

NORTHWOOD COMMUNITY PRIMARY SCHOOL

Behaviour & Emotion Regulation Policy
2025/2026

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- Arbor
- All staff are responsible
- Non-shouting

1. Policy statement

Northwood Community Primary School (NCPS) is committed to creating a learning environment in which the needs of children are central and emotional wellbeing is at the heart of productive learning. We believe that all children are entitled to a high-quality education in an environment in which they feel safe and secure. We further believe:

- Behaviour is communication.
- A restorative approach in school helps to develop a healthier learning environment in which adults and children take responsibility for their own behaviour and learning.
- The minds of those in a restorative school are focused on strengthening and repairing relationships and avoid attributing blame or labelling.
- At NCPS we value respect for self, respect for others and respect for the world around us and seek to work in partnership with children and parents/carers to support them to become emotionally regulated and successful learners.

2. Aims of the policy

- To enable children to develop a sense of self-worth, respect and compassion and tolerance for others.
- To ensure children know and understand clear expectations and rules around behaviour and can follow procedures appropriately.
- To develop a framework of emotional literacy within which children have the vocabulary and confidence to reflect honestly, communicate needs and understand the impact of their actions.
- To develop an environment in which children are emotionally ready to learn, respectful of themselves and others and safe. Within which teachers and TAs can discharge their primary duties as educators of the child.
- To develop an environment within which all adults are skilled at hearing what children are communicating through their behaviours, so that adults can identify and support the needs of each individual child.

3. Objectives

For teachers, teaching assistants, lunchtime supervisors and all school staff to:

- Value each child and their unique needs as a learner.
- View behavioral issues that arise as communication and seek to understand and support the need that is being communicated whilst not condoning the behavioral issue: using the principle of high empathy and high boundaries.
- Treat each child as unique and with compassion, kindness and understanding.
- Support children to develop their own self-esteem and sense of self.
- Use both emotion coaching and restorative language and approaches when dealing with children's behaviour.
- Understand the importance of relational approaches and their role in children's emotional regulation.
- Seek advice, guidance and support from colleagues and other professionals at every level of behavioral need.

For children to:

- Develop self-respect by being supported to develop a positive view of themselves.
- Develop self-confidence and communication skills in order to express their needs, views and opinions appropriately.
- Develop emotional regulation skills through positive and supportive relationships with adults.

- Show respect, courtesy and tolerance towards adults and peers.
- Take pride in their achievements and have the resilience to cope effectively with setbacks.
- Demonstrate empathy towards others and tolerance of diversity.
- Show respect for their environment and community.
- Understand that we have to take responsibility for the impact of our actions and repair harm when things go wrong.

For Parents/Carers to:

- Understand and accept the strategies outlined in this policy
- Understand that each child is unique and problems cannot be solved by a one size fits all approach.
- Encourage their children to be respectful and resilient at home, at school and in the community
- Celebrate the effort and achievements of their child
- Support their child to develop their own sense of self-worth and confidence
- Work with school leaders and teachers/TAs to resolve any difficulties that their child may experience.

4. Greeting Pupils and Parents/Carers

At the start of every day, pupil and parents/carers are greeted by Core SLT and Learning Mentors on the school gate. Class teachers meet children on the playground .Pupils are greeted by name and teachers/TAs will offer a range of morning greetings that the child can choose from, (for example handshake, high-5 or hug) or a personalized comment to the child, which will help to form trusting and positive relationships. If this is not wanted children are free to come into school quietly and staff will respect that need.

At the end of the school day, children are dismissed from classrooms doors (KS1/EYFS/DSP) or the playground (KS2) positively, reminded that tomorrow is a new day and a new start, and teachers/TAs will be available for parents / carers to talk to if necessary. No grudges are held and no child is labelled or tagged in light of behaviours demonstrated.

5. Giving children a stake in their school

The voice of the child is extremely important, and we need them to feel ownership of their learning journey. We need to give them the opportunity to reflect on their experiences and have the means to communicate what they feel is working well and what could be better.

In order to enable this, we will:

- Conduct termly learning walks to ascertain the effectiveness of this policy and will take pupil views into account.
- Scrutinize data from Arbor to monitor positive and regulation behaviours and feed this back to children in assemblies
- Pupils are given the chance to contribute to their own class rules at the beginning of the academic year and revisit these regularly.
- Use the quiet yard at break/lunch time for those children who want to support their regulation by having a quieter break time
- Offer some children adapted lunchtimes to support regulation, as needs indicate
- Clear school rules that are adapted to suit the needs of each phase
- Zones of regulation/morning greeting system give children a way to communicate thoughts and feelings

6. Promoting, teaching and modelling positive behaviour:

All adults at Northwood Community Primary school recognize that children develop and embed positive behaviours when these behaviours are modelled for them and through positive, supportive relationships with adults. All adults at Northwood Community Primary School, therefore, embed positive relational practices in their work and aspire to be role models for pupils in their behaviour, emotional regulation and relationships. These are done through the use of consistent, proactive strategies, examples of which are given below:

Adult language choices: clear, simple, non-threatening, linked to level of understanding	Restorative language	Promoting class rules and having clear expectations
Restorative classroom management	Positive behaviour promoted in assemblies	Noticing and promoting positive behaviour in other children and adults, for example politeness.
Lessons to explicitly teach positive behaviour, e.g. in PSHE, RE, history, British values, circle time, visitor sessions.	Use of targeted, specific, effort based praise.	Using Kagan learning principles
Promote vehicles such as P4C (Philosophy for Children) for discussion.	Social stories/comic strip conversations.	Positive behaviour modelled by all staff and challenged if appropriate.
Asking children how they are doing or feeling.	Emotion Coaching steps: naming and normalising emotions.	Positive reinforcement.
Morning greeting choices.	Communicating an expectation of a good audience.	Explicit dialogue about positive behaviour.
Adults treating all people with respect.	A consistent approach to reinforcing the 6Rs.	PSHEE / social skills teaching.
Zones of regulation.	Non-shouting ethos	Early identification of need and effective SEND support.

7. Supporting children to regulate their emotions and amend their behaviours

7.1 Levels of behaviour

We split behaviours into two types:

- 1) **Positive behaviours** – behaviours that demonstrate our core values, 6 Rs or other commendable characteristic or actions beyond those that are basic everyday expectations. These behaviours will be rewarded through four levels of response.
- 2) **Regulation Behaviours** – we do not characterize these behaviours as naughty or bad. We refer to these as regulation behaviours because they indicate that the child is struggling to regulate and needs support and help to learn how to manage these thoughts and feelings. These behaviours will be responded to across four levels of response.

These types of behaviours are categorized into 4 Levels. The level increases to show the significance of the positive or regulation behaviour.

Level	Positive Behaviour Levels	Regulation Behaviour Levels
Level 1	Positive behaviours towards children and adults, e.g. sharing, listening well, trying hard, being polite	Low level behaviours, e.g. chatty, shouting out, misusing resources.
Level 2	Repeated examples of Level 1 behaviours, demonstrating one of the schools 6 Rs or core values, volunteering, overcoming a learning barrier, being a role model to others	Repeated level 1 behaviours that do not reduce despite L1 intervention.
Level 3	Consistently outstanding behaviours over a sustained period, completing an outstanding piece of work, having an outstanding attitude, Star of the Week award, improved attendance award	More significant, targeted, physical behaviours, e.g. prejudicial language, fighting, stealing, forming gangs, intimidation, inciting behaviours or being a bystander.
Level 4	Notable achievements: <ul style="list-style-type: none"> - Sporting awards - Headteachers award - End of year awards - 100% attendance awards - Achievements outside of school - Acts of courage, sacrifice, heroism or bravery 	Repeated L3 behaviours that do not reduce despite L3 intervention or behaviours that are severe, significant: unsafe behaviour, illegal behaviour or behaviours that result in significant damage or physical/emotional injury to adults or children.

Regular assemblies are held to celebrate children's achievements and parents/carers are invited to attend.

Staff will respond to these behaviours in a consistent manner, following our levelled approach below.

Regulation Behaviour		Adult actions
Level 1	Examples	
<p>Level 1</p> <p>Initial, occasional and/or low-level emotion regulation difficulties</p> <p>Presenting as low-level challenging behaviours towards their peers, adults, their learning or the environment.</p>	<p>Not listening to peers or adults.</p> <p>Excluding others from games. Not sharing.</p> <p>Distracting others.</p> <p>Shouting out.</p> <p>Misuse of resources.</p> <p>Not following hand signals or instructions.</p> <p>Unkind words or facial expressions.</p> <p>Rough play/pushing in the line.</p> <p>Not attempting tasks or indicating a need for help / support.</p> <p>Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.</p>	<p>STEP 1: Before and after the L1 behaviour consider:</p> <ul style="list-style-type: none"> Needs of children fully met and appropriate support / adaptations in place? Communication routines appropriate for age/stage/need of child? Layout of room supportive to needs? Are classroom rules reiterated and clear for children to understand? Have emotional check ins already identified an issue that needs to be supported before learning can take place? Do you need further SEND / emotional support for this child? <p>STEP 2: Class Teacher / TA Issue a quiet reminder / prompt</p> <ul style="list-style-type: none"> How can I help? What are you finding difficult? What do you need to help you? It is time to listen to me, now is the time for reading quietly, thank you for walking <p>STEP 3: Class Teacher / TA issues a caution</p> <ul style="list-style-type: none"> Recognize and empathize with child's feelings: "I understand you're struggling." Label, validate and link feelings to a trigger, "you seem angry, I understand, it is a difficult task." Limit setting: in class time we complete the work set otherwise we will need to do this at lunchtime." Problem solving: maybe I can help you with this question, so you feel more confident <p>STEP 4: Class Teacher / TA facilitate a short, timed behaviour break</p> <ul style="list-style-type: none"> Chat within the lesson – I have noticed you arethis might be because.....when you find this difficult it might be better to.....as you are finding it difficult you will need to come and catch up at break/lunch so that.....remember last week when you (positive time)? That is who I would like to see today... Behaviour break – use restorative approaches standard questions (5 mins max) <ul style="list-style-type: none"> What happened What were you thinking / feeling at the time Who was affected How could things have been done differently What needs to happen to make things right? <p style="text-align: right;">LOG AS LEVEL 1 on ARBOR</p>

Regulation Behaviour		Adult actions
Level 2	Examples	Level 1 will have been completed and logged on Arbor and the child will have had a scripted behaviour break and returned to class.
<p>Level 2</p> <p>Regular and/or mid-level emotional regulation difficulties.</p> <p>Repeated level 1 behaviours with a higher degree of frequency or intensity.</p>	<p>Not listening to peers or adults.</p> <p>Excluding others from games. Not sharing.</p> <p>Distracting others.</p> <p>Shouting out.</p> <p>Misuse of resources.</p> <p>Not following hand signals or instructions.</p> <p>Unkind words or facial expressions.</p> <p>Rough play/pushing in the line.</p> <p>Not attempting tasks or indicating a need for help / support.</p> <p>Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.</p>	<p>STEP 1: Before and after the L2 behaviour consider:</p> <ul style="list-style-type: none"> • Are needs met as outlined in Level 1 Step 1? • Do you need to speak to the relevant SENCO? PPP in place? • Do you have any safeguarding concerns? • Do you need to speak to the NESST / Behaviour Lead? <p>STEP 2: Class Teacher / TA issues a final caution</p> <ul style="list-style-type: none"> • State support - You are at level 1 and have had the following support.....(describe actions completed at Step 1) • Remind child of agreed rules - The rules in our class/school are..... • Describe difference - Your behaviour is not following our school rules because • State actions required - You need to (give clear simple instruction of actions needed) • Support child as needed - What do you need to help complete this? You can..... <p>STEP 3: Set consequence</p> <ul style="list-style-type: none"> • if this is not completed/behaviour changed then the consequence will be <p>Consequences:</p> <ul style="list-style-type: none"> - Missed break time to complete work (child must be taken for fresh air break afterwards) - Create a poster/drawing describing positive behaviours linked to their actions (e.g. good listening etc.) - Withdrawal from school representation - Removal of equipment - Change of seating - Walking with teacher on entry / exit to building - Not being allowed to play football <p>Consequences should NEVER mean the removal of vital support for children such as not being allowed to have sensory circuits, putty, forest school etc.</p> <p>STEP 4: Phase Lead</p> <ul style="list-style-type: none"> • Speak to parent/carer to advise of concerns /. Update note on Arbor <p style="text-align: center;">LOG AS LEVEL 2 ON ARBOR</p>

Regulation Behaviour		Adult actions
Level 3	Examples	<p>Level 2 will have been completed and logged on Arbor and the child will have had a consequence and completed it / returned to class.</p> <p>Or the child has moved straight into L3 behaviours and has not progressed through the previous levels.</p>
<p>Level 3</p> <p>Frequent and/or high level emotional regulation difficulties.</p> <p>Significantly disruptive or serious behaviours that happen without L1/2 behaviours</p> <p>Intentional, prejudicial behaviours</p>	<p>Prejudiced comments and behaviour / hate language e.g. homophobic, racist, sexist, disablist, xenophobic, anti-religious, ageist, transphobic etc.</p> <p>Deliberate targeting / intimidation of others physically, verbally or via social media / threatening</p> <p>Physical violence or aggression towards adults or children (biting, spitting, hitting, punching, kicking, striking with objects)</p> <p>Encouraging or inciting violent or aggressive behaviours / being a bystander</p> <p>Forming gangs</p> <p>Leaving / attempting to leave school</p> <p>Stealing / hiding property of others</p> <p>Smoking/vaping or bringing these items onto school premises</p>	<p>STEP 1: Before and after the L3 behaviour consider:</p> <ul style="list-style-type: none"> • Is a SEND referral needed? • Is a NESST referral needed? • Is behaviour referral/plan needed? • Speak to relevant SENCO/DSL/Behaviour Lead <p>STEP 2: Referral to Reflection Room</p> <ul style="list-style-type: none"> • Complete L3 reflection behaviour incident on ARBOR • Speak to parent/carer to explain why child booked into reflection room • Speak to Behaviour Lead/Core SLT about the behaviours <p>STEP 3: Reflection Room</p> <ul style="list-style-type: none"> • Appropriate reflection activity completed - Comic Strip Conversation - Social Story work - Restorative approach: group or individual - Duty member of Core SLT to update and mark as resolved on Arbor <p>STEP 4: Next Steps</p> <ul style="list-style-type: none"> • Behaviour Lead will monitor behaviours for this child and will meet with parents/carers • Behaviour target card/behaviour regulation plan will be considered • Behaviour risk assessment implemented • Parents signposted to behaviour course • NESST support further considered • SENCO support / PPs evaluated and any further support considered <p style="text-align: center;">LOG AS LEVEL 3 ON ARBOR</p>

Regulation Behaviour		Adult actions
Level 4	Examples	<p>Level 3 will have been completed and logged on Arbor and the child will have had time in the reflection room and further support/referrals or plans will be put into place.</p> <p>Or the child has moved straight into L4 behaviours and has not progressed through the previous levels.</p>
<p>Frequent and/or high level emotional regulation difficulties. Repeated level 3 behaviours with a higher degree of frequency or intensity.</p> <p>Severe, significant incidences of unsafe behaviour, illegal behaviours that result in significant damage or physical/emotional injury to adults or children.</p> <p>Behaviours requiring:</p> <ul style="list-style-type: none"> • Internal exclusion • Suspension • Consideration of permanent exclusion 	<p>Repeated examples of L3 behaviours above</p> <p>Severe, significant incidences of unsafe behaviour, illegal behaviour or behaviours that result in significant damage or physical/emotional injury to adults or children.</p> <ul style="list-style-type: none"> • Severe physical injury/assault • Severe gang related behaviours • Severe and significant damage to property • Severe / prolonged bullying or intimidation • Drugs related behaviours • Sexual assault / touching / sharing of images • Bringing dangerous objects / weapons onto school premises 	<p>STEP 1: Consider safety of all involved</p> <ul style="list-style-type: none"> • Contain the incident appropriately using clear language to de-escalate • Physical intervention may be necessary at this level – ensure taught Team Teach holds are used appropriately for the least amount of time necessary • Immediately refer to member of CORE SLT for support <p>STEP 2: Referral to Reflection Room</p> <ul style="list-style-type: none"> • Complete L4 reflection behaviour incident on ARBOR • Child will be given a slot in the reflection room <p>STEP 3: Reflection Room</p> <ul style="list-style-type: none"> • Appropriate reflection activity completed - Comic Strip Conversation - Social Story work - Restorative approach: group or individual to restore relationships - Duty member of Core SLT to update actions and mark as resolved on Arbor <p>STEP 4: SLT Next Steps</p> <ul style="list-style-type: none"> • Behaviour Lead will monitor behaviours for this child and will meet with parents/carers • Behaviour target card/behaviour regulation plan will be implemented / updated • Behaviour risk assessment implemented/updated and shared with all relevant staff • Parents signposted to behaviour course • NESST support further considered • SENCO support / PPs evaluated and any further support considered • Referral to LA behaviour team completed (if not already in place) • Internal exclusion considered • Suspension considered • Permanent exclusion may be considered • Consideration given to police involvement / referrals to CSC <p style="text-align: right;">LOG AS LEVEL 4 ON ARBOR</p>

Positive Behaviour		Adult actions
Level	Examples	Levels will be recorded on Arbor. Staff will highlight positive behaviours at all times for all pupils.
Level 1	Positive behaviours towards children and adults, e.g. sharing, listening well, trying hard, being polite	<p>STEP 1: Notice the behaviour</p> <p>STEP 2: Comment on / celebrate the behaviour in a process-driven way – “I really like this behaviour because....” Or, “thank you for walking, that means you are being very safe.” This can be individually or as a group / class.</p> <p>Step 3: Record the behaviour on Arbor / issue specific class reward (dojos/raffle tickets) and tell child their positive point total</p> <p>Step 4: report to parents or other staff as needed</p>
Level 2	Repeated examples of Level 1 behaviours, demonstrating one of the schools 6 Rs or core values, volunteering, overcoming a learning barrier, being a role model to others	<p>STEP 1: Notice the behaviour</p> <p>STEP 2: Comment on / celebrate the behaviour in a process-driven way – “I really like this behaviour because....” Or, “thank you for walking, that means you are being very safe.” This can be individually or as a group / class.</p> <p>STEP 3: Record the behaviour on Arbor / issue specific class reward (dojos/raffle tickets) and tell child their positive point total</p> <p>STEP 4: report to parents or other staff as needed</p>
Level 3	Consistently outstanding behaviours over a sustained period, completing an outstanding piece of work, having an outstanding attitude, Star of the Week award, improved attendance award	<p>STEP 1: Notice the behaviour</p> <p>STEP 2: Comment on / celebrate the behaviour in a process-driven way – “I really like this behaviour because....” Or, “thank you for walking, that means you are being very safe.” This can be individually or as a group / class.</p> <p>STEP 3: Record the behaviour on Arbor / issue specific class reward (dojos/raffle tickets) and tell child their positive point total</p> <p>STEP 4: Consider/issue certificate/award in assembly</p> <p>STEP 4: report to parents or other staff as needed</p>

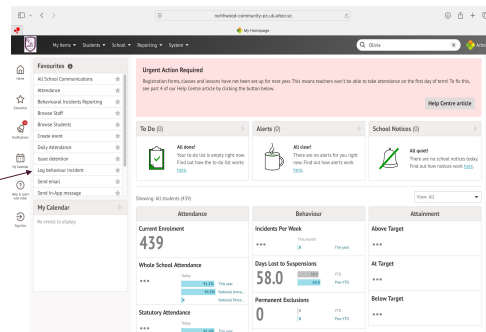
<p>Level 4</p>	<p>Notable achievements:</p> <ul style="list-style-type: none"> - Sporting awards - Headteachers award - End of year awards - 100% attendance awards - Achievements outside of school - Acts of courage, sacrifice, heroism or bravery 	<p>STEP 1: Notice the behaviour</p> <p>STEP 2: Comment on / celebrate the behaviour in a process-driven way – “I really like this behaviour because....” Or, “thank you for walking, that means you are being very safe.” This can be individually or as a group / class.</p> <p>STEP 3: Record the behaviour on Arbor / issue specific class reward (dojos/raffle tickets) and tell child their positive point total</p> <p>STEP 4: Inform Phase Lead/Headteacher</p> <p>STEP 5: Celebrate in assembly / consider wider publication if appropriate (speak to Core SLT)</p>
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Recording Behaviour on Arbor (see PPT handout September 2025)

POSITIVE BEHAVIOUR

LOGGING A POSITIVE BEHAVIOUR INCIDENT

- Go to your Arbor home page
- Look at your favourites menu on the left hand side
- Click LOG BEHAVIOUR INCIDENT



LOGGING A POSITIVE BEHAVIOUR INCIDENT: COMPLETE THE DETAILS IN THE FIRST BOX

Log New Behavioural Incident

Date of incident* 29th Aug 2025

Event

Time of incident* 14:59

Students involved*

Behaviour*

Assign to staff member* Carrie Hyland (Deputy Headteacher)

Incident summary

Staff involved Carrie Hyland (Deputy Headteacher)

Location

Create as separate incidents

- Add in date
- Type in EVENT – this relates to the school period
- Type of incident – choose a positive behaviour
- Change the time of incident if needed
- Select students involved (more than one if needed)
- Give a clear summary of the incident – parents will have access to this on the parent app
- Add in any staff involved – your name will automatically come up as the recorder
- Add in the specific location

Click the green next button at the bottom right of the screen when you are finished. It will give you

REGULATION BEHAVIOURS

LOGGING A LEVEL 1 OR LEVEL 2 REGULATION BEHAVIOUR

- You will get an option to add physical intervention (positive handling/Team Teach holds) used but we would not do this at Level 1 and Level 2. If we had to use physical intervention it would be recorded as Level 3 or Level 4.
- Just leave this box blank at L1 or L2.

LOGGING PHYSICAL INTERVENTION

- If you have had to hold or restrain a child using one of our approved and taught Team Teach holds then you must complete this box.
- You will see this box lower down the first page below where you type the details of the incident.

- You click the drop-down menus to record the physical intervention.
- Student** – choose your student. If there is more than one student involved, then you must choose them all on separate lines.
- Staff member involved** – usually you/ the person that held the child.
- Method used** – select from the drop-down menu. Only approved Team Teach holds that have been taught are in this menu.
- Click **NEXT** when you are finished

The system will automatically put children into the reflection room at L3 and L4. It is class staff responsibility to let parents/carers know that their children are booked into the reflection room.

7.2 Breaktimes and Lunchtimes

Pupils do not stop learning when they leave the classroom. Lunchtime is an opportunity for pupils to put into practice their social and emotional learning including: teamwork, volunteering, determination and respect.

Lunchtime supervisors will be trained to manage emotional regulation difficulties and the resulting behaviour in accordance with this policy.

We aim to ensure that at the end of break and lunchtimes pupils go back into class ready for learning. Lunchtime staff are asked to give a much higher priority to rewards than sanctions. (see 'Rewards' section above). Staff should be providing regular verbal praise and each lunchtime staff member chooses a child in each phase to receive a certificate in assembly for their conduct at lunchtimes (Lunchtime Award).

The 'Supporting children to regulate their emotions and amend their behaviors' section also applies at break and lunchtimes. Level 1 behaviours are dealt with by lunchtime staff. If a pupil is required to carry out a 'Behaviour Break' it is to be completed as soon as it is awarded. Levels 2 - 4 behaviours are dealt with by the duty SLT member with the lunchtime member of staff liaising with SLT and ensuring the relationship is restored afterwards.

7.3 More serious incidents

On some occasions it may be necessary for a child to miss some, or all of their break times without the warnings, for example if the child has physically hurt another child or has used highly inappropriate Language/unsafe behaviours. SLT will determine if this needs to happen and what the arrangements are for each child.

7.4 Informing parents/carers

Parents/carers will be informed when:

- A child has had level 1/2 behavioral support – class teacher/TA/Phase Lead
- A child has been involved in a more serious incident at level 3/4 – SLT/Core SLT
- A child has completed a Reflection Time activity at level 3 – class teacher
- Meetings will be held with parents/carers to discuss support
- Parents/carers will have access to the Arbor parents app and will see behavioral records on there
- Discussion will be guided by the support framework (**see appendix document 1A**).

7.5 Further action(s)

If the above sanctions do not lead to a modification of behaviour, the following actions may also be considered:

- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- Withdrawal from the classroom for a session or the rest of the day.
- Supporting younger children as a behaviour role model (discussed with Core SLT)
- A meeting with parents.
- Pastoral support programme
- Internal exclusion from class
- Suspension
- Permanent exclusion after consultation with the Governing Body and the LA (Parents have the right of appeal to the Governing Body against any decision to Exclude)

Exclusions : In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusion Policy for further information.

The above actions will only be taken as a last resort and the reasons for them will be clearly explained to parents/carers and the child at an appropriate time. A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

7.6. De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. NCPS specifically uses Emotion Coaching and Restorative approaches in order to de-escalate situations. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs. See positive handling policy for further information.

7.7. Mainstream SEND / Vulnerable Pupils

We acknowledge that our emotional regulation systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable. Staff will use the support framework (**see appendix document 1a**) to explore individual children's needs and to implement appropriate support and external professional involvement.

8. Before & After-School Clubs

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Inappropriate behaviours are addressed through the levelled actions outlined above. During this time, pupils sit within the room, but not partaking in activities. Lower-level behaviours will be shared with class teachers. Staff in breakfast club will record these behaviours on Arbor.

9. Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately. See Positive Handling Policy.

10. Behaviour in EYFS (Nursery & Reception)

The EYFS promotes the value of positive relationships to help to develop children's self-esteem and ability to learn. We promote the three Characteristics of Effective Learning and support children to develop these characteristics in a holistic way. Within Nursery and Reception (3-5 years old) behavioral expectations are linked to developmental ages and stages. Children are at the very beginning of learning about self, the world around them and how to self-regulate. Therefore, any behavioral approach in this phase is very focused on the Prime areas of the EYFS and on adults effectively supporting and modelling communication and language skills and personal social and emotional development. Close relationships will be cultivated with parents/carers and staff will share approaches, information and key expectations with parents and carers.

Teaching and learning in EYFS will focus heavily on PSED using the following approaches:

Approach	Rationale
Carpet Time Inputs by adult	The routines implicit in this will support young children to sit, listen and take turns as things are passed around the circle. This can be combined with songs and games and will develop children understanding of their peers names and preferences too. Songs, stories and snacks can all be shared this way.
Story Times in small groups	This develops listening skills, integral to regulation, and turn taking/empathy when characters are unpicked and adults ask children to join in with repeated refrains or share thoughts or ideas about the plot. It also builds communication skills.

Sharing Games between adults and children	Used to develop patience, turn taking and an appreciation that everyone is entitled to have a turn.
Puppet Work / role play strategies	Used to role play scenarios in which sharing, listening, positive behaviours are explored, and children can explore how to handle hard feelings and thoughts,
Emotion cards/feelings and mirror work	Visual identifiers for children to see feelings and facial expressions and be able to recognise and name them to build the beginning of understanding around feelings in themselves and eventually in others.
Zones of regulation approaches	Visual identifier to enable children to express their thoughts and feelings and to allow staff to identify needs, intervene and offer support or valuable teaching and learning experiences. Can be linked to cartoon/movie characters to support young children's understanding.
Communication strategies	Communication will be clear and simple to avoid children becoming frustrated. Visual prompts and timelines will be used to support learning and Talk 4 Writing approaches used to build expressive vocabulary and understanding.
School rules displayed with clear images	To support understanding a modified version of school rules will be displayed, linked to images, and referred to at all times.

- For the very youngest children who are unable to self-regulate or are below ARE or have a communication/language issue, lots of adult supported roleplay, story books and sharing times will be used to support positive behaviours.
- Conversations will be had with parents/carer to share information and look for patterns and parental support.
- Unsafe behaviours will be dealt with initially by a positive verbal reminder from staff, e.g., "thank you for walking inside," if a child is running. This is a positive way to remind children about the expectations. If unsafe or unkind behaviour persists then immediate and adult supported reflection time will be used. The adult will ask open ended, developmentally appropriate questions to support the child to think about the impact of their actions. **(See appendix document 1B)**
- Staff will always focus on how to repair harm between children and will use simplified comic strip conversations to map out actions and identify what other choices a child could have made.
- Early intervention is key and if a child is repeatedly using inappropriate behaviour then staff might consider any barriers to learning that may be present and consult the EYFS SENCO or behaviour lead for additional support.
- All behaviours (positive and regulation) will be recorded on Arbor. EYFS children will not attend Reflection Room and any significant behaviours will be dealt with through discussion with EYFS Senco, parents and Behaviour Lead.

Simplified school rules for EYFS classes are as follows:

- Be Kind
- Try hard
- Be safe

These rules will require staff to develop children's understanding of them using visuals, examples and by referring to them every single day. **(see appendix document 1D)**

11. Behaviour & Emotional Regulation in the DSP

Children in our DSP have a variety of needs. Support will be given on a bespoke basis depending on how children's needs present across different situations, diagnosis of needs, outcomes in EHC documentation, communication and language and sensory and physical needs. NCPS acknowledges that in order to manage behaviours and emotional regulation effectively in the DSP there is no one single approach and staff will work hard to build a package of support around each child to ensure that needs are met.

Within our DSP behavioral expectations are linked to developmental ages and stages. Children can be at the very beginning of learning about self, the world around them and how to self-regulate. Therefore, any behavioral approach in this phase is very focused on ensuring learning needs are met and adults are effectively supporting and modelling communication and language skills and personal social and emotional development. Close positive relationships will be cultivated with parents/carers and staff will share approaches, information and key expectations with parents and carers.

In order to support behaviour and emotional regulation teaching and learning in the DSP will focus heavily on using the following approaches:

Approach	Rationale
Clear and predictable routines	Class timetables and routines will be articulated clearly to ensure predictability and children feel safe and secure.
Story Times in small groups	This develops listening skills, integral to regulation, and turn taking/empathy when characters are unpicked and adults ask children to join in with repeated refrains or share thoughts or ideas about the plot. It also builds communication skills and reasoning where appropriate.
Sharing Games between adults and children	Used to develop patience, turn taking and an appreciation that everyone is entitled to have a turn.
Puppet Work / role play strategies	Used to role play scenarios in which sharing, listening, positive behaviours are explored, and children can explore how to handle hard feelings and thoughts,
Emotion cards/feelings and mirror work	Visual identifiers for children to see feelings and facial expressions and be able to recognise and name them to build the beginning of understanding around feelings in themselves and eventually in others.
Zones of regulation approaches	Visual identifier to enable children to express their thoughts and feelings and to allow staff to identify needs, intervene and offer support or valuable teaching and learning experiences. Can be linked to cartoon/movie characters to support young children's understanding.
Communication strategies	Communication will be clear and simple to avoid children becoming frustrated. Visual prompts and timelines will be used to support learning and Talk 4 Writing approaches used to build expressive vocabulary and understanding. Makaton signs, objects of reference, widgets will be used to ensure children have a visual understanding of the world around them.
School rules displayed with clear images	To support understanding a modified version of school rules will be displayed, linked to images, and referred to at all times.
Sensory support and assessment	Regular sensory assessment and support in place.
Positive reinforcement	Process praise when a child achieves a goal displays positive behaviours, with lots of celebration and reinforcement.
De-escalation focus	All staff trained in Team Teach de-escalation techniques and handling techniques.

All behaviour will be reported on Arbor and will be assessed to consider if provision around a child is meeting needs or to gather evidence for further assessment or referrals. Staff will use adapted scripts and more visual responses for children in the DSP. Children in the DSP will not attend the mainstream Reflection Room. Behaviour regulation plans and risk assessments will be put into place to support needs as they emerge.

Zones of Regulation

NCPS uses a Zones of Regulation approach to supporting pupils to identify and manage their emotions.

Each class has a coloured display, personalized to the interests/ages and stages of the children. Each morning and afternoon children will log their feelings using their image on the display. Staff can then intervene and support immediately if a child expresses that they are struggling.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
SAD SICK TIRED BORED MOVING SLOW	HAPPY CALM FEELING OK FOCUSED READY TO LEARN	FRUSTRATED WORRIED SILLY/WIGGLY EXCITED LOSS OF CONTROL	MAD/ANGRY TERRIFIED YELLING/HITTING ELATED OUT OF CONTROL

Staff will teach children what these colours link to in terms of feelings and will offer support as needed. This approach creates emotional literacy amongst children and staff and gives children a framework within which to communicate their needs.

APPENDIX 1A; Support framework

Northwood Community Primary School is committed to exploring the reasons for inappropriate behaviour as we believe behaviour is communicating unmet needs. Therefore, the system outlined above is also supported by a process of exploring and meeting the child's unmet needs in order to ensure every child receives appropriate support and school understands their needs. This can be completed using the framework below:

Questions for support Levels 1 and 2

1. Have we talked to the child about why they may be finding things difficult and what is going well at the moment? (Levels 1 and 2)

If not, how can we do this?
E.g.
Who would the child like to talk to?
What resources can we use?
What questions do we want to answered?

What will happen to this information? E.g:
How can it be shared with staff and parents/carers?
What can happen as a result of this information? (adaptations to support plan / referrals to other agencies)

2. What do school staff feel is going well and is currently difficult for the child? (Levels 1 and 2)

What are the child's strengths and what is the child currently doing well in?

What does the child currently find difficult?

Who does the child have good / difficult relationships with? (adults or children)

Where / doing what / with whom does the child seem happy / identify that they enjoy?

What has worked well in the past?

3. Have we talked to parents / carers / family / external agencies about why they may be finding things difficult at the moment? Level 2)

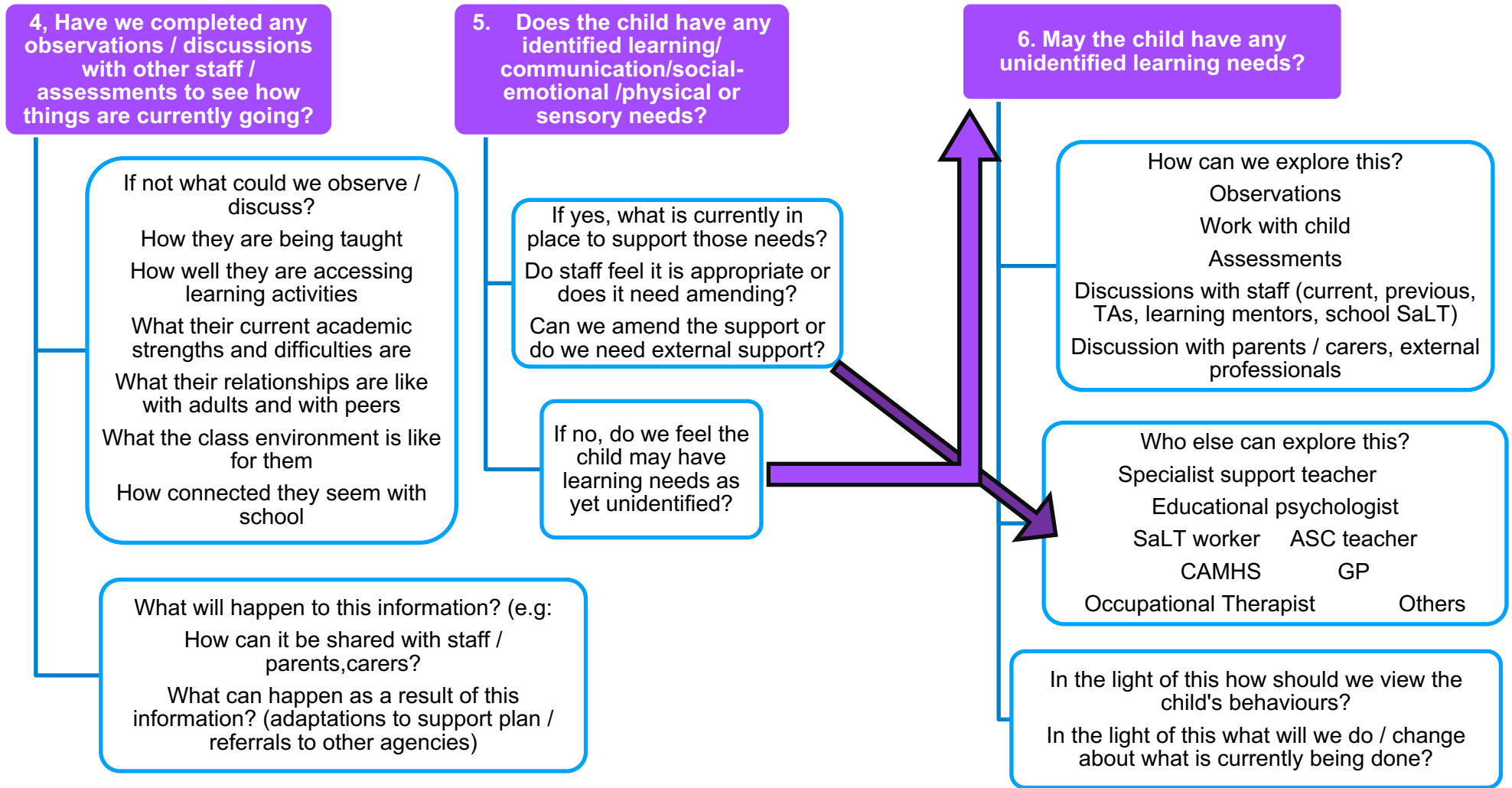
If not how can we do this?
E.g. who has a good relationship with parents/carers?
Who are the people we need to talk to and in what situation are parents/carers most likely to positively engage? (home or school, times of day)
How can we find out what the child's life is currently like outside school?

What will happen to this information? e.g:
How can it be shared with staff / parents,carers?
What can happen as a result of this information? (adaptations to support plan / referrals to other agencies)

Taking into account all of the above information:

- What do we think is the function of the current behaviour that is of concern?
 - What is the behaviour trying to communicate to us?
- How are adults currently responding to this behaviour and is this supportive or not?

Questions for support levels 3 and 4



Taking into account all of the above information:

- What do we think is the function of the current behaviour that is of concern?
 - What is the behaviour trying to communicate to us?
- How are adults currently responding to this behaviour and is this supportive or not?

Appendix 1B: Restorative Approaches - Level 1, 2 and 3 (reflection room)

MAINSTREAM CHILDREN

A. Restorative approaches standard questions

These can be asked to one child or multiple children, ask each child each question in turn)

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way (including child themselves)?
5. How could things have been done differently?
6. What do you think needs to happen to make things right / better?

B. Restorative approaches questions –to be used for playground incidents

1. What happened?
2. What were you thinking AND/OR feeling (dependent on ability)?
3. Who has been affected (including child themselves)?
4. What do you think needs to happen to make things right / better?

C. Restorative approaches questions – to be used with multiple children

1. Person A: Your turn first: What happened?
2. What were you thinking and feeling?
3. Person B: Your turn second: What happened?
4. What were you thinking and feeling?
5. Who has been affected (person A?) (including child themselves)
6. Who has been affected (person B)? (including child themselves)
7. Person A: What do you think needs to happen to make things right / better?
8. Person B: What do you think needs to happen to make things right / better?

D. Restorative approaches questions – to be used with children who find talking about their thoughts and feelings difficult

1. What happened?
2. What were you feeling at the time? Adult shows small number of appropriate feelings visuals for child to choose.
3. Can you remember what you were thinking? Adult gives options if appropriate.
4. How do you feel now about it? Adult shows small number of appropriate feelings visuals for child to choose.
5. Who has been affected (including child themselves)?
6. What do you think needs to happen to make things better?

E. Restorative approaches questions for KS1

1. What happened?
2. What happened just before? - gives us context
3. What were you feeling at the time?
4. How are you feeling now?
5. Who has been involved? How do you think they feel because of your actions? - chunk this down: Maybe, let's go through who is involved?
6. What could you have done differently?
7. What can you/we do to make things right? What would you like to have happen now?

EYFS

F. Restorative Approaches questions for EYFS

1. **What just happened/what happened with...../what happened in thearea?** This would have to be done immediately that an incident had taken place as young children sometimes struggle to remember / think in the past. It would also have to be a quieter part of the room
2. **What did you want to happen?** This helps the child to focus on their needs and understand their thinking more tangibly.
3. **What do you think.....wanted to happen?** This might help the child to begin to focus outside of themselves and on the view of the other child involved and begin to develop empathy.
4. **Instead of..... what else could you have done?** ('instead of,' focusses the child on what had happened as a memory support). Lots of adult modelling, use of puppets, cards with images on to support the child to think. Adult might offer suggestions.
5. **What can we do to from now on to make things better?** Lots of adult modelling, use of puppets, cards with images on to support the child to think. Adult might offer suggestions.

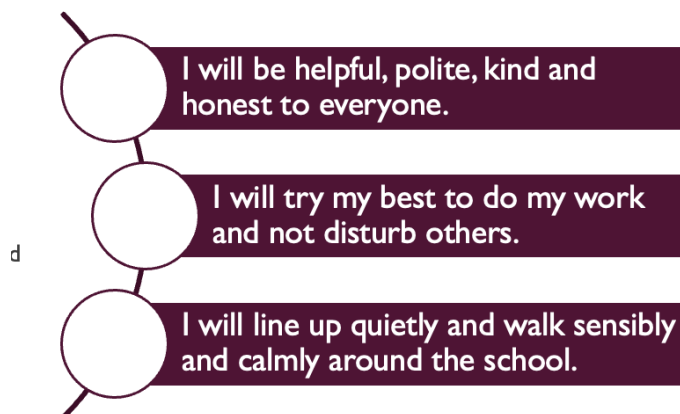
DSP & LHUB

G. Restorative approaches suggested questions for DSP & LHUB

1. **What happened?**
2. **I wonder if you were feeling ...** (adult verbalises an emotion and shows a visual, or verbalise 2 emotions with visual if adult feels child is able to choose one)
3. **Who has been affected and in what way** (including child themselves)?
4. **We will think about how things could have been different.** [Adult then gives 1 or 2 examples with visuals dependent on child's ability]. **Do you think this would be a good idea? / Which do you think would be a good idea?**
5. **We will think about how we can make things better.** [adult then gives 1 or 2 examples with visuals dependent on child's ability]. **Would you like to do this? / Which would you like to do?**

Appendix 1C: Mainstream School Rules

Each class will add a further two bespoke rules and display in their classrooms



Appendix 1D: EYFS/DSP/LHUB/KS1 School Rules



These rules will be accompanied with clear visuals and explained daily to the children

- Be Kind
- Try hard
- Be safe






Appendix 1E: Rewards

Reward	Details	Frequency
Verbal comment / praise	given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere and to be focused on the process of learning, rather than the outcome.	As often as necessary.
Written comment / praise	given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere and to be focused on the process of learning, rather than the outcome. (refer to marking and feedback policy)	As often as necessary.
Class rewards	staff have the freedom to implement their own systems of reward, e.g. dojos, token, raffle tickets. Classes are encouraged to have shops in which children can use their positive points to buy items.	As often as necessary.
Celebration Assemblies	held regularly each time to celebrate a key value or learning power in school.	Fortnightly
Lunchtime awards	Staff members choose a child in each phase who has displayed excellent lunchtime behaviours	Weekly
Star of the week	Chosen weekly by class staff for a range of behaviours and achievements	Weekly
Attendance	Award given at the end of each half term and term for 100 attendance and most improved. At the end of each term a super Saturday event is held for 100% attenders who are pulled from a raffle. Attendance rally car points are given out and celebrated half termly for classes.	Half termly and termly

Lunchtime Award Certificate

	   <h2>Lunchtime Award</h2> <p>Awarded to: _____</p> <p>For: _____</p>	
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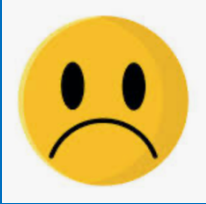

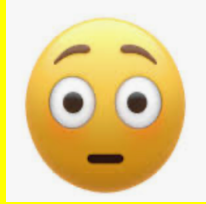
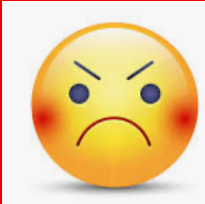
Star of the Week Certificate

	   <h2>Star of the Week Award</h2> <p>Awarded to: _____</p> <p>For: _____</p>	
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Appendix 1G – Behaviour Regulation Plan Template

Appendix 1H – Behaviour Graduated Approach

Appendix 11 – Zones of Regulation Basic Poster

			
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Sick Tired Bored Moving slow	Happy Calm Feeling OK Focused Ready to learn	Frustrated Worried Silly/Wiggly Excited Loss of control	Mad/Angry Terrified Shouting/Hitting Elated Out of control