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

Garrick Green Infant 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 C's:

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:

Routine	Why it is important	Children will…	Adults will…
Social Skills	Positive social skills help children build relationships, work cooperatively and contribute to a happy school community.	• Use kind and polite words • Take turns in games, conversations and activities • Share resources when needed • Ask for help to solve problems with others	Model positive interactions, teach social skills explicitly and support children to resolve disagreements appropriately.
Listening Skills	Good listening supports learning, communication, safety and promotes respect.	• Stop and look towards the speaker • Keep their voice quiet while others are talking • Follow simple instructions • Wait for their turn to speak	Gain children's attention before speaking, model active listening and provide clear, concise instructions.
Hands up Signal	A consistent silent signal helps gain children's attention quickly, reduces unnecessary noise and supports smooth transitions, learning and safety throughout the school day.	• Stop what they are doing when they see the signal • Stay quiet • Raise one hand and keep the other hand empty • Look towards the adult and listen for instructions	Teach and model the routine explicitly, consistently use and reinforce the signal, gain children's attention before giving instructions and acknowledge positive responses.
Lining Up	Orderly lining up promotes safety, respect and smooth transitions around the school.	• Walk to the line when asked • Marvellous Me at the front (choice of Marvellous Me) • Stand one behind the other in their place • Keep their hands and feet to themselves • Wait quietly and calmly for the line to move	Reinforce expectations, praise positive behaviour and ensure transitions are calm and organised.
Assemblies	Assemblies provide opportunities for reflection, learning and developing a sense of belonging	• Walk to and from the hall calmly • Sit in a space of their choice where they can listen and learn	Model expected behaviour, provide clear expectations and acknowledge positive participation.

	within the school community.	• Look towards the speaker • Join in when invited by raising their hand	
Classroom organisational skills (inc. tidy up time)	Organisation supports independence, responsibility, respect and effective learning.	• Put coats, bags and bottles in the correct place • Use resources carefully • Return equipment when they have finished with it • Join in with classroom tidy-up routines e.g. choose it, use it, put it away.	Teach organisational routines, provide support where needed and encourage children to take responsibility for their environment.
Moving safely around the school	Safe movement helps maintain a calm environment and keeps everyone and everything safe.	• Walk calmly around the school • Leave space for others • Follow adult instructions	Consistently reinforce expectations and model safe movement throughout the school.
Lunchtime routines	Clear lunchtime routines help children feel safe, enjoy social interactions and have a positive dining experience.	• Use good manners when eating and talking • Sit in their place when eating • Play safely with others • Ask an adult for help when needed	Support children to make positive choices, promote equity and ensure expectations are applied consistently.

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:

- 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.
- Norfolk Steps - promotes positive relationships, consistency and inclusion. It recognises that behaviour is a form of communication and helps staff understand and support the needs behind a child's behaviour.
- Calm corners/classroom Snug - each classroom has a calm space where children can access resources and strategies to help them settle, regulate their emotions and return to learning when they are ready.
- 'Flip the Lid'/Guard Dog Wise Owl Approach - children regularly revisit how the brain responds to strong emotions. This helps them understand why they sometimes feel overwhelmed and teaches practical strategies, such as breathing techniques, to regain control and make positive choices.
- Emotion Coaching - staff help children recognise, understand and manage their emotions. By acknowledging feelings and guiding children towards appropriate responses, we support the development of self-regulation and emotional resilience.
- Sensory Circuits - structured activities that help children regulate their sensory systems, improve focus and prepare for learning.
- Yoga and Mindfulness lessons - teach children practical techniques to manage stress, calm their minds and cope with strong emotions, supporting lifelong wellbeing and self-regulation.
- Jigsaw RSHE curriculum - children develop emotional literacy, mindfulness, social skills and self-awareness. Opportunities for reflection help children understand themselves and build positive relationships with others.
- Jigsaw RSHE themed assemblies - assemblies reinforce key themes from the curriculum, helping children develop a shared understanding of wellbeing, relationships, resilience and positive behaviour.

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.

Team points are awarded for making positive choices and for achievements in both academic and non-academic areas. Throughout the year, children contribute to their team total by demonstrating positive attitudes and behaviour, working hard and making positive contributions to school life. Following Sports Day, the team points are totalled, and the winning team is celebrated with a team photograph. Their team name is also engraved on the team point shield, which is displayed in the team points area of the school.

Verbal praise is used regularly as immediate recognition of positive behaviour, effort, achievement and kindness, helping to reinforce positive choices and celebrate success.

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.

We use natural consequences wherever possible, ensuring that any consequence is meaningful and proportionate to the behaviour or action that led to it. For example, a child who deliberately makes a mess may be expected to help tidy it up; a child who damages property may be asked to help repair, clean or restore it where appropriate; a child who hurts or upsets another person may be supported to apologise and rebuild the relationship; and a child who chooses not to complete work during lesson time may be given an opportunity to finish it later. These consequences help children understand the impact of their actions and encourage responsibility for their behaviour.

Supporting day to day transitions

Predictable routines are practised 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.

Visual timetables - help children understand the structure of the day and prepare for upcoming activities. Knowing what is happening next can reduce anxiety, support independence and help children move more smoothly between tasks and lessons

Hands up Signal– Hands up, stop, look, listen - this consistent whole-school signal is used to gain children's attention quickly and calmly. It helps minimise disruption, ensures important information is heard and supports smooth transitions between activities.

Carpet spaces - children have designated carpet spaces for whole-class teaching and group discussions. Having an allocated space helps children feel secure, supports organisation and ensures that learning can begin promptly and consistently.

Sending off from carpet sessions in table groups/teams/carpet lines - children are sent off in smaller groups when moving around the school. This helps transitions remain calm, organised and safe while encouraging children to move responsibly and respectfully.

Rules and Routines established in Reception and revisited throughout the year and in following years - clear rules and routines are introduced from Reception and are consistently reinforced throughout children's time at school. Regular revisiting of expectations helps children understand what is expected, builds confidence and independence, and creates a calm, predictable learning environment where all children can succeed.

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.

Whole day transitions in school to the next year groups - children are supported throughout the year to prepare for moving to their next class. Opportunities to meet new adults, become familiar with new learning environments and discuss any questions or worries help children feel confident and ready for the changes ahead.

Transition Discussions with the next year group teacher - teachers meet with the next year group's staff to share information about each child's strengths, needs, interests and successful support strategies. These discussions help ensure continuity in learning, wellbeing and behaviour support, enabling children to feel understood and settled as they move into their new class.

Special events for Year 2 to visit Junior School e.g. Christmas and Easter - Year 2 children are invited to attend special events at the Junior School, such as Christmas and Easter celebrations. These opportunities help children become familiar with the school environment, staff and routines, making the eventual transition feel less daunting and more exciting.

Communication with Junior school to arrange transition visits - we work closely with the Junior School to ensure information is shared effectively and that appropriate transition

visits are arranged. These visits allow children to experience their new setting, meet key staff and begin to develop a sense of belonging before they move on.

Head of School Year 2 assemblies throughout Year 2 - throughout Year 2, the Head of School from the Junior School leads assemblies and spends time with the children. This helps children build positive relationships with familiar adults, gain a better understanding of what to expect and feel reassured about their move to the next stage of their education.

Sharing SEND file and CPOMS entries - Where appropriate, information relating to a child's additional needs, support strategies and wellbeing is shared with receiving staff and schools to ensure continuity of support. This helps new staff understand each child's strengths and needs from the outset, enabling them to provide appropriate support and ensure a smooth transition.

Home visits for new starters - home visits are offered to children joining Reception. These visits provide an opportunity for staff to begin building positive relationships with children and families in a familiar environment. They also help staff gain an understanding of each child's interests and needs, supporting a positive and successful start to school.

In-Year Transition Meetings for in year admissions with Parents and Carers - opportunities are provided for parents and carers to share information, ask questions and discuss any concerns about their child's transition. Working in partnership with families helps ensure that children feel supported and confident during periods of change.

Open Door Policy - we value positive relationships with parents and carers and operate an open-door approach wherever possible. We encourage families to share information, raise concerns and celebrate successes with school staff. Regular communication between home and school helps us work together to support children's wellbeing, behaviour and successful transitions at key points throughout their school journey.

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 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 reoccurance
- 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 and/or Heads of Schools 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:

Medicines (unless prescribed by a doctor)

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