

Behaviour and Self-Regulation Policy

The Board of Trustees, CEO and Strategic team are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to demonstrate this commitment in every aspect of their work.

This policy was created and ratified by the Trust Board in:	September 2026
The policy owner is:	The Trust Strategic Team
This policy is:	Trust Local policy Statutory Policy
This policy is to be published on the:	Intranet & Website
This policy will be reviewed by the Trust Board/Committee in: (unless earlier review is recommended by the Trust)	Annually
Policy Version:	Vo.1
Signed by the Chair of the Board of Trustees	John Smith

Version Number	Effective Date	Author	Summary of Changes
0.1	09.2026	Strategic Team	Initial Version

The Wensum Trust Behaviour & Self-Regulation Policy

Firside Junior School

Our ethos

The Wensum Trust's vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community. In order to achieve this vision, we value the need to develop positive relationships with every child and every family; working together to understand and respond to individual circumstances.

Our schools are calm, safe and supportive environments where children enjoy their learning and feel they belong. We know that for all children, a strong sense of safety comes from structure and certainty, which includes firm boundaries rooted in care and consistency.

Behaviour and Self-Regulation

At the heart of this policy is the belief that behaviour is learned, not innate, often a form of communication, driven by emotions.

We recognise that children behave well when they can, but they also need adults to model and teach them how to respond and behave positively in all sorts of different circumstances. Knowing how to behave positively builds the foundations for how children think, relate to others, learn and handle challenges throughout their life.

Behaviour and self-regulation develop over time and in younger children (or developmentally younger children) this needs to be explicitly taught, modelled and supported through trusted relationships. For many reasons, emotional and self-regulation may not be fully developed, or at times of our life, not in our control. Early life adversity, stress, poor mental wellbeing, additional needs, neuro-affirming needs and preferences etc. can all influence behaviour. When children and adults feel unsafe, or overwhelmed their brain prioritises survival over learning and connection.

Everyone, child or adult, deserves to be treated with dignity, compassion and respect, particularly when they struggle to manage their emotions.

We maintain clear, consistent and high expectations which the vast majority of our children meet without difficulty. However, we recognise that fairness means providing different levels of support to achieve the same expectations. Some children will need adjustments, additional support and flexibility (Behaviour in Schools DFE, 2024).

"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need." — Rick Riordan, The Red Pyramid, 2010

Aims of the policy

This policy aims to foster a safe, respectful environment in all our schools where positive relationships and consistency of approach enable positive behaviours, effective learning and personal growth.

Our Relational Approach: The Three C's

We strive to develop positive relationships with all our children, families and adults. Positive relationships are central in supporting the growth of emotional wellbeing, belonging, inclusion and achievement.

All interactions, modelling and teachings within The Wensum Trust are guided by The Three Cs:

We Connect with Curiosity and Compassion - building relationships, understanding feelings, and celebrating what makes each of us unique

We Communicate with Courtesy and Courage - listening carefully, speaking kindly, and feeling safe enough to share our thoughts.

We Collaborate Calmly and Creatively - working together, solving problems, and appreciating everyone's ideas.



Expectations for our adults - the foundation of the policy

"Visible consistency with visible kindness allows exceptional behaviour to flourish."

- Paul Dix, 2017

Our adults take responsibility for the emotional tone of our schools, modelling and responding to behaviour with clarity, compassion and consistency - providing certainty. Alongside The Three C's, this policy also supports teaching staff to meet the Teachers' Standards.

All our adults will:

- Build strong relationships by being compassionate and understanding
- Remain calm, regulated, and courteous even in moments of challenge
- Model positive routines and the behaviours we expect from children at all times
- Avoid shaming, humiliation, shouting, sarcasm, or public reprimands
- Use consistent, inclusive language and responses across the school
- Solve problems with curiosity, responding to root causes and different perspectives
- Teach consequences and take responsibility for repairing relationships after conflict
- Have courageous conversations, holding colleagues to account, if their behaviour is not relational or consistent.

Expectations for parents, carers and families

We want parents, carers and families to work in partnership with us because we know that children learn how to respond and behave from important role models in their life. We therefore value parents, carers and families who:

- Communicate calmly and courteously with all staff - even when there's a problem
- Support school rules and values to ensure consistency and understanding
- Collaborate with us to share strategies and devise support plans
- Let us know about any changes that may affect their child's behaviour

Expectations for our children and young people

Three essential rules

Our expectations of behaviour will be displayed around our schools and continually modelled and promoted. To ensure consistency across The Wensum Trust, we align our language around expectations in each phase, while respecting the developmental stages of our children. We have three essential rules. We expect:

Our younger children to be:	Our older children to be:
Safe Brave Kind	Ready Respectful Safe

Positive routines

Alongside the three essential rules all our adults will consistently teach, remind, and model positive routines, building certainty and effective developmentally appropriate learning skills in the following areas. We practice positive routines through our taught behaviour and self-regulation curriculum (The Firside Way):

Routine	Why it is important	Children will...	Adults will...
Firside Walking	- To make sure that everyone moves around the school sensibly and safely. - To move around the school quickly while reducing low-level behaviour issues - To ensure a calm and predictable environment for all children (esp. children with additional needs)	- Move in single file - Face forward - Keep left - Walk with hands by side	- At transition time, remind chn of expectations - Use descriptive praise and rewards to reinforce - Politely remind chn if required - Get chn to practise if necessary
Firside Listening	- To make sure children are focused so that they can listen to tasks and instructions. - To embed a consistent approach for cover and supply staff - To reduce distractions for children with SEND	- Tuck chair in - Sit up straight - Keep hands together on desk - Focus on the speaker (peer or adult)	- Signal in advance by counting down from 5 (<i>Show me Firside Listening in 5, 4, 3, 2, 1</i>) - Insist on all chn complying (unless reasonable adjustment in place)
Firside Full-time	- So that children quickly stop playing at the end of break, ready to line-up. - To reduce incidents at the end of playtimes - To ensure a calm transition back into classrooms	<u>3 whistles:</u> - hands on head <u>2 whistles:</u> - hands behind back <u>1 whistle:</u> - walking briskly to line up	- Stand in appropriate area so chn can hear whistles - Blow loudly and clearly! - Do not blow 2 whistles until all chn have hands on head - Encourage brisk walking
Firside Lining up	- To organise children quickly, ready to return to the classroom - To reduce incidents at the end of playtimes - For children to switch from play to a learning mindset	- Be in register order - Face forward in a <u>straight</u> line - Have voice off	- Before standing at the front, walk up and down line reinforcing expectations - Praise and highlight voices off - Politely remind chn if required - Reduce non-essential communication with colleagues
Firside Assemblies	- To enter the hall quickly and safely - To teach children how to sit and listen in a quiet and respectful environment	- Walk into the hall silently - Sit down on bottoms, legs crossed, hands in lap - Listen carefully to the speaker(s) - Hands up for questions	- Bring their classes to the hall on time - Highlight and praise positive role models - Reduce non-essential communication with colleagues
Firside Manners	- So that we show others respect and consideration - So that it gives a good impression of ourselves and our school - So that manners becomes part of who we are as individuals and as a school	- Say 'Thank you' when someone does something for you - Say 'please' when asking for something - Say 'Excuse me' if someone is in your way - Saying 'Good morning'/'Good afternoon' to peers	- Model courtesy and respect to all chn and adults - Gently remind chn to remember to say 'please' and 'thank you' - Use teachable moments to remind chn why manners are important

		and adults - Remember to reply with a question when asked a question ('Good thank you, how are you?')	- Remember to reply with a question when asked a question ('I did have a good weekend thank you, did you?')
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We always remember that children with additional needs may require support and/or adaptations to meet these expectations.

Approaches used to teach emotional and self-regulation skills

Self-regulation is explicitly taught, (not assumed), by supporting children to; identify and manage their emotions, know the language of emotions, reflect on the impact of their behaviour, and learn how to repair and make amends.

We use Norfolk Steps training and framework to promote positive behaviour, inclusion and de-escalation strategies, including when necessary restrictive physical interventions. Other teaching takes place through:

- Our Relational Approach: We use a relational approach grounded in the belief that secure, safe, and kind adult-child relationships are essential for developing self-regulation.
- Safe, quiet places
- Purposeful practice of our positive routines and taught behaviour and self-regulation curriculum (The Firside Way)
- 'Curious, not furious' approaches from adults which seek to understand and show empathy for children's feelings and emotions.
- Regular assemblies based around values and characteristics including Walk & Talk assemblies, which give children opportunities to discuss and debate themes
- PSHE lessons
- Norfolk Steps' de-escalation and restrictive physical intervention strategies
- Emotional regulation is explicitly taught either as a class and/or small groups/individuals in PSHE lessons, 1-to-1 and group ELSA sessions,

Restorative and repair conversations

Following incidents, when children have *calmed* (when adequate time has been given to ensure the 'post crisis depression phase' has passed - (Breakwell Assault Cycle), adults will use restorative conversations with the child to discuss:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected?
4. What do you need to do to make things right?
5. How can we do things differently next time?

Rewards

We recognise that some children do not feel rewarded by praise and may need external rewards and motivators. Praise and rewards are therefore demonstrated in a variety of ways.

Where children behave positively and follow the school rules - 'Ready, Respectful, Safe' they will be recognised and receive positive reinforcement through the use of Class Charts and/or house-points; recognition of their efforts can also be highlighted in our DREAM celebration assembly. In cases of exceptional positive behaviour, the class teacher may send a postcard home or award a Headteacher's Award.

Achievements outside of school will be celebrated in assembly, the weekly newsletter or, where appropriate, on the school's social media channels.

Consequences (when calm)

Our consequences have moved away from "punishment" or "sanctions". Instead, they are designed to be certain, private, and restorative. The *certainty* that a consequence will happen, rather than its *severity*, is what changes behavior.

Consequences will be considered by a member of staff based on the seriousness of the incident, as well as the child's individual needs and understanding. This may include considering the level of emotional development or if the child has additional needs (including SEND).

Class Charts is the school recording and monitoring system. It is used to record both positive and negative behaviour on a private internal school system. Behaviour contrary to expectations will be recorded on Class Charts and appropriate consequences given. This could include but is not limited to:

- Time out of break or lunchtime for reflection
- A restorative action to put things right, e.g., tidying up, helping a teacher, etc.
- Saying sorry or writing an apology.
- Phone call home to parents or carers.
- Conversation with Head of Year
- Discussion with a member of the Leadership Team.
- Working in a quiet area for set period of time, supervised by a member of staff

Supporting day to day transitions

Predictable routines are practiced and used consistently across the school day to ensure children move between activities, tasks and locations as calmly as possible. We recognise that some children have specific difficulties with transitions, needing more certainty. We therefore collaborate creatively with them to find effective solutions.

Our school ethos of 'Ready, Respectful, Safe' alongside our Firside Way positive routines set the standards for behaviour around the school. This covers many simple social skills, habits and routines that we as adults can take for granted, e.g. introducing yourself; being polite; listening; moving sensibly around the school and more. The curriculum is sequenced so that knowledge is built over time and is recapped each year.

We proactively role-model what we wish to see – based on forming positive habits and routines. We teach the children what positive behaviour looks like – not in the abstract but through purposeful practice. We model, maintain and positively encourage each of these habits every day. We recognise that some children may need to be reminded more frequently and more sensitively than others. We also recognise that expectations will need adapting for children with additional needs. Regular reminders for everyone ensure that practice is embedded and everyone understands how the Firside Way is lived across the school.

Supporting yearly transitions

To support transitions to new year groups, key stages or new schools children are provided with opportunities to visit new schools and meet new teaching staff. This support is planned specifically to meet the age and needs of the child.

Through our links with feeder infants and high schools, there is a regular calendar of communication, activities and visits to ensure a smooth transition from one school to the next.

Children with additional needs are offered extra visits and pastoral activities to reduce anxiety and aid with children's confidence going into the next year group.

For end of year transition to new year groups within the school, children spend three days in their new classroom, with their new teacher. Transition documents, SEND files and CPOMs record are kept and updated year on year to ensure that information is passed onto staff in the next year group.

When behaviour is challenging

The safety of the children is paramount in all situations. Where a child's behaviours become more persistent, or where they begin to escalate to a point where behaviour may; put the safety of themselves or others at risk, commit a criminal offence, damage property or cause disorder, adults will act quickly alongside the child and their family to create a plan of action.

Our adults are trained in Norfolk Steps de-escalation and restrictive physical

interventions and we follow Norfolk County Council's recommendations for identifying needs and promoting positive behaviours.

Please also refer to the section of this policy entitled Use of Reasonable Force and our Physical Intervention and Suspension and Permanent Exclusion Policies, for more details.

Our Leadership Team and Local Advisory Board

The Leadership Team is responsible for reviewing and approving the Behaviour and Self-regulation Policy, ensuring adults receive the adequate training and implement the policy consistently and effectively.

The Local Advisory Board is responsible for monitoring the effectiveness of the Behaviour and Self-regulation Policy's and holding the Leadership Team to account for its implementation.

What you will see and hear in our schools

All our staff aim to use terminology, approaches and responses which are relational, trauma informed and neuro-affirming. Examples are below:

Terminology	• Dysregulated/Distressed • Reflection/Regulation time/Catch-up/Intervention • Restorative conversation/ Reparations/Consequences • Equity (rather than equality) - everyone gets what they need
Adult responses	• Adults connecting with children • Emotionally regulated adults • Courteous adults • Quiet/private reprimands
Approaches	• Positive inclusive routines which support and encourage self-regulation, safety and life skills. For example, comfortable, quiet, safe, moving around the school etc. • Displays which aid self regulation or recognise children's strengths or going 'over and above' • Collaborative, supportive questioning - 'warm cold calling' • Curious, flexible, responsive planning for specific children when necessary.

Child-on-child abuse (including bullying)

In line with Keeping Children Safe in Education (KCSIE), we recognise that bullying and child-on-child abuse, are safeguarding concerns and must be addressed promptly, effectively, and consistently whether they occur inside or outside of school.

KCSIE states that child on child abuse can be a *single* incident, Child-on-child abuse is described as a range of behaviours where one child harms another, including:

- Bullying (including prejudice-based and discriminatory bullying)
- Physical abuse
- Sexual violence (e.g. rape, assault by penetration, sexual assault)
- Sexual harassment (e.g. unwanted sexual comments, remarks, or gestures)
- Emotional abuse
- Sharing inappropriate images
- Initiation or hazing-type behaviours

Bullying is defined as any *repeated* behaviour *intended* to hurt someone. It may be:

- Verbal (name-calling, insults)
- Physical (pushing, hitting)
- Social (excluding others, spreading rumours)
- Online (cyberbullying through social media or messaging platforms)

School Responsibilities

All Wensum Trust schools will:

- Ensure staff are trained to recognise and respond to possible signs of bullying and child on child abuse
- Take all reports of bullying and child-on-child abuse seriously
- Act promptly to investigate and address concerns
- Contact the parents of both parties
- Provide appropriate support for victims
- Take proportionate action against those responsible
- Problem solve with all parties to prevent a reoccurrence
- Work with external agencies where necessary

Reporting and Recording

All incidents must be reported in line with the school's safeguarding procedures. Staff must record concerns on CPOMs and pass them to the Designated Safeguarding Lead (DSL).

Risk Assessment and Support

Where appropriate, a risk assessment will be carried out to ensure the safety of all children involved. Support will be provided to both the victim and the child displaying harmful behaviour, recognising that both may have safeguarding needs.

Vulnerability and Context

Staff should consider the wider context of any incident, including the age and individual needs and vulnerabilities of children involved (e.g. SEND, mental health needs, or previous experiences).

Prevention

The school will take a proactive approach to prevent bullying and child-on-child abuse through:

- Curriculum education (e.g. PSHE, relationships education)
- 1:1 pastoral support and/or specific intervention or professional support
- Promoting a culture of respect and inclusion
- Encouraging children to report concerns

Use of reasonable force (including restraints and seclusion)

The Department for Education's guidance for schools in England on the use of restrictive interventions, including use of reasonable force, April 2026 states; that all staff members have a legal power to use reasonable force. Staff may use reasonable force to prevent a child from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among children at the school, during a teaching session or otherwise

Staff who are likely to need to use reasonable force, restraints and/or seclusion are trained by Norfolk Steps and therefore know how to use reasonable force safely and lawfully and prioritise de-escalation and preventative strategies.

Executive Headteachers, Heads of Schools and authorised staff may also use reasonable force, where appropriate, in order to conduct searches for items that are illegal, or pose a serious risk to safety. However, force and searching without consent must not be used to search for items that are legal but banned under school rules, such as chewing gum or correction fluid.

In all cases, staff should carefully consider the individual circumstances of the child, including any vulnerabilities such as special educational needs and disabilities (SEND), mental health needs, or medical conditions.

For further information about the use of reasonable force, please see our Restrictive Interventions including use of Reasonable Force and Seclusion Policy (2026)

Suspension and permanent exclusion

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. On rare occasions, Headteachers/Heads of Schools can use suspension and permanent exclusion in response to serious incidents, or in response to persistent poor behaviour which has not improved following in-school interventions.

Full and comprehensive details can be found in our Suspensions & Exclusion policy.

Banned items

Headteachers and authorised staff can use reasonable force and confiscation, where appropriate, when conducting searches for items that are illegal or pose a serious risk to safety. Examples include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vapes
- Fireworks
- Pornographic images

Other items prohibited in school are:

- Other offensive material (homophobic, racist, etc.)
- Energy drinks
- Correction fluid, chewing gum, fizzy/energy drinks

Mobile phones

For further information about the use of mobile phones in our schools please see our separate Mobile Phone Policy

This policy should be read alongside:

- Trustwide Mental Health, Well-Being and Self-Regulation Policy
- Safeguarding Policy (including Child Protection)
- The Equality Policy
- Health and Safety Policy
- Restrictive interventions, including use of reasonable force Policy
- Suspension and Permanent Exclusion Policy
- Mobile Phone Policy
- Online Safety Policy
- Special educational needs and disability (SEND) code of practice