

# A quiet, withdrawn child



*All children have different temperaments and some children are naturally more outgoing than others. However, if a child's quiet, withdrawn behaviour is preventing them from joining in with the experiences on offer, we may need to take action.*

## What are the common difficulties?

- Children not speaking to peers and/or staff (age dependent)
- Children not engaging in any way with peers and/or staff
- Children not joining in with any activities
- Children looking anxious

## Why do these difficulties occur?

- Children have not attended a setting before
- Children have had limited contact with other children of their own age
- Children have English as an Additional Language
- Hearing loss
- Children have delayed development
- Children have had limited experiences of play/language at home
- Possible child protection issues



## How can we help?

- Give the child time to settle. If there is no progress after 1 - 2 months, you need to investigate
- Find out from parents/carers what the child enjoys at home so you can plan for their interests
- Ask parents/carers if their child has had a recent hearing test
- Ask parents/carers if they can send in some photos from home
- If parents/carers feel that their child is anxious, consider setting up a special box of comfort objects from home and putting it in a safe place that can be accessed by the child
- Do not put pressure on the child to talk, do not ask them any direct questions. Instead, comment on what they are doing
- Ask the key-worker to carry out a range of observations
- Ask the setting based SENCO for help to complete an Early Support Summary Profile. If possible, share this with parents/carers and find out if the child is doing more at home
- If possible, carry out a home visit
- Ask parents/carers if they can spend some time in the setting with the child