



# Norton and West Chinnock Church Schools Behaviour and Relationships Policy & Emotional Regulation Framework

**September 2024**

*"Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6*

*"A new command I give you: Love one another. As I have loved you, so you must love one another." John 13:34*

## 1. Introduction

This policy sets out our expectation for the whole school community, which includes pupils, parents/carers and staff. It is designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. Our Christian values of **respect, community, aspiration, perseverance, compassion, and thankfulness** are encouraged, recognised and rewarded.

Self-regulation and emotional regulation are terms that relate to the child's ability to increase and decrease their alertness, or arousal, to match the situation or environment. This is an important skill for children to learn to be **equipped for life now and in the future**. We want to promote safe, stable, nurturing relationships and an environment where children live, learn, and play (in part to support the effects of Adverse Childhood Experiences- (ACEs) and to help all children reach their full potential and thrive). This is central in our vision statement, and that of the Bath & Wells Trust; **John 10:10 Live life, life in all its fullness**. Some useful definitions can be found in Appendix K.

This policy supports adults to recognise pupils who are dysregulated before this disrupts their own and others' learning. This policy also establishes a safe place for learning, which comes from fostering and maintaining caring relationships. We will provide **time, space** and **adult** support proportionate to the level of need to help our children to regulate. Persistent and sustained disruption to learning is not accepted and this policy identifies specific behaviours that are deemed unacceptable within our school community. The policy also sets out the specific circumstances where consequences will be applied, including fixed term or permanent exclusion from the school.

We want our school to always be a safe and happy environment. We work with our community and church to ensure our children are spiritually, emotionally and educationally equipped for life now and in the future. This is supported by our teachers and parents/carers as part of our Home/School Agreement.

This policy is reviewed at least annually by the Trust Local Committee during the summer term.



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"That they may have life, life in all its fullness" John 10:10

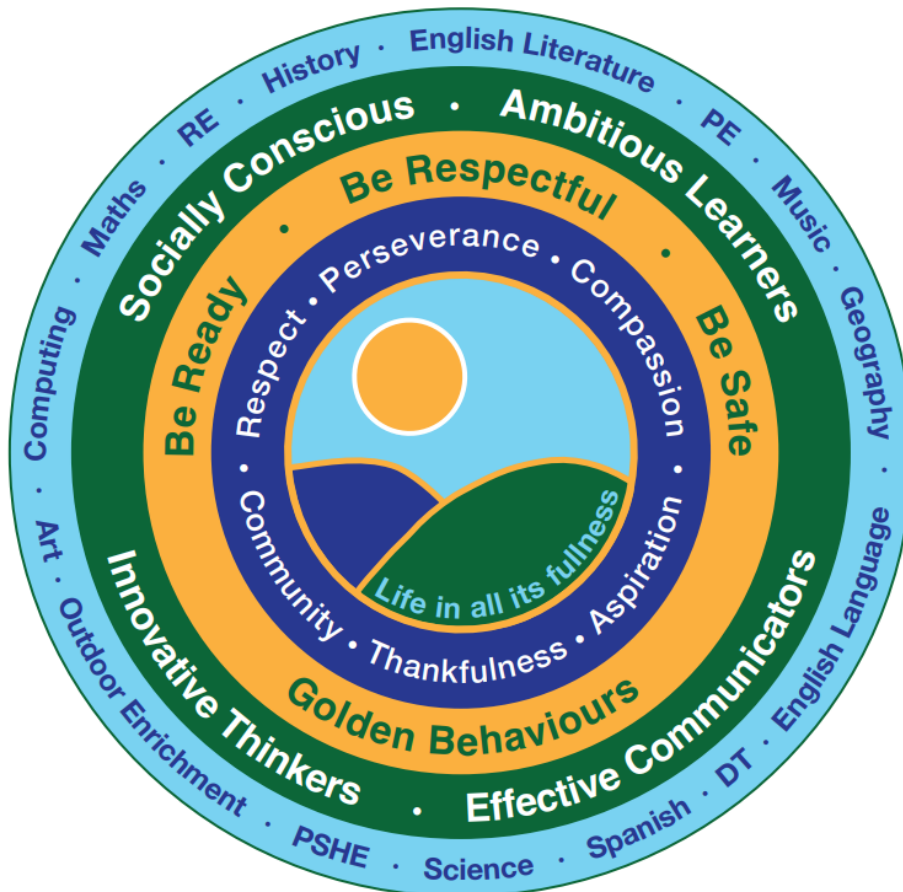


## 2. Expectations

We expect everyone within our school community to follow our 3 golden behaviours.

### Be SAFE; Be READY; Be RESPECTFUL

The golden behaviours, alongside our vision and values, are fundamental to **successful learning** and our **ambitious curriculum**. This is represented in our **Visionary Circle**:





We are all treated fairly – which may not be equally. Some children require more support to regulate than others. We will provide additional resources to support with this as we would in other subjects and aspects of school life.

### 3. Policy Development

In developing this policy and personalising to our schools, we have consulted with pupils, staff, parents and governors. Here are word clouds showing some of the themes which emerged during the consultation.



### 4. Recognition and reward

Adults are asked to give **first attention to best conduct\*** to indirectly address any dysregulation by reminding/ signposting children back to the 3 expectations. Where possible and appropriate, **we praise in public and intervene in private**. Children are recognised for demonstrating being safe, ready, respectful and rewarded for going over and above these expectations. These may be short/ immediate, medium or longer term and provided by any adult in school. See APPENDIX A for examples and \*APPENDIX H for further guidance for adults.

### 5. Stages and consequences

There are 4 stages: **TIME, SPACE, ADULT, CONSEQUENCE**. See APPENDIX B for details.





Where pupils are dysregulated, they will receive swift and positive attention by school staff. Where appropriate, support will be given to identify and reduce triggers. We use zones of regulation as a tool to support pupils. See APPENDIX C. Each classroom will be regulation friendly. See APPENDIX E.

Some incidents will involve an immediate move to a stage. This is where the dysregulation is judged to be having a serious negative impact on the safety, wellbeing or learning of the pupil and/ or others.

The pupil's parent/carer will be informed about the incident by the class teacher at stage 3 and by a member of SLT at stage 4. Some pupils will have individualised regulation plans with specific people, phrases, places and resources adapted from the whole school template. See APPENDIX D. This will be overseen by the SMHL (Senior Mental Health Lead) who also has responsibility for special additional needs and disabilities (SENDCo).

## 6. Exclusions

Some pupils will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the statutory guidance for those with legal responsibilities in relation to exclusion (the "Exclusions Guidance") will be applied. A fixed term exclusion from the school site will be issued where the situation cannot be managed within the school family.

Where there is a clear and serious and/ or sustained breach of this policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion will be issued and potential removal from the school roll. A copy of the national Exclusions Guidance is available to view or download from the school website or via this [link](#). Also see the BWMAT exclusion policy.





See APPENDIX G for some examples of unacceptable behaviours/ breaches of this policy.

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

Please also refer to the BWMAT Exclusions Policy

## 7. Partnership

School staff will use a structure of common/ consistent language and scripts to help pupils. See APPENDIX H. We want pupils to be **SAFE, READY and RESPECTFUL**. School staff will also use non-verbal communication and visual cues.

Through a home/school agreement, a positive relationship can be formed between the school and every parent/carer. The headteacher encourages parents/carers to meet and discuss any aspect of their child's education and/ or needs with the class teacher in the first instance. The focus is always on positive support and intervention at an early stage to ensure the safety, happiness and wellbeing of everyone within the school community.

To be reviewed July 2025

### APPENDICES

<b>A</b>	<b>Recognition and Reward examples</b>
<b>B</b>	<b>Stages- time, space, adult, consequences</b>
<b>C</b>	<b>Zones of regulation</b>
<b>D</b>	<b>Regulation plan outline example</b>
<b>E</b>	<b>Regulation friendly classrooms</b>
<b>F</b>	<b>Examples of unacceptable behaviours/ breaches of this policy</b>
<b>G</b>	<b>Example scripts</b>
<b>H</b>	<b>Guidance for Adults</b>
<b>I</b>	<b>De-escalation techniques</b>
<b>J</b>	<b>Useful Definitions</b>
<b>K</b>	<b>Further ideas, links, reading and research.</b>





## APPENDIX A

### Recognition and Reward examples

Timescale	Recognition (meeting expectations)	Reward (exceeding expectations)
Short term/ immediate  (daily/ session)	<ul style="list-style-type: none"> <li>· Verbal praise and smiles</li> <li>· Monster points</li> <li>· Verbal praise to parents about their children.</li> <li>· Text or call home to parents/ carers</li> <li>· Extra play for good lining up/ tidiest classroom</li> <li>· Extra responsibilities</li> <li>· Earning SAFE, READY, RESPECTFUL 'marbles'</li> </ul>	<ul style="list-style-type: none"> <li>· 'Well done' postcards</li> <li>· Sharing learning with other members of staff for monster points</li> </ul>
Medium term  (weekly/ monthly)	<ul style="list-style-type: none"> <li>· Certificates/ mentions in weekly achievement worship</li> </ul>	<ul style="list-style-type: none"> <li>· Class reward for filling marble jar e.g. extra play, film afternoon</li> <li>· Rainbow/Head Teacher awards</li> <li>·</li> </ul>
Longer term  (annually/ termly)	<ul style="list-style-type: none"> <li>· End of term 'Ultimate' Rainbow/Achievement Award</li> <li>· Values Award</li> </ul>	<ul style="list-style-type: none"> <li>· Cake with the Executive Headteacher</li> <li>· School reward for filling marble tube e.g. non uniform day/ forest school day</li> </ul>

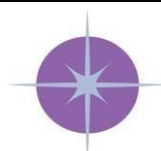




## APPENDIX B

### Stages

	<b>Stage 1 TIME</b>	<b>Stage 2 SPACE</b>	<b>Stage 3 ADULT</b>	<b>Stage 4 CONSEQUENCE</b>
<b>Scenario</b>	Adult notices child is dysregulated.	Child is still dysregulated.	Child needs co-regulation.	Breach of behaviour policy
<b>Actions</b>	Zones of regulation check in. Use example scripts. Regulation plan if present.			
	Child needs regulation resources in class. Use tools or space within the room/ or corridor. Support from in class adult. Ensure child is not forced to be secluded.	Child given 2 options from agreed spaces (other classrooms/ Sanctuary). In class adult to support transition and return to class.	Child needs key adult support to co-regulate away from other children. (SLT in the office/ <b>The Nook/in the library</b> ) <b>TBC</b>  Parent/ Carer invited on site or contacted telephone to support regulation. This may not be appropriate or possible depending on the scenario.	This may be a serious breach <b>or</b> persistent breaches. An investigation into the incident(s) will take place. This will include pupil voice if possible. Only the headteacher can make the decision to exclude. When establishing facts the civil standard of proof is applied (on the balance of probabilities)
<b>What changes?</b>	Change the activity.	Change the space the child is in.	Change the adult supporting.	Change the setting.
<b>Recording/ reporting</b>	Teacher's own informal records on Federation SharePoint/ discussions with SMHL/DSL	Emotional Regulation – SPACE recorded on scholarpack. How long and with where.	Emotional Regulation – ADULT recorded on scholarpack. How long and who (internal exclusion recorded as 2) Contact made with parent where appropriate. Write/ review individual regulation plan.	Exclusion on scholarpack, SLT contact parent/ carer and follow up letter home, inform BWMAT. Write/ review individual regulation plan/ provision/ support.
<b>Previously known as</b>	Time out	Move out	SLT/ Internal exclusion	Fixed term or permanent exclusion





## Appendix C

### Zones of regulation

Green is safe, ready (to learn), respectful

# THE ZONES OF REGULATION®

<p><b>BLUE ZONE</b></p> <ul style="list-style-type: none"> <li>Sad</li> <li>Sick</li> <li>Tired</li> <li>Bored</li> <li>Slow moving</li> </ul>	<p><b>GREEN ZONE</b></p> <ul style="list-style-type: none"> <li>Happy</li> <li>Content</li> <li>Feeling Okay</li> <li>Focused</li> <li>Ready to Learn</li> </ul>	<p><b>YELLOW ZONE</b></p> <ul style="list-style-type: none"> <li>Frustrated</li> <li>Worried</li> <li>Silly-Wiggly</li> <li>Excited</li> <li>Loss of Some Control</li> </ul>	<p><b>RED ZONE</b></p> <ul style="list-style-type: none"> <li>Mad/Angry</li> <li>Mean</li> <li>Terrified</li> <li>Yelling/Hitting</li> <li>Out of Control</li> </ul>

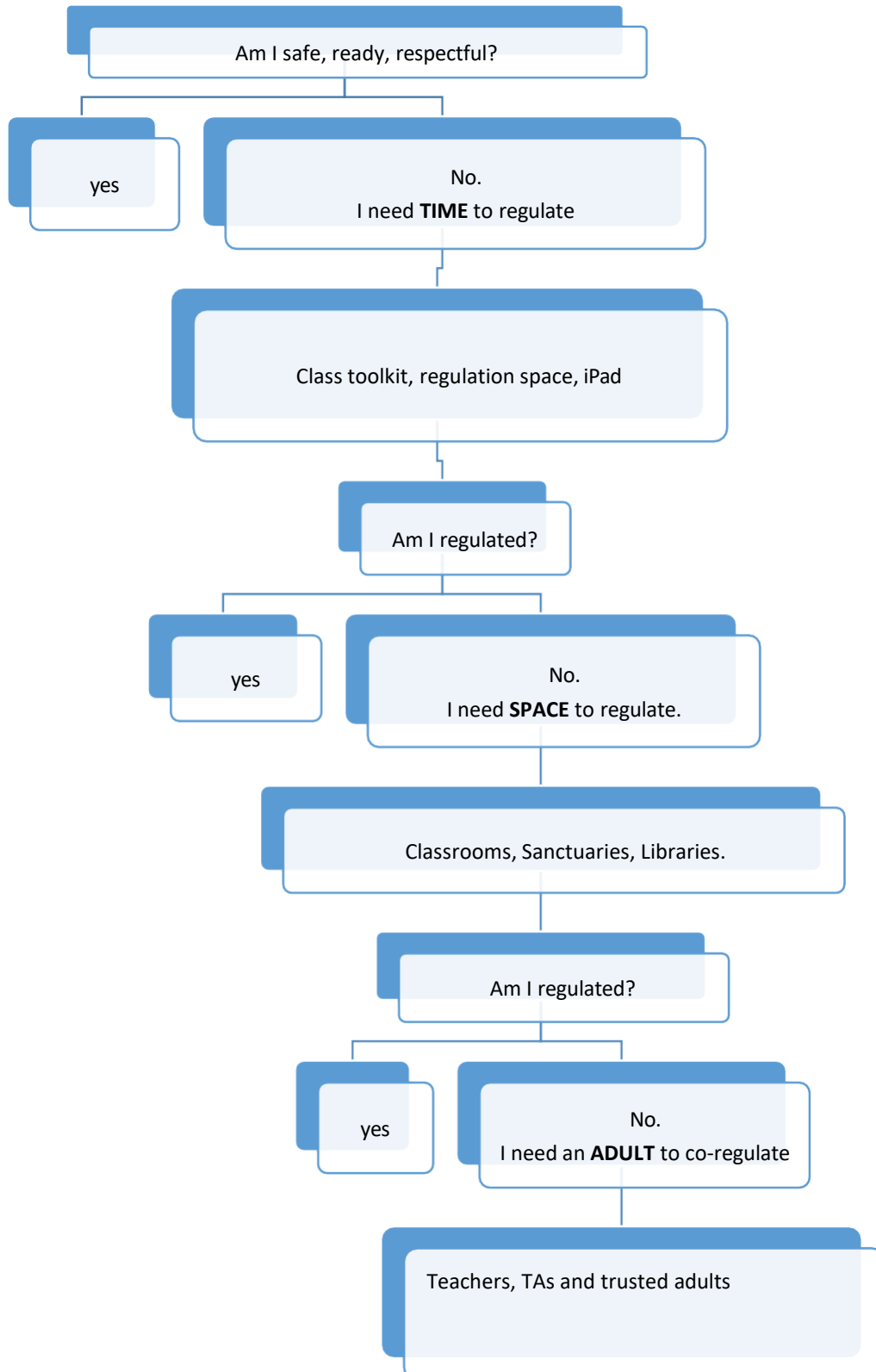






## APPENDIX D

### Regulation plan.





## APPENDIX E

### Regulation Friendly Classrooms

In our regulation friendly classrooms, you will find:

- ✓ A whole class visual timetable that is used throughout the day.
- ✓ Zones of Regulation display with names of children and adults in the room (See Appendix C)
- ✓ Regulation toolkits displayed by the names and displayed by the regulation space
- ✓ At least one regulation space for children where they can also access regulation tools.

Example toolkit:



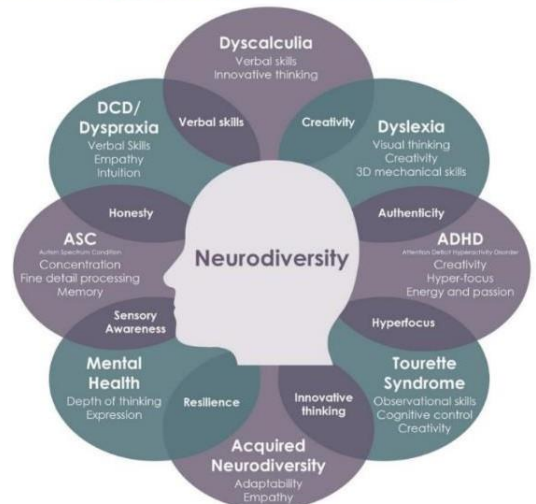
Examples of classroom regulation spaces:



Our regulation friendly classrooms are inclusive.

You might see doodling or fiddling but this may be a child coping, regulating or focusing. The children you see may be neurodiverse. Between 30% and 40% of the UK population are thought to be **neurodiverse**.

See individual class profiles for more detail.





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## APPENDIX F

### **Examples of unacceptable behaviours/ breaches of this policy**

(this is not an exhaustive list):

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disabilities
- Theft, extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered
- Inappropriate use of social media or online technology
- Persistent or general disruptive behaviour
- Willful and repeated transgression of protective measures in place to protect public health
- Sexual violence and sexual harassment
- Possession of / use of banned items such as mobile phones or other devices





## Appendix G

### Example scripts

Stage 1- TIME	Stage 2- SPACE	Stage 3- ADULT	Stage 4- CONSEQUENCE
Adult notices child is dysregulated.	Child is still dysregulated.	Child needs co-regulation.	Child needs support from home adult.
<p>My most important job is to keep you safe. I want you to be regulated. I care about you. I want you to be in the green zone. I want you to be safe, ready and respectful. I can see you are dysregulated. I want to help.</p>	<p>I can see you are still dysregulated.  I've noticed you are still not safe/ ready/ respectful.  To help, let's change the space.</p>	<p>You've had time and space and are still in the blue/ yellow/ red zone.  You need an adult to co-regulate.</p>	<p>You have tried to regulate, adults have tried to help you/ co-regulate and you are still in the red zone/ not being safe, ready, respectful. There is a consequence for this and I need an adult from home to help you.</p>

### General scripts for:

Re-route a power play examples	Acknowledgements	Avoid	Example
NAME can you go and spot 3 children who are being respectful.	I understand/ hear what you are saying.	Why did you do that?	Can you share with me what happened?
	Maybe you are right. But I still need you to be safe/ ready/ respectful.	Tell me the truth.	What is your view on what happened?
<b>specific praise examples (first attention to best conduct)</b>	I can see you are (describe the action) I wonder if you are (offer an emotion)	You need to think about your behaviour.	What does resolution/ moving on look like for you? What do you think should happen?
Wow NAME you are sitting smartly by sitting on your bottom.	I remember the other day when you were able to be (give a specific example)	WHAT are you doing?	Name child- I can see you are X. Would you like some help? Do you know what to do? What is 1 thing that would make it better?





## Appendix H

### Guidance for Adults

At different times, school staff take on different roles e.g. teacher, learning coach, play leader, co-regulator. This guidance is for all adults, in all roles.

- We recognise that **every interaction is an intervention**.
- Each interaction must be **reasonable, proportionate** and **necessary**.
- Interactions will be **positive** and **supportive**.
- We aim for **first attention to best conduct** (children meeting and exceeding our 3 key expectations **safe/ready/respectful**)
- Recognition and regulation should surpass consequence.
- Where possible and appropriate **praise in public and intervene in private**.
- Adults will follow individualised regulation plans for children.
- Adults will draw from a bank of example scripts which provide a common structure/ language.
- Our words have the power to destroy and the power to build up (**Proverbs 12:6**).
- Sometimes it is important for adults to be **present but silent**.
- Other adults will check in for support by using the phrase, "**Help is available.**" to the regulating adult.

*@teenhealthdoc x @mamapsychologists*



You are  
safe with  
me



It's ok to feel  
nervous,  
I do too  
sometimes



Let's go  
for a walk



Let's draw the  
worry, how  
big is it?



Let's talk back  
to this worry



I am here  
for you



Let's sit  
together until  
the thought  
passes



Let's take a  
few deep  
breaths  
together

Regular supervision in 1:1 line management meetings will allow practitioners to reflect on incidents to increase understanding and improve practice.



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## APPENDIX I

### De-escalation techniques

#### De-escalation Strategies & Techniques

1. Act calm even if you're *not*.
2. Say, "Let's talk about this *later*".
3. Use humor to lighten to *mood*.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a *positive* one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if...?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

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## DE-ESCALATION techniques

1. DON'T YELL TO BE HEARD OVER A SCREAMING CHILD
2. AVOID MAKING DEMANDS
3. VALIDATE THEIR FEELINGS, NOT ACTIONS
4. DON'T TRY TO REASON
5. BE AWARE OF YOUR BODY LANGUAGE
6. RESPECT PERSONAL SPACE
7. GET ON YOUR CHILD'S LEVEL
8. USE A DISTRACTION
9. ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
10. REFLECTIVE LISTENING
11. SILENCE
12. BE NON-JUDGEMENTAL
13. ANSWER QUESTIONS + IGNORE VERBAL AGGRESSION
14. MOVEMENT BREAK
15. AVOID THE WORD "NO"
16. DECREASE STIMULATION
17. DEEP BREATHING EXERCISES
18. CALMING VISUALS

Beis  
**EXTRAORDINARY**  
TOOLS FOR RAISING AN EXTRAORDINARY PERSON



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## APPENDIX J Useful Definitions

### *Arousal*

Arousal is the level of alertness in the body. It ranges from low, or asleep, to high, or highly stressed. Different activities and environments require different levels of arousal. And different environments and activities can change our arousal.

### *Optimal arousal*

Optimal arousal is the level of arousal which matches the environment and activity. Sometimes it's called 'Just Right.' At night time, optimal arousal is low enough to facilitate sleep. At school, optimal arousal is when a student can focus and attend. In the playground or at a party, it's normal for optimal arousal to be a bit higher as there's more movement and usually excitement.

### *Regulation*

Regulation is the ability to match arousal to the environment and the activity. Essentially it's the ability to adjust to an optimal level of arousal. Throughout the day the brain and body are constantly doing things to increase and decrease arousal levels in an effort to regulate. Sometimes it's called self-soothing.

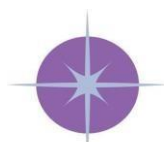
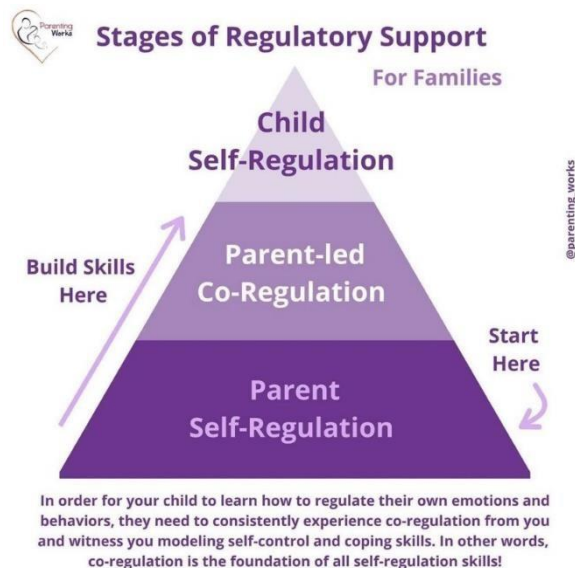
Some children (and adults) have more difficulty regulating themselves than others. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.

### *Dysregulated*

Dysregulated is the opposite of regulated. So, it is when an individual is not in an optimal state. What is important to remember is that this doesn't always mean that their arousal is too high. Often we think of dysregulation as angry or out of control behaviour. It's important to remember an individual may freeze or dissociate. These responses are also indicators of dysregulation.

### *De-escalation*

De-escalation is all about helping and improving a situation. Strategies are best used early.



## Appendix K Further ideas, links, reading and research.

Thrive Approach

[Thrive training, courses and CPD - The Thrive Approach](#)

ELSA [Emotional Literacy Support Resources from ELSA Support \(elsa-support.co.uk\)](#)

Further reading about supporting pupils' mental health

[Mable Therapy - Supporting Students' Mental Health Through the Pandemic \(pearson.com\)](#)

[Home | When the Adults Change](#)

[Team Teach – Training in positive behaviour management](#)

[Zones of regulation](#)

<https://www.youtube.com/watch?v=qFTljLo1bK8>

<https://www.youtube.com/watch?v=V0BYs-LN5bY>

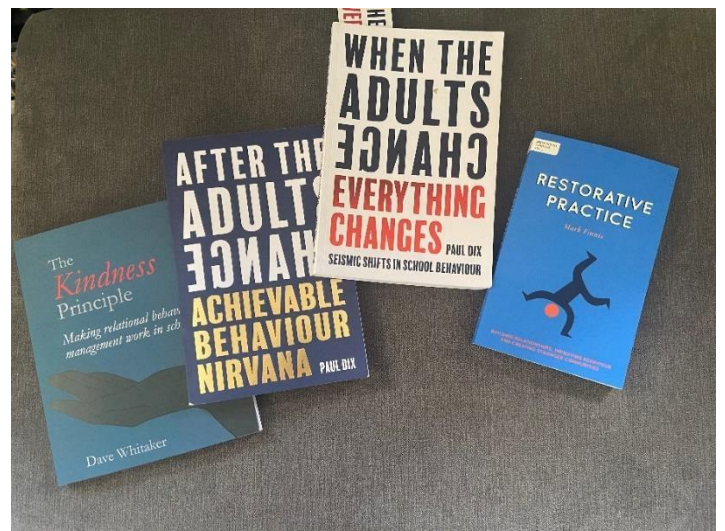
Want to learn more about ACEs? [ACEs \(acesonlinelearning.com\)](#)

Want to deepen your understanding?

<https://www.youtube.com/watch?v=DL-8iqkGpFE>

<https://beaconhouse.org.uk/>

"Allowing a student with a hidden disability (ADHD, Anxiety, Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair".



"Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those who we have right now. All of them."  
~Dr. Kevin Maxwell



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