

# RELATIONAL BEHAVIOUR REGULATION and ATTITUDE TO LEARNING POLICY

## September 2026



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

**P= personal**

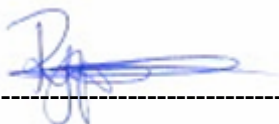
**R= responsibility**

**I = in**

**D= delivering**

**E= excellence**

|                           |                     |
|---------------------------|---------------------|
| Frequency of Review:      | Every year          |
| Reviewed and Approved by: | Full Governing Body |
| Date:                     | September 2026      |
| Date of Next Review:      | Autumn 2027         |
| Reviewer:                 | SLT                 |

Signed:  (Chair of Governing Body) Date: 01/10/2026-----

## **Philosophy**

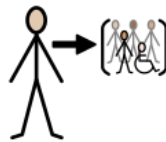
At Sutton Road Primary School, we believe that positive relationships form the foundation of a thriving learning environment and community. This relational policy outlines our commitment to fostering a safe, inclusive, and emotionally intelligent school culture where connection, regulation, and repair are prioritised over punishment. Our approach is rooted in empathy and understanding, and aligns with statutory duties under the Children Act, Equality Act, and SEND Code of Practice. This policy is closely aligned with our school's five core values.

- ***Aspirations, Attitudes and Behaviour***



We promote aspiration by inspiring children to grow socially, emotionally, and academically, through proactively teaching and encouraging prosocial behaviours.

- ***Inclusion and Diversity***



We nurture respect, responsibility, and inclusion, where all members of our community feel accepted.

- ***Collaboration***



We develop emotional strength, through consistent caring relationships, enabling a community that works together.

- ***Curriculum***



We actively teach and promote emotional wellbeing and regulation, providing our children with the tools they need to succeed.

- ***Outcomes***



We enable our children to have aspirations and enabling them to meet their full potential.

Our relational approach is guided by values of empathy, respect, inclusion, and kindness. These principles are not confined to the classroom—they are modelled and reinforced throughout the school day by all staff. We adopt a whole-school approach that is trauma-informed and attachment-aware, recognising that every child's experience is unique. We hold high expectations for behaviour and personal development, and we support children in meeting these expectations through emotionally attuned relationships and consistent guidance.

We understand behaviour as a form of communication. Challenging behaviour often reflects unmet needs, emotional distress, or developmental differences. Staff are trained to respond with curiosity and compassion, recognising the impact of trauma, neurodiversity, and individual circumstances. This understanding helps us support pupils in building resilience, expressing their emotions safely, and aspiring to positive change.

### **Our Relational approach draws on:**

***Attachment theory (Bowlby):*** Secure relationships foster emotional regulation and resilience.

***Trauma-informed practice:*** Recognises behaviour as communication of unmet needs.

***Restorative justice:*** Focuses on repairing harm and restoring relationships rather than punishment.

### **Our Aims**

- Encourage aspiration by promoting understanding and celebrating growth in emotional and social development (Aspirations, Attitudes and Behaviour)
- Develop a positive, stimulating and caring environment where each individual is valued and respected. (Inclusion and Diversity)
- Work towards a collective commitment, that builds strong, trusting relationships across the school community (Collaboration)
- Promote emotional wellbeing and mental health, enabling each child to achieve. (Curriculum)
- Foster resilience in pupils through relational support (Outcomes)

### **The Sutton Road Way**

At Sutton Road Primary School, we follow three simple principles written in conjunction with our school community. ***The Sutton Road Way*** is displayed in all classrooms and around the school. At the beginning of each year, teachers and children work together to create a class contract which helps children to have a clear understanding of what those rules look like in their classroom and within the wider school environment. This co creation process helps children feel ownership, understand expectations in context, and feel empowered to contribute to a positive classroom culture.

## ***The Sutton Road Way***



### ***Be Safe***

We respect personal boundaries. We use classroom equipment and materials properly and safely. We move around the school in a safe manner, keeping our hands, feet and objects to ourselves.



### ***Be Respectful***

We show respect to everyone. We use polite language and a respectful tone. We listen when others are speaking. We value and celebrate the diversity of our ideas, cultures and opinions.



### ***Do your Best***

We actively participate in school life, in a way appropriate to us. We engage positively in learning and always try our best. We show resilience and set ourselves aspirational targets.

## **Roles and Responsibilities**

- **Governors:** Monitor the implementation and impact of the relational policy, uphold accountability for inclusive and emotionally-informed practice, and advocate for relational values in governance decisions.
- **School Leaders:** Champion relational approaches across the school, ensure policies and practices reflect Sutton Road's ethos, and provide strategic oversight and support for staff development and wellbeing.
- **Staff:** Model relational values and the Sutton Road Way, celebrate and promote prosocial behaviours respond with empathy, and uphold consistency.
- **Pupils:** Engage respectfully, take responsibility, and support peers. They uphold the Sutton Road Way.
- **Parents/Carers:** Collaborate with staff, reinforce relational values at home, and contribute to support plans.

## **Our Approach**

At Sutton Road Primary School, positive behaviour is taught and modelled through relational routines, emotional literacy lessons (both planned and in response to incidents), and consistent expectations. We proactively assess and support children's social and emotional development, ensuring that interventions are developmentally appropriate and tailored to individual needs. This allows us to identify gaps in emotional resilience and respond proactively with targeted strategies. As a school we will actively seek the support from parents/carers, alongside external agencies as appropriate, to ensure the appropriate support is in place.

Classrooms are structured to promote calm and predictability, and pupils are supported in developing self regulation skills, through the use of Emotion Coaching and promoting Interoceptive Awareness. We celebrate prosocial behaviour and encourage collaboration, peer support, and kindness. These practices reinforce our school values by helping children become resilient, expressive, aspirational, responsible, and emotionally healthy individuals.

As a school, we have developed a range of provisions, to support our children to regulate their emotions. Being able to identify and regulate big emotions is an important part of our behaviour regulation approach and we believe this is a key teaching point. At Sutton Road, we use the Zones of Regulation framework, which aims to make this process more accessible.

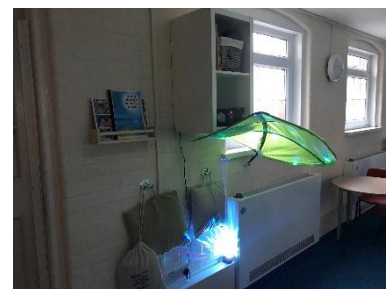
## **Zones of Regulation**

As a School, we use a relational approach to manage behaviour and as a school, we employ emotion coaching as a means to support our children. Zones of Regulation compliments this work. As a school, we understand that big emotions can be very overwhelming for some children. This means that identifying and regulating these emotions can be a very big job. By being able to relate their emotions to the different coloured zones children will be able to identify some of those big emotions and understand how they can deal with them in a healthy and practical way. By introducing the Zones of Regulation into our classrooms we are enabling our pupils to talk about their emotions in a healthy way.

As a school, each class from F2 to Year 6 will have a Zones of Regulation display, where the children are able to move their name/images to the appropriate emotion. This will be completed at different intervals throughout the day. This will allow staff to 'check in' with children and put support in as needed. In addition to this, children are taught about the Zones of Regulation, through Talking Point's sessions, Collective Worship and PSHRE sessions.

## Reset Stations

Across our school, we have identified regulation areas, called **Reset Stations**. There are identified areas, where children can go to regulate and calm as needed. These areas have a range of age specific resources to support pupils to regulate, with the aim for them to return to their class and re-engage with their learning.



## The Hive



For children, who experience significant SEMH difficulties, we offer an enhanced intervention provision, **called The Hive**.

'The Hive' is a focused intervention strategy, to support our children who have attachment related social, behavioural, emotional and wellbeing needs, which could otherwise become long-term barriers to learning and attainment. This provision will assess learning and social and emotional needs and give help that is needed to remove the barriers to learning. The relationship between staff involved is always nurturing and supportive, providing a positive role model for our children. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well, taking care of our environment and in achieving.

At Sutton Road Primary, we work collaboratively to build a safe and inclusive community, that enables all learners to achieve.

## Positive behaviour and attitudes to learning

### Celebrating Success

We believe that recognising and celebrating positive behaviour, effort, and achievement is essential to building a thriving school culture and community. Our celebration systems are designed to reinforce our five core values and the Sutton Road Way. We aim to motivate pupils to contribute positively to school life.

### Dojo Points

At Sutton Road Primary, Dojo Points are awarded throughout the school day for demonstrating positive behaviours. As a school we are running two systems; one for. At Sutton Road Primary, Dojo Points are awarded throughout the school day for demonstrating positive behaviours. We operate different Dojo Point systems: each child has their own personal collection and each class has a class collection, and children can also earn House Points for their House.

**Individual/Class Dojo Points-** These are awarded for individual behaviours, that reflect the school values and will be predominantly given in the classroom. For example, for: showing determination and resilience in learning, challenging themselves, working well together.

### EYFS

In Early Years, Dojo's are given in the form of a physical Sutton Road coin, which the children collect on a daily basis and put on their individual chart (displayed in the classroom), to support them to develop their understanding of the reward System. At the end of each day, the charts are shared with the class and any children with 10 dojo's receives a sticker.

## Key Stage 1 and 2

These Dojo points will be used to earn a class reward. Each class should be working towards a class Dojo prize at the **end of every half-term** which would mean **6 prizes** throughout the year. The class will have a poster, displaying what they are working towards, for their class reward and the Dojo totals will be reviewed with the class on a daily basis.

To achieve this, each child will need to have 50 Dojo Points.

Each Dojo prize should **cost the same for each class** in the interest of consistency. EYFS to have daily Dojo sticker rewards for instant rewards.

To celebrate individual achievements, at the end of each half term, to celebrate those children who demonstrate consistent effort, bronze, silver, gold certificates will be awarded if they have surplus Dojos after paying for their treat:

**Bronze** - up to 25 extra Dojos

**Silver** - up to 50 extra Dojos

**Gold** - over 50 extra Dojos

Dojos to reset every half-term for everyone.

### Ideas for Dojo prizes:

- Classroom disco
- Year group disco (possibly use a hall space)
- Extra playtime
- Sports afternoon
- Film afternoon
- PJ day
- Wear slippers for the day
- Crazy hair day
- Non-uniform day
- Water fight
- Baking afternoon
- Bring a teddy day
- Board game afternoon
- Arts and crafts afternoon
- Classroom camp-out (blankets, torches, books, hot chocolate)
- Themed day: Halloween, Christmas, Summertime

**House Dojo Points-** For prosocial behaviours around school, such as politeness, kindness, responsibility, and cooperation, Dojo points and vouchers can be awarded by any member of staff to allow the child to claim their House Points with their class teacher. Dojo points will be allocated to the child's House Points. Each week the House Points will be shared with the children during Mentions assembly and a display is updated weekly in school to demonstrate this. Year 6 House Captains will manage this display and capture pupil voice to decide, upon the half termly agreed school Dojo prize. Each half term the winning school house claim their Dojo prize.

**Each week, a Mentions and Pride Assembly** will be held for the whole school during which each class teacher will nominate one pupil from their class or group who deserve a public award for an aspect of their work or behaviour.

A child per class or group is also chosen as being someone who represent the school mission statement, by showing they show PRIDE – Personal Responsibility in Delivering Excellence, in what they do. This child receives a trophy that they keep on their table in class for the following week.

During the assembly these pupils will receive a sticker, certificate and public recognition as a reward for their effort. In addition to this, it is used as an opportunity to celebrate individual or groups of children's achievements and successes, both in and out of school.

### **At the end of each half term**

**A Golden Letter** will be posted home every half term to the parents of two pupils within each class who are chosen for their consistently positive behaviour and attitude to learning at school.

### **At the end of each term**

**Values Awards** each class will nominate a child from their class, who has consistently demonstrated on of the 5 core values and children will be presented with a certificate. Pupils will have a Core Values card, which they can collect stamps on throughout their times at Sutton Road, in order to celebrate their achievements.

**Golden Mentions** pupils will be chosen (a pupil per class) near the end of each term. This is to reward the pupils who are **always** well behaved and may as a result be occasionally overlooked. This reward may take the form of a trip to Superbowl, to see Santa or a school picnic etc.

### **Lunchtime strategies**

During lunchtimes, the MDSA staff will reward positive behaviour with a sticker, which will be award them 2 Dojo's for their house. This will be for: being role models at lunchtime ie manners, attitude at the dining table, socialising and playing positively, helping peers as examples.

These celebration systems help foster a sense of pride, belonging, and motivation among pupils, reinforcing the importance of effort, kindness, and personal development (in line with the 5 core values) in everyday school life.

**Consistent practice throughout school is essential if children are to be supported towards attitudes to learning.**

### **Sanctions and logical Consequences**

While, at Sutton Road Primary, we focus is on promoting positive behaviour through connection, regulation, and repair, we recognise that clear boundaries and consistent responses are essential for maintaining a safe and respectful learning environment, upholding the Sutton Road Way. Sanctions within our relational framework are not punitive, but rather restorative and educational in nature. They are designed to help pupils understand the impact of their actions, take responsibility and make amends.

We categorise behaviours into 5 levels to guide our responses:

## Sutton Road Behaviour Ladder

| Across School                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1                                                                                                                                                                                                                                                                                                                                                          | Protective Consequence                                                                                                                                                                                                                                                                                                                                                                                             | Educational Consequence                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Low-level behaviours (calling out, interrupting, not following instructions)</li> <li>Refusal</li> <li>Classroom disruption</li> <li>Low level misuse of play equipment. (Not sharing, snatching)</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Non- verbal reminder</li> <li>Verbal reminder</li> <li>Warning</li> <li>Time out of the classroom, including access to the Reset Station, if appropriate (as an opportunity to regulate, not as a punishment)</li> <li>Loss of free time (5 minutes of break)</li> </ul> <p>Behaviour to be monitored and logged if this escalates or continues.</p>                        | <ul style="list-style-type: none"> <li>Meaningful conversations</li> <li>Restorative practice</li> <li>Completion of learning tasks missed</li> </ul>                                                                                                                                                                                                               |
| Level 2                                                                                                                                                                                                                                                                                                                                                          | Response Guide                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Persistent refusal/disruption</li> <li>Persistently disturbing learning (e.g. calling out, making loud noises, misusing equipment).</li> <li>Continued use of inappropriate language (swearing).</li> <li>Taking items without permission.</li> <li>Misuse of play equipment. (Damaging, throwing and hitting)</li> </ul> | <ul style="list-style-type: none"> <li>Time in Partner Class</li> <li>Sent back to the classroom after a period intervention.</li> <li>Breaktime restrictions</li> <li>Reported to parents/carers</li> </ul> <p>Logged on Arbor / MyConcern by class teacher / support staff. Parents informed by Class Teacher / support staff and response logged on Arbor.</p>                                                  | <ul style="list-style-type: none"> <li>Meaningful conversations</li> <li>Restorative practice</li> <li>Completion of learning tasks missed</li> <li>Social Stories</li> <li>Personalised targets agreed</li> <li>ABC grids to be completed if this is consistently an issue, to support staff to unpick the behaviour. Please see Appendix 3.</li> </ul>            |
| Severity Level 3                                                                                                                                                                                                                                                                                                                                                 | Response Guide                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Damage to school property.</li> <li>Leaving the environment (class, hall, library etc)</li> <li>Persistent offensive / abusive language.</li> <li>Physically hurting others (without intent)</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Breaktime and lunchtime restriction as appropriate</li> <li>Discussion with parents and identify next steps.</li> <li>Period of seclusion from classroom (in partner class/with a member of SLT as appropriate)</li> <li>Review of classroom provision.</li> <li>Reported to parents/carers</li> </ul> <p>Logged on Arbor / MyConcern by class teacher / support staff.</p> | <ul style="list-style-type: none"> <li>Restorative practice</li> <li>Completion of learning tasks missed</li> <li>Social Stories</li> <li>Personalised targets agreed</li> <li>Intervention support as appropriate</li> <li>ABC grids to be completed if this is consistently an issue, to support staff to unpick the behaviour. Please see Appendix 3.</li> </ul> |
| Severity Level 4 /5                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Causing physical harm to adults and other children. (L4)</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Radio for support from a Senior Leader.</li> </ul>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Assisting repairs using the restorative practice.</li> </ul>                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Improper use of equipment (throwing items within the classroom, tipping chairs etc) (L4)</li> <li>• Fighting. (L4)</li> <li>• Highly disruptive behaviour e.g. extensive damage to school property. (L5)</li> <li>• Persistent offensive / abusive language. Racist, religious, homophobic incident. (L5)</li> <li>• Being unsafe or causing others to be unsafe. (L5)</li> <li>• Offensive weapon brought to school. (L5)</li> </ul> | <ul style="list-style-type: none"> <li>• Phone call made to parents by class teacher / Senior Leader as appropriate.</li> <li>• Discussion with parents and identify next steps.</li> <li>• Review of classroom provision.</li> <li>• Alternative provision (on and off school site)</li> <li>• Break time and lunchtime restrictions.</li> <li>• Fixed term suspension – only as a last result decision of HoS/EHT - <b>Parents informed by SLT.</b></li> </ul> <p><b>Recorded onto Arbor / MyConcern by Staff / SLT.</b></p> <p>If a fixed term suspension is made, then record on:</p> <ul style="list-style-type: none"> <li>• My Concern</li> <li>• With Transform Trust</li> <li>• With Local Authority</li> </ul> | <ul style="list-style-type: none"> <li>• Intervention package as appropriate</li> <li>• External agency referrals as appropriate</li> <li>• Reintegration meeting- with agencies where appropriate</li> <li>• Social stories</li> <li>• Update Safety Passport with all parties as appropriate</li> <li>• Whole class Talking Points sessions as appropriate.</li> <li>• ABC grids to be completed if this is consistently an issue, to support staff to unpick the behaviour. Please see Appendix 3.</li> </ul> |
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All sanctions are framed within our relational and restorative ethos. We avoid shaming or punitive measures and instead focus on helping children learn from their mistakes, rebuild trust, and re-engage with the school community. Staff use the PACE approach—Playfulness, Acceptance, Curiosity, and Empathy—to guide their responses, ensuring that even in moments of challenge, pupils feel safe, understood, and supported.

## **Repair and Restoration**

We prioritise repair over punishment. Restorative conversations provide opportunities for reflection, accountability, and reconnection. Pupils are supported in making amends and rebuilding trust with peers and adults. These moments are framed as opportunities for growth, helping children learn from their experiences and strengthen their emotional wellbeing.

Through this process, we reinforce our school's five core values of Aspirations, Attitudes and Behaviour, Inclusion and Diversity, Collaboration, Curriculum and Outcomes.

## **Relate–Rupture–Repair: Building Strong Relationships in Our School**

At Sutton Road, we believe that strong relationships are the foundation of a happy, safe, and successful learning environment. The Relate–Rupture–Repair approach helps children and adults understand how to build, maintain, and mend relationships when things go wrong.

### **Relate:** Connecting with Care

- We take time to build trust and connection with each other.
- Adults model kindness, respect, and empathy in every interaction.
- We listen carefully, speak kindly, and show interest in each other's thoughts and feelings.
- Relationships are nurtured through play, shared experiences, and positive communication.

### **Rupture:** When Things Go Wrong

- Sometimes, relationships are disrupted—this might be through a disagreement, hurt feelings, or misunderstanding.

- Ruptures are a normal part of human interaction and not something to fear.
- We help children recognise when a rupture has happened and understand how it affects others.

#### **Repair: Making Things Right**

- Repairing a rupture means taking responsibility, showing empathy, and working to rebuild trust.
- Adults guide children through reflection, apology, and reconciliation.
- We encourage children to express their feelings, listen to others, and find ways to move forward together.
- Repair is not about punishment—it's about learning, healing, and growing stronger together.

This approach supports emotional development, resilience, and a culture of respect. It helps children learn that relationships can be repaired and that everyone deserves a chance to make things right.

See Appendix 2 for further guidance.

### **Response to Dysregulated Behaviour**

When pupils become dysregulated, our response is calm, consistent, and supportive. We use de-escalation strategies and provide access to safe spaces and sensory tools to help children regain control. This includes, Emotion Coaching, Interoceptive check ins and the PACE approach during moments of distress. These helps us remain emotionally available and non-judgmental, allowing children to feel safe enough to co-regulate and reflect.

**Individualised Pupil Profiles and Safety Passports** are co-created with pupils and families, ensuring that responses are tailored and respectful. These approaches promote resilience, encourage expression, and support emotional recovery, while maintaining dignity and reinforcing community values.

Some pupils with Pupil Profiles or Safety Passports for particular behaviour issues and may be treated separately to the main Pastoral System at the discretion of the school professionals dealing with them. These pupils will have pupil profiles/a Safety Passport outlining strategies appropriate for the individual.

Other inappropriate behaviour incidents will be dealt with in the following ways:-

- The class teacher will endeavour to use his/her own classroom management techniques to deal with the pupil in the first incident. This may take the form as strategies previously mentioned or it may be necessary to use a positive behaviour management approach including through using a behaviour target chart with the child. Staff will make the targets achievable and realistic for both themselves and the pupil.
- Bullying and prejudice-based incidents are logged in line with the British Values agenda where 'Bullying' includes incidents involving religion/belief, disability/SEND, gender, gender re-assignment or sexual orientation. These are monitored by Senior Leadership Team and where appropriate further action is taken.

### **Positive Handling**

The use of positive handling will always be used as a planned response and in line with the child's Safety Passport, as appropriate, which is written in collaboration with staff, parents and children.

This guidance is based on best practice provided by Nottingham City RPI Solutions on de-escalation and positive handling. It should be referred to by all schools within Transform Trust.

Best Practice De-escalation Skills and Techniques Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise. Remaining calm and professionally detached is not natural and

therefore it is a skill that will need to be practiced. Below are some examples of techniques that can be used:

- Stay calm
- Keep a neutral facial expression
- Be aware of personal space • Distract/divert
- Reassure pupil
- Use a low voice
- Use non-judgemental language
- Give them a 'way out'
- Give them time to follow instructions

#### **Things to avoid:**

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or language to humiliate the child.

#### **Suspensions / Exclusions**

For details please see the Trust Exclusion Policy Addendum

#### **Support and Professional Development**

We invest in ongoing professional development to ensure staff are equipped to implement relational practices effectively. Training includes trauma-informed approaches, emotional literacy, restorative communication, interoceptive awareness and inclusive strategies. Staff are supported through supervision (consultations with the SENCO) and reflective practice, and external expertise is sought when needed. This commitment to growth reflects our aspiration to be a learning community that prioritises wellbeing and inclusion practices effectively.

#### **Monitoring and Evaluation**

The impact of this policy is regularly reviewed through wellbeing indicators, behaviour data, and feedback from pupils, staff, and families. We monitor progress in emotional regulation, relational development, and community cohesion. Pupil voice is central to our evaluation process, and we use these insights to refine our approach and ensure it continues to meet the needs of our school community.

#### **DISCLAIMER**

If any alterations are required to the above sanction procedures due to particular circumstances arising that adversely affect the learning environment, the Head Teacher has the right to increase the staged approach to reflect this more appropriately.

This will be verified and agreed with the Chair Of Governors in the first instance and ratified by the full governing body at the next appropriate meeting.

*N.B. This document needs to be read in conjunction with the Anti-Bullying Policy, Positive Handling Guidance, E-Safety Policy, the Safeguarding Policy and the School's Dealing with Racist Incident guidance and any other relevant school documentation.*

## Appendix 1

### What are the Zones of Regulation?

The Zones of Regulation is a behaviour regulation framework designed to foster self-regulation and emotional control. Self-regulation is something that everyone is continually working on, whether they are aware of it or not. When we are able to recognise that we are in a situation that is making us lose control of our emotions, we are then able to do something about it and manage our feelings to help ourselves get back to a healthier headspace and baseline.

The aim of the Zones of Regulation is to specifically teach children about regulation and help them go through this process more naturally.

### What are the Zones?

The zones are a self-regulation approach to behaviour that categorises all the different ways we feel into different colours, which helps children to identify the way they are feeling. The framework also provides strategies to help children understand how they can control and regulate their emotions and improve their ability to problem solve conflicts. The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only be able to transfer to future educational settings but also use in their relationships and situations they encounter outside of school.

### The Zones of Regulation:

The Zones of Regulation are split into four different colours, here is a list of each colour along with the kinds of emotions people may experience when they are in that coloured zone.

**The Red Zone** is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and terror.

**The Yellow Zone** is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

**The Green Zone** is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.

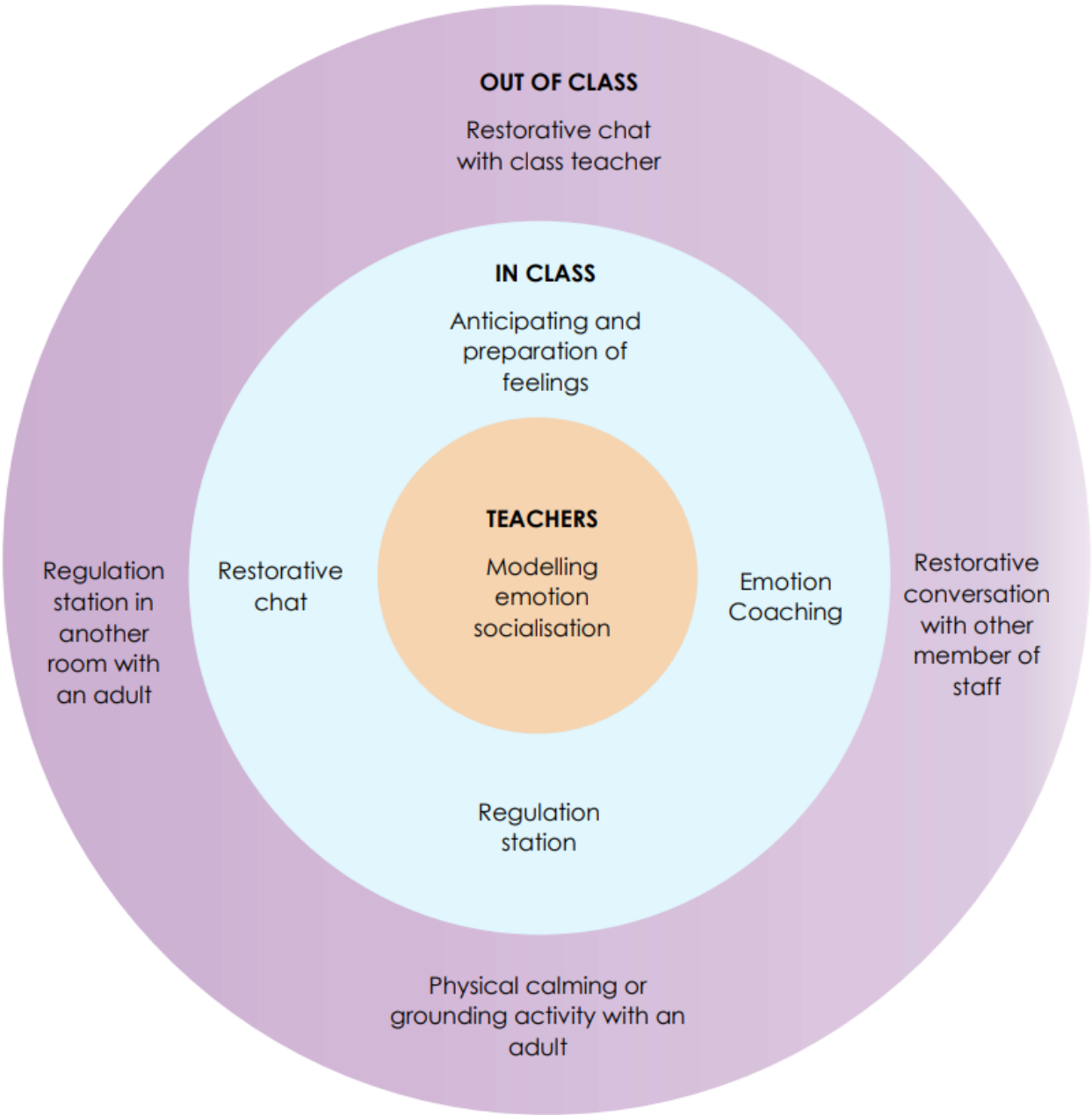
**The Blue Zone** is used to describe low states of alertness and down feelings such as when someone feels sad, tired, sick and bored.

Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling.

Appendix 2

Emotion Coaching Provision Map

The relationship that staff form with pupils is central to the pupils personal social and emotional development. We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We provide sessions that enable our parents to use this method and plan in opportunities to support parents to us this approach and share their own experiences.



### **Step 1 – Be aware of emotions and tune in to the child's emotions and your own**

- Pay attention to your own emotions, from happiness to sadness to anger
- Understand that emotions are a natural and valuable part of life
- Observe, listen and learn how your child expresses different emotions
- Watch for changes in facial expressions, body language, posture and tone of voice.

### **Step 2- Connect with the child. Use emotional moments as opportunities to connect**

- Pay close attention to the child's emotions
- Try not to dismiss or avoid them
- See emotional moments as opportunities for teaching.
- Recognise feelings and encourage the child to talk about his or her emotions – use language such as' "You seem angry/upset to me" "I'm sorry this has happened, you must be feeling"
- Provide guidance before emotions escalate into misbehaviour

Remember: Connection before correction

### **Step 3 – Listen to the child. Respect the child's feelings by taking time to listen carefully**

- Take the child's emotions seriously
- Show the child that you understand what he or she is feeling
- Avoid judging or criticising the child's emotions

Rapport before reason

### **Step 4 – Name emotions. Help the child identify and name emotions**

- Identify the emotions the child is experiencing instead of telling the child how they should feel
- Naming emotions helps soothe a child
- Set a good example by naming your own emotions and talking about them
- Help the child to build a vocabulary for different feelings

Name it to tame it

### **Step 5 - Find good solutions. Explore solutions to problems together**

- Redirect misbehaving children for what they do, not what they feel
- When children misbehave, help them to identify their feelings and explain why their behaviour was inappropriate
- Encourage emotional expression but set clear limits on behaviour
- Help children think through possible solutions
- Don't expect too much too soon
- Be aware of potentially difficult settings and be prepared to help the child through them
- Create situations where the child can explore without hearing lots of 'don'ts'
- Catch the child doing lots of things right and praise them
- Make tasks as fun as possible e.g. with a young child, tidying up together



## REFRAMING BEHAVIOURS AS COMMUNICATION ABC Chart

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                       | <b>Date</b>                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Any factors for the day (tick any that apply)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Extra support required before school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tired                                                                                                                                                                                                                 | Adjusting to seasonal conditions                                                             | Other (specify)                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Transition to school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Comfort and well being                                                                                                                                                                                                | Change in routine                                                                            |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Location/ Day, Date and Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Antecedent:</b> What happened before? (think hours before as well as immediately before)                                                                                                                           | <b>The Behaviour</b> that was observed:                                                      | <b>The Consequence:</b> What did you do immediately after to restore connection?                                                                                                      | <b>Function of Behaviour:</b> Why do you think it occurred?                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Classroom</li> <li>Playground</li> <li>Hall</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Asked to complete an activity</li> <li>Asked to stop</li> <li>Completing directed activity</li> <li>Playing</li> <li>Transitioning</li> <li>Adult talking to others</li> </ul> | <ul style="list-style-type: none"> <li>Physical response</li> <li>Verbal response</li> </ul> | <ul style="list-style-type: none"> <li>Co-regulated</li> <li>Offered a sensory / movement break</li> <li>Verbally redirected</li> <li>Offered a choice</li> <li>Distracted</li> </ul> | <ul style="list-style-type: none"> <li>Social attention (for some pupils it's better to obtain negative attention than no attention at all)</li> <li>Tangibles-to gain access to a desired activity</li> <li>Escape or avoidance</li> <li>Sensory stimulation-to give themselves some form of internal sensation that is pleasing or to remove an internal sensation that is displeasing – e.g., pain</li> </ul> |
| Other (please specify)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Other (please specify)                                                                                                                                                                                                | Other (please specify)                                                                       | Other (please specify)                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Reframing Behaviours as Communication</b> -There are 5 main things the child might be communicating: <ul style="list-style-type: none"> <li>An inability to communicate their needs in another way</li> <li>An inability to complete the requested activity</li> <li>Overload from the environment</li> <li>Discomfort in their body that they may not be aware of, or may not be able to communicate (e.g., pain or illness)</li> <li>Needing support to regulate (co-regulation) From Kim Griffin OT <a href="http://www.griffinot.com">www.griffinot.com</a></li> </ul> |                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |

