

BEHAVIOUR AND EMOTIONAL REGULATION POLICY

This policy was approved by the Local Governing Body on:-	
The policy owner is:	Arden Grove Infant and Nursery School
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	October 2024
Policy Version:	V1 (2022)
Signed by the Chair of the Local Governing Body:	Mrs Claire Hannant
Ratified by the Local Advisory Board:	

1. Introduction

Arden Grove Infant and Nursery School is part of The Wensum Trust family of schools. The Wensum Trust sees positive relationships in schools as being central to the well-being of children, their families and staff and the foundations of an effective learning environment.

This policy therefore sets out a clear framework for our approach to positive behaviour and relationships in the school and our specialist social and emotional mental health centre, the Base. It aims to promote relationships as a key strategy where we understand each other, enabling everyone to work together with the common purpose and aim to help all children to be the best that they can be.

This Behaviour and Emotional Regulation Policy links to the other policies we hold in school:

- Safeguarding Policy (including Child Protection)
- Equality Policy
- Health and Safety Policy
- Online Safety Policy
- Physical Intervention Policy
- Touch Policy
- RSE Policy
- Trustwide Mental Health, Well-Being and Emotional Regulation Policy
- Suspension and Exclusion Policy

2. Aims

At Arden Grove Infant and Nursery School we want every member of the school community to feel valued and respected and to behave in a considerate and respectful way towards others.

We want to help our children to grow in a safe, secure and attractive environment, and to become positive, responsible and increasingly independent members of the school and the wider community. Our Behaviour and Emotional Regulation Policy is designed to embed emotional wellbeing and self-regulation strategies within our school in order to improve children's behaviour, self-esteem and their ability to learn.

3. Our Philosophy

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.'

At Arden Grove Infant and Nursery School we recognise that behaviour is a form of communication and often reflects a child's emotions or feelings. Our Behaviour and Emotional Regulation Policy is grounded in the belief that emotions drive behaviours and that we are able to develop our ability to self-regulate (manage) our emotions, our attention, actions and responses.

We value and understand that every child has a unique early life experience, environment and temperament and we recognise that children's ability to self-regulate can be impacted by many things.

We maintain clear boundaries and high expectations around behaviour and understand that in order to help children feel safe, their educational environment needs to be high in both nurture and structure. Most children will do well when we outline clear expectations and combine these with appropriate consequences. Some children however, will need first to experience and build trust in adults who help them feel emotional safety and who can therefore support them to understand, express and manage their emotions and self regulation skills (co-regulation). Without this experience of co-regulation children will not be able to develop the self-regulation and self-reflection skills that they need to manage their behaviour, to meet our expectations.

Consequently, we consider each child as an individual and we cultivate a non-judgmental, curious and empathic attitude towards behaviour. We also understand that being 'fair' is not about every child getting the same (equality) but about every child getting what they need, at their individual stage of development.

A fundamental part of our philosophy is our 'Relational Approach' - developing positive relationships with all our children, our families and all adults. We define Relational as *'Being mindful of our relationship with all children and adults, and using opportunities to support them by forming and sustaining quality relationships'*.

For Behaviour and Emotional Regulation approaches used in the Place see Appendix 2

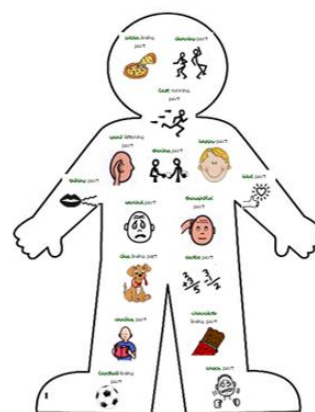
4. Our Approach to Promoting Emotional Regulation and Self- Regulation

At Arden Grove Infant and Nursery School 9. We use a range of whole school communication approaches that support self-regulation skills; understanding that this involves a number of different factors: - **physical regulation, self-awareness, emotional regulation, social regulation and learning skills.**

4a) Language of Parts

All our children have the opportunity to make their own Parts Person which we add to over the year. This helps children become aware, identify and label their feelings and learn about their attributes (angry part, sad part, running part, chocolate loving part!) It teaches them that every emotion is OK and everyone is different. We use the Language of Parts to help guide children's behaviour and help them 'grow' or 'shrink' parts when needed eg:

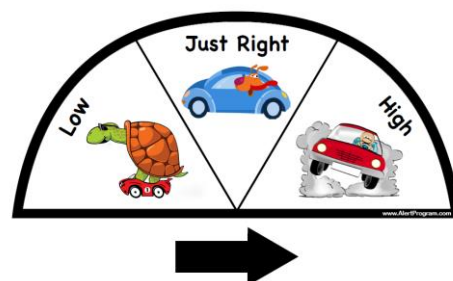
"That is your snatching part, please use your sharing part",
"It's OK to have a cross part, but not OK to use your hitting part!"
"I noticed you were talking again, please grow your listening part"



4b) How Does Your Engine Run?

We teach our children to understand how they can keep their bodies at the right level of physical alertness for the chosen activity by using the Alert Program engine analogy.

We help our children to recognise if their 'engine gears are running too low or too high' and empower them to access their senses to 'change gears'.



4c) Regulation Stations

Each of our classrooms has a dedicated Regulation Station (or calm area) and we teach children to use this whenever they need to 'lower their gears' or feel their 'lids may flip' (see below). The Regulation Station is equipped with calming sensory resources and weighted blankets and children can use this area for a short time (independently or supported by adults), before returning to their tasks.

4d) Emotion Coaching

Every member of staff is trained in Emotion Coaching and we use this as a tool to help children understand, regulate and reflect on their feelings and behaviour.

An important part of emotion coaching is understanding everybody's stress response and in particular what this can look like in children when they are overwhelmed. Knowing that not all behaviours are within children's control at that time and that they will need support to understand their behaviour is particularly important in reducing high levels of shame. We label children's stress response as 'Flipping their Lid' using Daniel Siegel's Hand Model of the Brain and teach these lessons termly as a reminder to help them understand this feeling.

When children struggle to meet any of the expectations of Our Code (details below) we use the following steps to support them to reflect and regulate their behaviour:

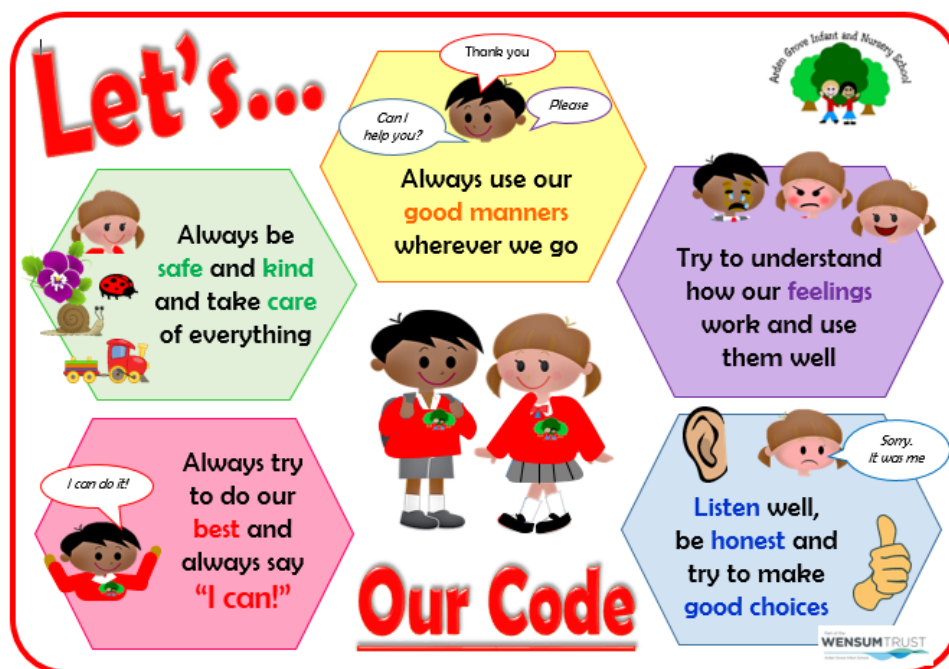
- **Step 1: We recognise the child's feelings** - (STAR - Stop, Think, Attune, Reflect): We make a connection with the child before we correct their behaviour. We are curious and try to think what feelings might be behind the behaviour. We empathise with their feelings, (not their behaviour).
- **Step 2: We validate their feelings and label them:** *'I noticed you looking sad...' or 'I can see that you get angry when that happens'.*
- **Step 3: When the child is calm we set limits (if needed)** We discuss that although it is ok to feel a particular way it is not ok to behave in a certain way. We will also talk about school rules or expectations that may have been broken.
- **Step 4: We problem solve with the child.** We support them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future.



5. Expectations of Behaviour

We have developed a set of expectations called 'Our Code' which is clearly displayed in every classroom and on corridor displays. Our Code says:

- Let's always be **safe** and **kind** and take **care** of everything.
- Let's always try to do our **best** and always say "I Can!"
- Let's always use **good manners** wherever we go.
- Let's try to understand how our **feelings** work and use them well.
- Let's **listen** well, be **honest** and try to make **good choices**



6. Rewards

We reward children with praise but take into account that some children find public praise difficult to receive. Praise is therefore demonstrated in a variety of ways and can include:

- Staff use non-verbal cues to recognise a child's achievement ie. a thumbs-up or a smile
- Specific praise (either privately or publicly) that recognise a child's achievements
- Every child has the opportunity to be the 'Extra Special Person' to carry out special responsibilities for the day
- Individual children may receive stickers which are kept on a private reward chart
- Visits to other class teachers or the head teacher for praise
- Children have Golden Time each Friday afternoon and Midweek Motivator on a Wednesday afternoon. These are reward times where they can choose or take part in special activities.
- Recognition award in our Friday celebration assembly and this is recorded in the proud book which is kept on the proud wall.
- Celebrating achievements outside of school in class communities by sharing individual children's tapestry.

7. Consequences

We do not use approaches that publicly shame children who are not able to manage their emotions or their behaviour. Instead, we use logical or natural consequences wherever possible as these support children's development around their responses and helps them learn to take responsibility for their actions.

Depending on the circumstances, when children struggle to meet the expectations of Our Code staff will provide support guided by the following levels:

<p>Level 1</p> <p>Use emotion coaching Steps 1 and 2 (if necessary)</p>	<ul style="list-style-type: none"> ● Refer to Our Code regularly. ● A subtle and quick shake of the head to stop disruptive or potentially unsafe behaviour ● Use whole school communication approaches eg remind children of the Part they need to grow eg. <i>"Listening parts please", or "Your engines are running too high", or "That has dipped from my bucket"</i> etc ● Recognise and validate the child's feelings and suggest they move to a place where they can do their best learning eg <i>"I can see you are worried because you find it hard to listen when Jo is talking...."</i> etc ● Recognise and validate the child's feelings and suggest the child uses the Regulation Station, or remind them of their regulation strategies eg get a drink, go for a quick walk, talk to a key adult eg <i>"I can see your engine is running a little high..."</i> ● Quietly remind the child of the individual task or target they are working too
<p>Level 2</p> <p>With the child when they are completely calm.</p> <p>(see Appendix 1)</p>	<ul style="list-style-type: none"> ● Emotion coaching Step 1 and Step 2 - be curious, identify and validate their feelings ● Emotion coaching Step 3 - remind the child of the relevant Code expectation eg - <i>"Always be safe and kind"</i> ● Emotion Coaching Step 4 - talk to the child about what they could have done differently and help them put things right (see Supporting Our Code poster below)
<p>Level 3</p> <p>When children <u>constantly</u> struggle to meet the expectations of Our Code</p>	<ul style="list-style-type: none"> ● A member of the SLT to be present too for Emotion Coaching Steps 1-4 ● Member of SLT to reinforce Emotion coaching Step 3 and remind the child of the relevant Code expectation eg - <i>"Always be safe and kind"</i> ● Member of SLT to join in talks with child about how things need to be put right and any next steps ● Member of SLT will make regular checks to support the child to meet our expectations. ● If necessary, meet with parents to discuss next steps and document in the child's Individual Support & Wellbeing Plan. Seek external support to support us to meet the needs of the child.

Our natural consequences support children to use their own time to:

- Clear up any mess that they have made
- Fix any damage they are responsible for
- Repair relationships
- Catch up with lost learning time
- Practice important skills like lining up or practice correct use of equipment

Individual circumstances and the child's stage of development will be considered when considering consequences and how much adult support the child needs to put things right .



8. The Curriculum and Learning

We recognise that classroom management and teaching methods have an important influence on children's behaviour.

- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop skills, knowledge, and understanding, which will enable children to work and play in cooperation with others.
- Teachers should ensure that work is modelled/scaffolded clearly so that children know what is expected of them e.g. using the visualizer or modelling on a larger scale,
- Teachers should ensure work is set at an appropriate level to ensure confidence and progress.
- Positive reinforcement is used to remind the children of the expectations of Our Code and praise should be used when children try hard to manage their emotions and behaviour as well as their learning .

9. Classroom Management

- Teachers should ensure that children are able to access work and resources are ready
- Teachers should ensure they are organised and ready, for each lesson with no learning time lost to organisational issues.
- Classrooms should be tidied regularly with carpets clear of mess / trip hazards etc.
- Equipment should be appropriately labelled and organised.
- All resources used in class should be appropriate and safe for the children or risk assessed.
- Teachers should have an agreed signal for gaining children's attention and controlling noise. Noise level should be at an appropriate level for the activity ensuring that children can be heard and kept safe.
- Teachers should practice clear classroom management routines for good listening, lining up, walking down the corridors etc. so that children are kept safe
- Teachers ensure that a visual timetable is in place so that children can prepare and are aware of what is expected of them as the day progresses.

10. Positive Strategies at Transitions Times

Alongside Our Code we will also use strategies to support behaviours at all transition times e.g. lining up, going to different classes, break times as well as end of year transitions. .

Noise is reduced by ensuring we use strategies such as hands up whole school signal for quiet, ringing class/ hall chimes, clapping patterns for children to clap back, hand movements for the children to copy, rhymes for lining up, sitting or making a circle that children join in with, countdown, calm music, changing the volume of speech. We also use explicit modelling to make clear our expectations at these times, giving plenty of helpful reminders about what to expect and using photos and visual images to help all children understand the expectations.

Additionally, to ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to children's emotional and behavioural difficulties are transferred to relevant staff at the start of the term or year.

11. Behaviour and Safety

The safety of the children is paramount in all situations. Staff develop good knowledge and understanding of the children in their class and are skilled in their ability to try to identify and minimise any triggers that may be activating specific children's stress response. Where challenging behaviours become more persistent, or where they begin to escalate to a point where learning is compromised or a child's behaviour may put the safety of themselves or others at risk, staff will act quickly to work alongside the child, their family and other key adults to create an **Individual Support & Wellbeing Plan**.

The plan will aim to carefully consider what is triggering behaviours, what motivates the child, as well as strategies and approaches to consistently understand, respond and support the child.

Careful consideration will be given to any identified underlying needs and support will be given by the SENCO and possibly other outside services and professionals too.

Only for a very small minority of children will the use of physical intervention ever be necessary. Staff have a duty of care to intervene in order to prevent or stop pupils from:

- hurting themselves or others;
- committing a criminal offence;
- causing serious damage to property; or
- causing significant disruption to good order and discipline in the classroom.

Please refer to our Physical Intervention Policy and Use of Reasonable Force below for more details

12. Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teaching staff at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed and for the shortest amount of time possible.

As mentioned above, schools may use restrictive physical intervention to control children and to restrain them in order to ensure their safety or the safety of those around them. Control could be one of two types; passive physical contact, such as standing between children or blocking a children's path, or active physical contact such as escorting a child by the arm out of a classroom in order to ensure their safety or the safety of others.

Restraint means to hold back physically or to bring a child under control. It is only used in extreme circumstances where a member of staff judges the risk of harm to be substantial, for example when two children are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury to children or themselves, but in extreme cases it may not always be possible to avoid injuries. If injuries occur as a result of physical intervention, the staff members concerned must report the injuries to the Head Teacher or a senior member of staff at the earliest possible opportunity. Medical assistance will be sought for any person injured as a result of physical intervention and a record of injury kept by the school and shared with an injured child's parents or carers.

It is agreed at Arden Grove Infant and Nursery School that only those approaches identified through Norfolk Steps training should be used as reasonable force. Where possible any use of reasonable force should be completed with another member of staff present. Step On Training will be offered to all staff at the beginning of the academic year. Step Up training will be offered to all Place staff and other staff where the school leadership team considers it to be needed.

All acts of reasonable force will be recorded for the child. Those parents/carers of children concerned will be informed if there is an incidence involving reasonable force.

When Can Reasonable Force be used?

“Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening” BILD Restraint Reduction Training Standards 2019

In a school, physical intervention is used; only where there is a risk of actual or foreseeable harm. Staff will always seek to support children using the steps outlined above to work through dysregulated or crisis behaviour before the behaviour escalates to a point where it threatens or causes harm.

Harm can be:

- harm to self
- harm to others including emotional harm e.g. racism, bullying, homophobic language
- damage to property
- loss of learning

Physical intervention should always be used as a last resort, when all other approaches outlined in this policy have been used and in response to a risk of actual or foreseeable harm. Any physical intervention employed must be of the least intrusive type and used for the smallest amount of time possible. Physical intervention should be desisted as soon as the staff member judges that the risk of harm has passed or greatly reduced.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. No staff member should attempt physical intervention if they have pre-existing conditions that may put themselves or others at risk.

Arden Grove Infant and Nursery School staff can use reasonable force to: Physically intervene with a child in a situation only where there is an actual or foreseeable risk of harm and other positive behaviour and emotional regulation techniques have not reduced this risk or the risk is immediate and severe.

Legal defence for the use of physical intervention is based on evidence that the action taken was in response to actual or foreseeable harm and that it must be:

- Reasonable
- Proportionate
- Necessary

Physical intervention or restrictive physical intervention must NEVER be used to:

- ‘punish’ or coerce a child
- cause pain as a direct result of the technique
- have a negative impact on the process of breathing (positional asphyxia*)
- cause a sense of violation to the child

*Positional asphyxia can result when a person's shoulders are held forward of their hips sufficiently to restrict the natural movement of the diaphragm, abdomen and chest. Staff must never use a 'basket-type' or wrap hold where an adult's arms, the child's arms or their clothing is held in a way that could restrict the free movement of the diaphragm, abdomen or chest and negatively impact upon their breathing. This type of hold also presents an increased risk of injury to staff.

In addition, staff must NEVER:

- use clothing or belts to restrict an individual's movement
- hold an individual who is laying on their chest or back
- Push on an individual's neck, chest or stomach
- Extend or flex an individual's joints by pulling or tugging

13. Bullying

The school does not tolerate bullying of any kind. Bullying is commonly defined as negative behaviour towards another that is repeated, done with intention to hurt and often aimed at someone for a specific characteristic or perceived characteristic e.g. race, religion, gender or sexual orientation. Peer on peer abuse is mentioned clearly in Keeping Children Safe in Education 2020 and forms part of a school's safeguarding policy.

All reports of bullying will be taken seriously.

Main Types of Bullying

- **Physical** (Hitting, kicking, pushing, taking another's belongings, any use of violence etc.)
- **Emotional** (Being unfriendly, excluding, tormenting)
- **Verbal** (name calling, racist remarks, threatening violence)
- **Prejudice-based and discriminatory** (Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality))
- **Sexual** (Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching)
- **Indirect** (Name calling, sarcasm, spreading rumours or excluding someone from social groups)
- **Cyber bullying** (Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites)

Signs of Bullying:

- Being easily upset.
- Not wanting to play.
- Having frequent illness.
- Being reluctant to come to school.
- Deterioration in schoolwork.
- Becoming withdrawn.
- Refusing to say what's wrong.

If Bullying/Sexual Violence is witnessed, or reported by staff, children, or parents/carers, action should be taken as follows:

- Listen to all accounts of the incident by all parties concerned.
- Invite all parties to express their views and wishes.
- Negotiate and agree behaviour expectations with all parties if possible.
- Notice and reinforce acceptable behaviour.
- Set the limits of unacceptable behaviour.
- If unacceptable behaviour continues, apply consequences, such as those outlined in Section 7. of this policy.
- The head teacher, SEN Co-ordinator and Senior Designated professional should be informed of all instances of bullying/sexual violence.
- The head teacher will involve the parents/carers of both victims and perpetrators at an early stage.
- The SEN Co-ordinator will support the class teacher in formulating Individual Support & Wellbeing Plan and will involve external agencies as appropriate.
- A risk assessment will be completed and monitored.
- Contracts of behaviour may be formed, involving children, parents/carers and staff, if risk assessed behaviours persist.
- Where contracts are not adhered to children may be excluded from school for higher risk sections of the school day.
- Persistence in these areas will result in fixed term exclusion.
- If there is no improvement, and bullying / sexual violence continues to be a threat to the safety or well-being of others in the school, then long-term exclusion will be considered, and in appropriate circumstances, applied.
- Where serious violence is involved perpetrators will be permanently excluded.
- Incidents that occur during playtimes and lunchtimes are recorded by the member of staff who observed the incident on cpoms (with a behaviour tag) and passed straight to the class teacher and Head teacher.
- Rules are prominently displayed in school.
- School does not tolerate any form of bullying and is actively involved in challenging this behaviour, ie such as getting involved in Anti Bullying week
- RSE resources are used to support this area of the curriculum.

14. Suspensions - For further information please see our 'Suspension and Exclusion Policy'.

If behaviour is serious, for example they threaten the health or safety of other children or adults a child might suspend for a fixed term. If this continues without improvement, permanent exclusions might need to be considered. There are a number of situations in which this route will be followed:

14a) Bullying

The procedures to be followed are clearly outlined in the section entitled "Bullying/Sexual Violence", above

14b) Sexual Violence

The procedures to be followed are clearly outlined in the section entitled “Bullying/Sexual Violence”, above.

14c) Racial Discrimination

Racial discrimination, racial remarks and racist attacks constitute racism and will be dealt in accordance with the principles of the Equality Statement.

14d) Violence against Pupils or Members of Staff

Verbal and physical violence constitutes bullying and will be dealt with under the section entitled “Bullying”, above. The Wensum Trust poster on Violence against Staff is displayed around the school. The victim of such an incident must report the matter immediately to the Head teacher. Such incidents are reported to The Wensum Trust

14e) Drug related Offences

Any child using, sharing, or selling drugs on school premises will be immediately excluded for a fixed term. A second offence will result in a permanent exclusion. Staff will refer to the drugs policy for guidance on action to be taken following drugs related incidents.

14f) Dangerous Weapons

If a child is found carrying an offensive weapon, the weapon will be confiscated and appropriate disciplinary action will be taken, which may result in the exclusion of the child.

14g) Screening searching and confiscation

Any item that our school deems to be inappropriate or one that causes a problem may be confiscated from a child.

15. Malicious allegations against staff

Please refer to our ‘Safeguarding Policy’ for guidance in this area

16. Roles and responsibilities

16a) The Local Advisory Board

The Local Advisory Board is responsible for monitoring the Behaviour and Emotional Regulation Policy’s effectiveness and holding the Headteacher to account for its implementation.

16b) The Headteacher

The Headteacher is responsible for writing, reviewing and approving the Behaviour and Emotional Regulation Policy.

The Headteacher will ensure that our school environment encourages positive and regulated behaviour; that staff understand and deal effectively with heightened emotions and resulting behavioural responses and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

16c) Staff

Staff are responsible for:

- Implementing our Behaviour and Emotional Regulation Policy consistently
- Modelling positive behaviour and being social, emotional and learning role models
- Providing a personalised approach to the specific behavioural needs of particular pupils including creating a Behaviour and Wellbeing Support Plan for individual children in conjunction with the SENCO as needed
- Recording behaviour incidents for daily briefing or if significant on Cpoms
- The senior leadership team will support staff in responding to behaviour incidents.

16d) Parents

Parents are expected to:

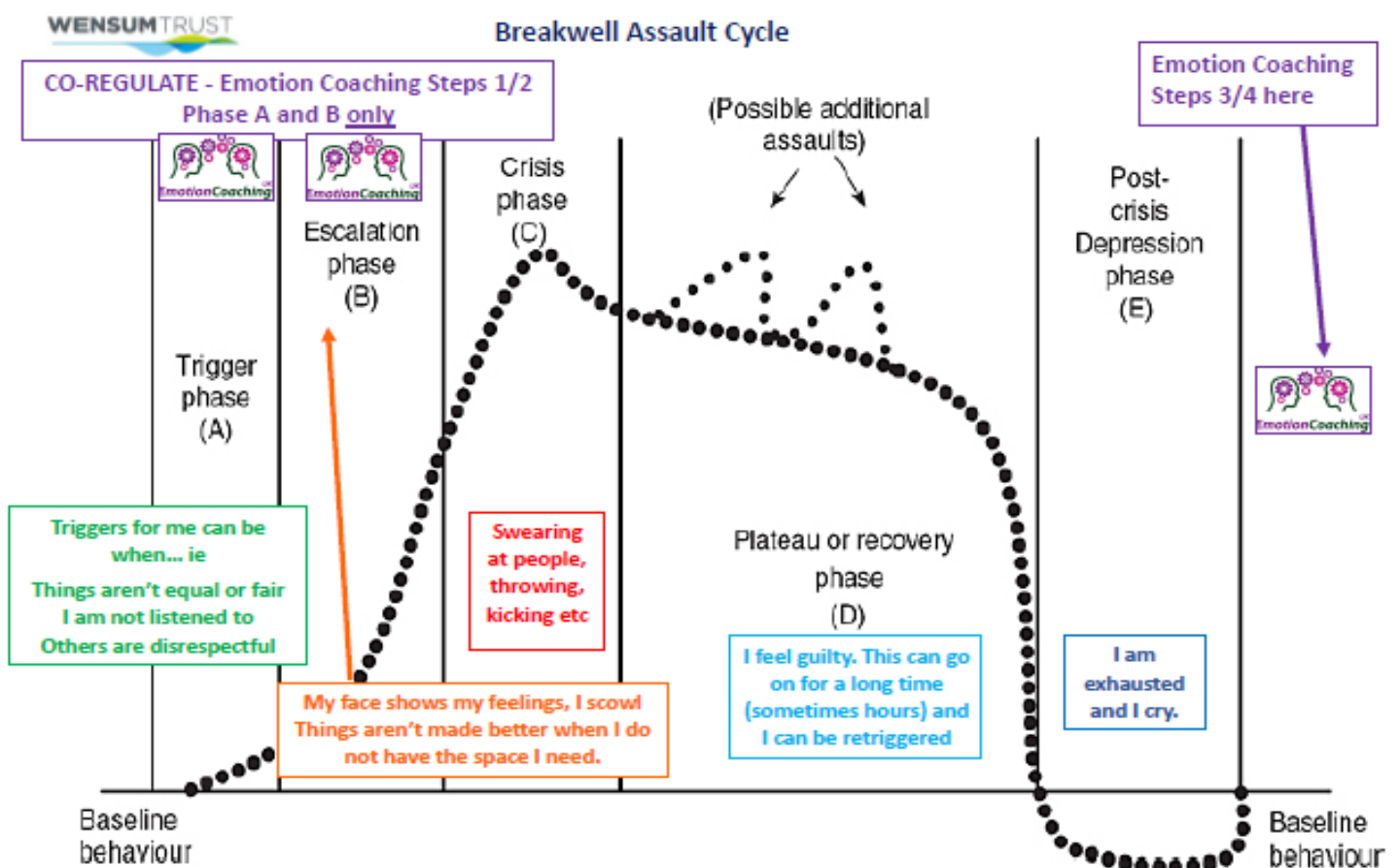
- Support their child in adhering to the expectations of Our Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Breakwell Assault Cycle

Appendix 1

The Breakwell Assault Cycle shows the optimum times to use the emotion coaching stages when a child has demonstrated very heightened behaviour

A child can take a significant amount of time to calm after they have flipped their lid or if they feel high levels of shame around behaviour they struggle to control.





Appendix 2

Behaviour and Emotional Regulation

Approaches and Expectations in The Place



The PLACE is a Social, Emotional and Mental Health (SEMH) centre offering additional support to children aged 5-7 years who:

- have a history of adverse childhood experiences, and/or limited opportunities to develop skills within attuned nurturing relationships
- have assessed additional needs which appear primarily to relate to SEMH
- have significant difficulties regulating their emotional and behavioural responses which impacts their learning

One of the key skills we aim to empower our children with is their ability to self-regulate, first through the experience of having their emotions co-regulated by an adult, in order to unblock the blocks (rage, fear and panic/grief) to learning. The Place staff team are therefore social and emotional role models providing a continuous and consistent web of support. Staff are aware of subtle changes in the children's emotional states, whilst constantly supporting them to understand these and manage their responses and relationships.

1. Our Approach to Promoting Emotional Regulation and Self- Regulation



At The PLACE at Arden we practise Playful Learning with Acceptance, Curiosity and Empathy.

We use a range of communication approaches that support self-regulation skills; understanding that the children in the Place need consistent support to regulate **physically, emotionally and socially** and that their regulatory states can change very quickly. The approaches we use are:

1a) PACE

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help guide the way the Place staff team interact with children in the Place, in order to help them feel safe and connected with the emotional part of their brain, before they can engage the problem solving areas.

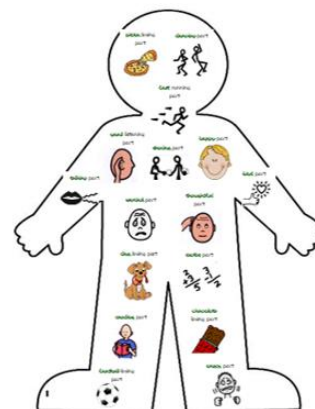


1b) Language of Parts

All children in the Place have the opportunity to make their own Parts Person when they arrive. These are displayed on the wall and we add to them with post it notes when we see new emotions, interests or behaviours. This helps children become aware, identify and label their feelings and learn about their attributes (angry part, sad part, running part, chocolate loving part!) It teaches them that every emotion is OK and everyone is different. We use the Language of Parts to help guide

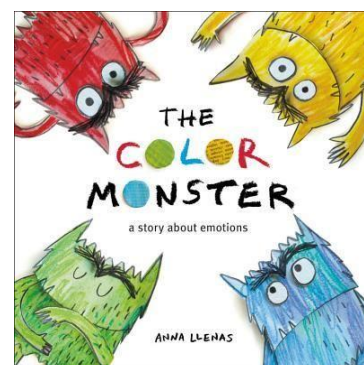
children's behaviour and help them 'grow' or 'shrink' parts when needed eg:

*"That is your snatching part, please use your sharing part",
 "It's OK to have a cross part, but not OK to use your hitting part!"
 "I noticed you were talking again, please grow your listening part"*



1c) Emotional Check-ins

We help the children in the Place to recognise their changing emotions by using an interactive classroom display based on The Colour Monster storybook. Children are encouraged to move their 'mini me' photo to express their current feelings, throughout the day.



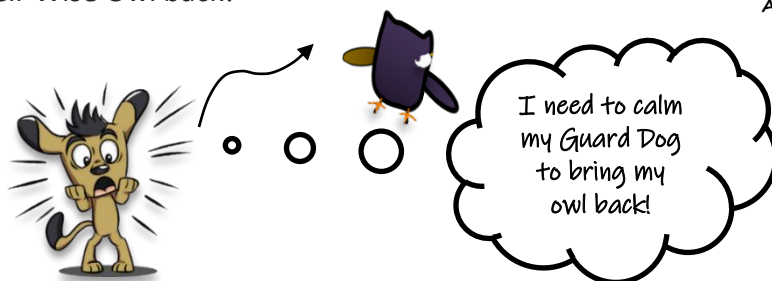
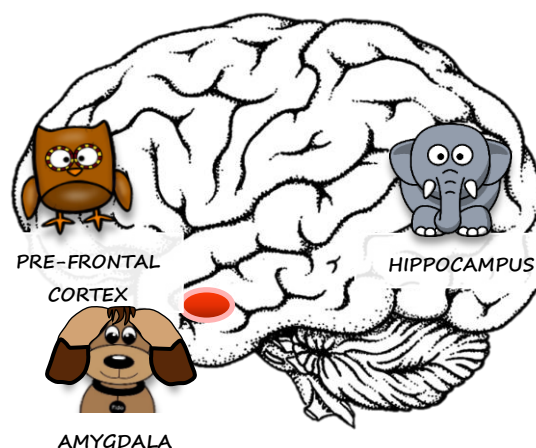
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Every member of the Place team is trained in Emotion Coaching and we use this as a tool to help children understand, regulate and reflect on their feelings and behaviour.

An important part of emotion coaching is understanding everybody's stress response and in particular, what this can look like in children when they are overwhelmed. Knowing that not all behaviours are within children's control at that time and that they will need support to understand their behaviour is particularly important in reducing high levels of shame.

We have developed an approach which teaches our children about their stress response using continuous child friendly narrative based around Daniel Siegel's Hand Model of the Brain.

Our children understand that when their Guard Dog (Amygdala) is barking, their Wise Owl (the thinking brain) flies away. We need to help to find a way to calm their poor Guard Dog to bring their Wise Owl back!



When children struggle to meet the expectations of the Place (details below) we use the following steps to support them to reflect and regulate their behaviour.

Please note however that because of the emotional needs of our children, we very often have to begin our coaching with limit setting Step 3, returning to earlier steps when the child is emotionally regulated:

- **Step 1: We recognise the child's feelings** - (STAR - Stop, Think, Attune, Reflect): We make a connection with the child before we correct their behaviour. We are curious and try to think what feelings might be behind the behaviour. We empathise with their feelings, (not their behaviour).
- **Step 2: We validate their feelings and label them:** *'I noticed you looking sad... or 'I can see that you get angry when that happens'.*
- **Step 3: When the child is calm we set limits (if needed)** We discuss that although it is ok to feel a particular way it is not ok to behave in a certain way. We will also talk about school rules or expectations that may have been broken.
- **Step 4: We problem solve with the child.** We support them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future.

1e) How Does Your Engine Run?

We also teach our children in the Place to understand how they can keep their bodies at the right level of physical alertness for the chosen activity by using the Alert Program engine analogy.

We help our children to recognise if their 'engine gears are running too low or too high' and empower them to access their senses to 'change gears'. We do lots of work within the provision to help children understand the bodily sensations that are present when they are in low or high gears.

We teach our children that if 'Engines rev in too high a gear, their Guard Dogs bark and their Wise Owl Flies away'



2. Expectations of Behaviour within the Place

We have simple, very consistent expectations in the Place, which are clearly displayed in each classroom and within the Place. Our expectations are:

We are:

- Safe
- Brave
- Kind

Grownups Lead



3. Behaviour and Safety

Every child in the Place will have an individual Roots and Fruits Analysis, Risk Assessment, a Harm Reduction Place incorporating an individualised Physical Intervention Plan