked well.

What does Specialist Support look like?

Parents and practitioners continue to work together using a consistent approach and strategies to support the child to manage their feelings and behaviour. They regularly come together to discuss what is working and not working.

- **Action:** Parents and practitioners regularly meet to discuss and review Surrey Support Plan and agree next step and actions.

Practitioners know how to request the involvement of external agencies that provide specialist behaviour support and advice for the setting and family. They are confident to discuss these options with parents.

- **Action:** Practitioners to complete a '[Request for Support](#)' for the involvement of a SEND Advisor from the SEND Team with parent consent.

Action: Request Educational Psychology involvement. If you feel that EP support is needed, please talk this through with your SEND Advisory team and they can email you a request form.

- **Action:** Consider a referral to the Specialist Early Education Service (SEES) by accessing the [New-SEES-Referral-Form](#) under the referrals tab.
- **Action:** Consider completing an Early Help Assessment to identify any wider needs of the child and family that may require multi-agency support **at any point**.

Practitioners, parents, and other support agencies work together to support the child and family using a consistent, joined up approach and strategies.

- **Action:** Practitioners, parents, and other support agencies to regularly share information, advice and strategies and incorporate these into a shared Emotional Well-being Support Plan for all parties to implement.

Practitioners to consider requesting some Early Intervention Funding to increase the level of adult support, purchase resources or access training.

- **Action:** Practitioners could consider completing an application for Early Intervention Funding to increase adult support, to implement the support strategies, or for more targeted transition support. Information regarding applying for Early Intervention Funding can be found on the [Surrey Local Offer](#).

Practitioners have an awareness of when it is appropriate to use physical intervention to keep the child, other children, and themselves safe, and are recording incidents when physical intervention is used.

- **Action:** Practitioners record incidents of physical intervention and share records with parents.
- **Action:** Practitioners to consider attending Positive Touch Training delivered by the Specialist Teaching Inclusive Practice (STIP) Team. Access this through the Early Years Learning Portal. You can apply for Early Intervention funding for this training.