

Dummy Policy

EYFS

Regulation ISSR: Part 1, 2f

Reviewed and updated by: Mrs S Bathurst

Approval: Full Governor Board

Last Review: Autumn 2024

Next Review: Autumn 2025

Babies and young children spend a great deal of time experimenting with their voices: creating sounds, squealing, cooing, making words and exploring their own mouths long before they begin to use 'words'. This is how babies' practice and develop the skill required for speech and language. They are also learning about communication; beginning to realise that using their voices can attract attention and bring them closer to the people around them through various interactions.

Studies show that children who suck dummies throughout the day, make fewer sounds, gain less experience using their voices, and hear less language from adults around them.

If toddlers continue to suck a dummy whilst developing the skill of talking, there is also a risk that the child will learn distorted patterns of speech. This can be as a result of the teat preventing the normal movements at the front of their mouth. These patterns may be difficult to change as the child gets older.

At Alderley Edge School for Girls, we believe that proactive steps can be taken to ensure children develop the clearest speech and language possible. We therefore intend that our practitioners and parents will work together to give the best start to the children in their care. With this in mind, we follow the subsequent policy.

We recognise that a dummy can be a source of comfort when a child is upset, and that they often form part of a child's sleep routine. Consequently, the key person will encourage the young children in their care only to use their dummy at these times. Considering the child's emotional needs, the key person can sensitively support the process of phasing out a dummy at any time, at the request of parents.