



Wells-next-the-sea Primary and Nursery School

Behaviour and Emotional Regulation Policy

Approval

Inspected and approved by Full Governing Body on:

Date: 27th January 2025

Review Date: 27th January 2026

Behaviour and Emotional Regulation Policy

Introduction

Wells-Next-The-Sea Primary 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 school approach to positive behaviour and relationships. 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:

- Anti-Bullying Policy
- Safeguarding Policy
- Equality Policy
- Health and Safety Policy
- ICT and e- Safety Policy
- Touch Policy
- RSE Policy

Aims

At Wells-Next-The-Sea Primary and Nursery School within our primary school, we believe that every member of the school community should feel valued and respected and that each person should be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We recognise that behaviour is a vital factor in our children's efforts to achieve their full potential in all areas of development.

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 in order to improve children's behaviour, self-esteem and their ability to learn.

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 Wells-Next-The-Sea Primary 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 we are able to develop our ability to self-regulate our emotions, our actions and responses. Adult and child relationships are essential for this to occur. Children who feel safe, secure, seen, and soothed through adult's interactions, are guided to develop resilience, confidence, self-regulation and the ability to form healthy relationships in the future.

We value and understand that every child has had a unique set of early life experiences and we recognise that children's ability to self-regulate can be impacted by many things. Consequently, we consider each child as an individual and we cultivate a non-judgmental, curious and empathic attitude towards behaviour.

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. Some children need more support than others to manage their emotions and self-regulation skills, in order to meet our behaviour expectations. We therefore 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'*.

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 so that children know what is expected of them.
- Teachers should ensure work is differentiated for children, set at an appropriate level to ensure confidence and progress.
- Positive reinforcement is used to remind the children of the 'Golden Rules' and praise should be used when children try hard to manage their emotions and behaviour as well as their learning.

Classroom Management

- Teachers should ensure they are organised and ready, for each lesson with no learning time lost to organisational issues. Teachers should ensure that children are able to access work and resources are ready.
- 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.

Promoting Emotional Regulation

Above all, we believe that a whole school consistent approach is vital and includes parents, staff, pupils and governors when implementing our Behaviour and Emotional Regulation policy.

1. To use an emotion coaching approach which enables us to support and develop children's emotional regulation, this is achieved through teaching flipping the lid lessons, emotion coaching and regulation stations and our consistent use of language and vocabulary when interacting with other staff and pupils.
2. Resources and prompts support the children's emotional regulation along with adult discussion to understand, regulate and reflect on their behaviour and underlying feelings.
3. To create a calm and caring atmosphere in which pupils can learn, feel safe and secure; To use our Values curriculum, RSE & PSHE, and SMSC to develop a sense of worth, self-confidence and self-esteem.
4. All rules, rewards and sanctions will acknowledge fairness, consistency and progression as appropriate.
5. To promote a strong link between home and school.
6. To work closely with outside agencies as appropriate.

Emotion Coaching

Wells-Next-The-Sea Primary and Nursery School staff are social, emotional and learning role models for the children and use emotion coaching at least 60% of the time to help children understand, regulate and reflect on their feelings and behaviour.

Step 1

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.

Step 3

When the child is calm, (and if needed) we set limits on the behaviour, discussing 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 would then aim to problem solve with the child supporting 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.

When rules have been broken, the child should be supported to reflect, repair and problem solve to help them meet rules and expectations. Consequences will still be applied wherever appropriate, in line with school policies, however, individual circumstances and the child's stage of development will be considered.

Our Expectations of Behaviour

These are our '**Golden Rules**'

- 1) We are kind and helpful.
- 2) We always try our best.
- 3) We listen to adults and each other.
- 4) We respect other people's property.
- 5) We walk when in school.
- 6) We take pride in our school and our work.

Good behaviour will be rewarded. We recognise that praising behaviour and pupil's efforts has a strong motivational effect.

We will reward through praise – verbal and non-verbal, stickers, house/team points, certificates and at our celebration assemblies.

We will encourage positive behaviour through the use of positive language.

Consequences

Inappropriate and unacceptable behaviour will be addressed. We will do this through following these steps:

1. Calm and Talk
2. Clean up
3. Make up
4. Catch up

We are aware that this approach is not always suitable and in these circumstances, we will follow the steps below:

Sanctions (in-school)

We will do this through following these steps:

1. Verbal warning
2. Thinking Time
3. 5 minutes from play/lunch
4. Move to another class to work (sent to the most appropriate class for the child in question)
5. Sent to Headteacher or Senior Leadership Team.

Playtime / Lunchtime behaviour:

1. No unsupervised ball games.
2. Misbehaviour outside the classroom or in the playground is dealt with by the staff on duty. The procedures for dealing with inappropriate behaviour are as follows:

- Verbal Warning about behaviour.
- Second warning = stand with adult.
- Final consequence - send into HT or member of SLT.
- Inform parents.

If children display specific physical aggression or violence, swearing or damage property then child/children are sent straight to Head teacher or Senior Leadership Team and parents are informed.

The school will exclude children as and if appropriate. Outside agencies will be involved when appropriate.

Individual behaviour plans will be written if deemed appropriate. Parents will be informed if sent to Head teacher/Senior Leadership Team.

In exceptional circumstances, children with specific needs, such as ADHD and ASD, may require a different approach. It is the school's responsibility to meet an individual child's needs. Therefore, reasonable adjustments will be made to the rules and sanctions set out in this policy, this will include a 'calming down' period before a restorative conference.

Positive Strategies to Support Behaviour at Transition Times

All classes have and use a visual timetable each day. Some children may require an individual child specific time table. The use of language is carefully considered to be sensitive to children who find transitions a challenge, this is supported through using a 'first and then' approach. All staff know to be mindful and sensitive when supporting children through transitions and unexpected change. Children with specific needs will have a key adult to support them through times of transition.

Behaviour and Safety

A child who is likely to demonstrate persistent dysregulated behaviour will have a risk reduction plan and/ or a positive behaviour plan. All staff are Norfolk Steps trained which includes positive handling training. In rare circumstances staff may need to use physical restraint to keep a child safe. Key staff have completed the Norfolk Steps, step up training in safe physical restraint. A record of any physical restraint is kept following the incident and parents are informed.

Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a TELLING school. That means that anyone who knows that bullying is happening is expected to tell the staff. For further information please refer to anti-bullying policy.

Roles and Responsibilities

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.

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 Positive Behaviour and Support Plan for individual children in conjunction with the SENDco as needed.
- Recording behaviour incidents on provision map with significant incidents on CPOMS.
- The senior leadership team will support staff in responding to behaviour incidents.

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.

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.

Appendices

1. Behaviour Threshold.
2. Consequence Poster.
3. Emotion Coaching Steps.
4. Flipping Your Lid Poster.