



Emotion Self-Regulation & Behaviour Policy

‘When I say manage emotions, I only mean the really distressing, incapacitating emotions. Feeling emotions is what makes life rich. You need your passions.’ (Daniel Goleman)

This is how we will support everyone to regulate their emotions at HVFS:

Holywell Village First School is committed to promoting positive relationships, respect, social inclusion and has adopted a positive and restorative approach to supporting the management of emotional regulation. We aim to provide a safe, secure, supportive environment where children can learn to the best of their ability, and where teachers can teach to the best of their ability. We adopted the ‘Emotion Coaching’ approach in school.

The Principles of Emotion Coaching:

Emotion Coaching helps children to understand the different emotions they experience, why they occur and how to handle them. Emotion Coaching:

- Supports children and adults to co-regulate, regulate and take ownership of their behaviour
- Supports children to calm down and better understand emotions
- Supports practitioners to create more consistent responses to children’s behaviour

We believe that key factors in achieving our goals around Emotion Coaching are the promotion of: -

- a positive atmosphere based on respect and trusting relationships
- high self-esteem and sense of self-worth
- a well-developed sense of personal responsibility
- a consistent and restorative approach to managing emotional regulation

To effectively support children’s emotional regulation, we adopt the ‘Three R’ principles:

- **Recognising**
- **Respond**
- **Regulate**

• Step 1

Recognising the child’s feelings and empathising with

them: Recognise all emotions as being ***natural and normal*** and not always a matter of choice

- Recognise behaviour as communication
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (mind-mindedness)
- Affirm and empathise, allowing to calm down

• Step 2

Validating the feelings and labelling them

- Validate the emotion and acknowledge its existence
- Use words to reflect back child's emotion
- Help child/ young person to label emotion
- Provide a narrative/translation for the emotional experience (creating cognitive links)

• Step 3

Setting limits on behaviour (if needed)

- Safety first
- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity - *(crucial for responsive behaviour and well-being)*

• Step 4

Problem-solve with the child

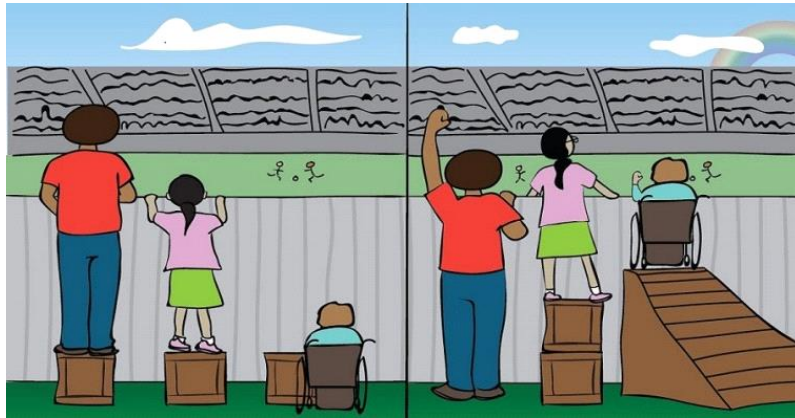
When the child is **calm** and in a relaxed, rational state:

- **Explore** the feelings that give rise to the behaviour/problem/incident
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

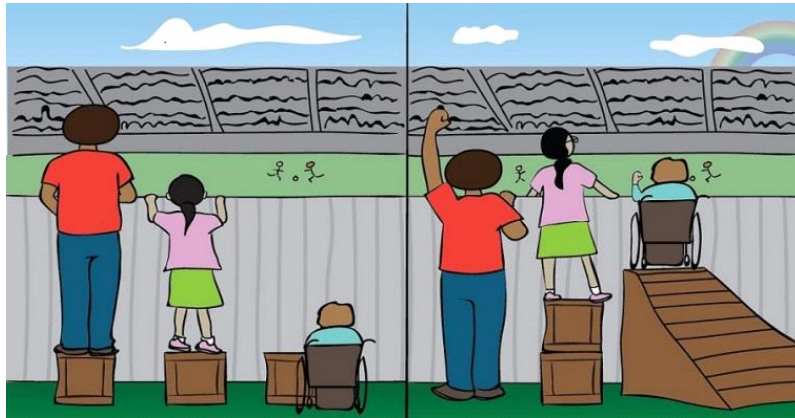
The key premises of our approach are:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

EQUALITY



EQUITY



- Behaviour is a form of communication of an emotional need and not always a matter of 'choice'
- Taking a non-judgemental, curious and empathetic attitude towards behaviour
- Putting relationships first – creating a culture and climate that fosters connection, inclusion, respect and value for all members of the school community
- Adults will always regulate their emotions first (3Rs – Recognise, Respond, Regulate)
- Maintaining clear boundaries and expectations
- Encouraging parental/carers engagement and involvement

Promoting high standards of behaviour – all staff will:

- Be caring, calm and consistent
- Reinforce positive conduct
- Demonstrate and model a professional level of respect to all others within the school community

Consistent routines throughout school include:

- Walking along the corridors
- Holding the door open for people behind you
- Keeping communal areas tidy (picking up litter or hanging up coats and bags)
- Using 'indoor voices' when inside the school building

Our school vision:

'At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind. '

To achieve our school vision we expect the best from ourselves and each other. The questions we should ask about and of ourselves:

- Are we ready to **learn**?

- Are we being **respectful**
- Are we being **kind** and **caring**?

Positive Reinforcement

The Emotional Regulation Policy is not to be implemented through the promotion of consequence for non-compliance but through positive reinforcement of all the fantastic things that happen on a daily basis. At Holywell Village First School, the following strategies or responses are implemented consistently, across school to promote a positive approach to managing emotional regulation.

Meet and Greet

The warmth, humour and approachability and unconditional positive regard with which our staff engage with children from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour, and is reflected throughout the school. Children are greeted by their class teacher or teaching assistant every morning/ afternoon (from a safe distance) on drop off in the morning and collection at night at the allocated area. This promotes positive interaction, relationships, social conventions for communication and above all else, demonstrates to the child that we care about them. Members of school staff will always be available at both the vehicle gate and the school yard to be able to respond to any worries or concerns children or carers may have.

Head teacher Recognition- Star of the Week

Each week, class bubble staff will nominate a pupil or pupils within their class for the Star of the Week . This can be awarded for a variety of things. When there are no physical assemblies, the Head teacher (or Deputy Head teacher in their absence) will host a virtual assembly to recognise the children to who have gone above and beyond, listening to the staff comments who will lead on why they have been chosen. All the children in the school will be able to see each other and celebrate the Stars of the Weeks' achievements.

Rewards

At HVFS we use a variety of reward strategies to celebrate both pastoral and academic achievements. These include:

- house points
- Star of the week
- verbal praise
- positive messages in workbooks/direct messages to parents?
- tangible rewards e.g. Stickers/ certificates/badges

How will we introduce and embed this approach from EYFS to Year 4?

We consider 'behaviour' in a new way:

TRADITIONAL VIEW	NEW VIEW
Consequence based	Regulation of the child based
Rewards and incentives create motivation	Relational influence creates motivation

External controls (star charts, removal of privileges, detentions)	Internal controls (sense of self, sense of accomplishment, self acceptance, resilience, self-efficacy, Growth mindset)
Time-out	Time-in
Expectation based on chronological age	Expectations based on emotional/ social age
Behaviour management	Stress management
Individual focus	Community/ family focus
Performance/ outcome based	Process/ Effort based
Intervention	Prevention
Major transitions identified	All transitions identified
Child to fit into the environment	Environment to fit the child
Behaviour is a matter of choice	Stress drives behaviour

The above table is adapted from 'Help for Billy- A Beyond Consequences Approach to Helping Challenging Children in the Classroom' By Heather Forbes (2014).

In EYFS and Year 1 'The Colour Monster' by Anna Llenas will be used with the children. They will be introduced to the concept that we can recognise, name and understand our feelings and that more than one feeling can be experienced at the same time.

THE COLOR MONSTER FEELS



Jump and clap!



Cry lots of tears!



Growl and stomp around!



Hide behind your hands!







Close your eyes and breathe deep!



Hug yourself and say "I LOVE YOU!"

In Year 2, 3 and 4 we will use the 'Zones of regulation' approach. At the end of Year 1 and at the start of Year 2 the adults will help the children see the similarities between the concepts within 'The Colour Monster' book and the 'Zones of Regulation' approach.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

See [Appendix 1](#) for our Zones of Regulation approach.

Reflection time

'Reflection Spaces' are established whereby children can voluntarily take themselves if they feel overwhelmed and recognise they need to regulate their emotions. Where children need individual resources to use when needed, these can be provided in their individual packs. If additional resources are needed, staff should liaise with Mrs Brett. Time does not need to be paid back (by missing outdoor activity etc.) if children miss out sections of the timetable, due to needing to regulate their emotions, as we appreciate that this may be a difficult time for some children and our aim is to ensure a calm environment where all children feel safe and secure and can process how they are feeling.

Mindfulness/Yoga

Every bubble in school will complete a mindfulness activity at some points within their timetable. Other mindfulness/breathing space activities can be added in where it is felt beneficial for the group of children or individuals to self-regulate and relax. This might for example, form part of the 'Check-out' process at the end of the school day or from our online PE resource [Imoves](#) or [Cosmic Kids](#). Mindfulness is promoted throughout school as a means of relaxation and reflection and is encouraged at home as well as in school.

'Check-ins' and 'Check-outs'

'Check-ins' and 'Check-outs' provide children with an opportunity to share their current emotional status with each other and/or adults. Adults will respond to any child signally they require some support via the 3 'Rs'

- Recognise –the adult should recognise the child needs help. This may be verbal, non-verbal or via the agreed system in the class.

- Respond – this must be in the agreed way.
- Regulate –therapeutic conversations, intervention, support for the child as necessary.

Pastoral support will be the focus from all staff allocated to bubbles. Therefore, staff will get to know the children in their groups very well and can provide group or individual support where needed. Where staff feel children need additional support, they should refer to H Burton (nurture) or S Brett (SENCo and safeguarding).

Each teacher is free to decide upon the best way to 'check-in' with their pupils. However, the 'check-in' must:

- Be managed in a way that allows children privacy so they can be confident to be truthful about their emotional state
- Responded to in a timely and appropriate way.

Daily Exercise

At HVFS we recognise the importance of exercise and physical activity and the impact they can have on wellbeing. As such, every bubble group completes physical activity every day as part of their timetables. Children enjoy the daily Mile where they run/jog for 10 minutes per day. Additionally, they have other movement sessions using the online resource [Go Noodle](#).

What to do when a pupil is not ready to learn, being respectful or being kind & caring

During this period, there will be a different approach due to the additional risk to children and staff if children are displaying unsafe behaviours.

Although we aim to promote the appropriate management of emotions through positive praise and reinforcement, we accept that there will be occasions when children do display challenging behaviour.

We continue to aim to deal with this in a fair and consistent manner using the principles of emotion coaching. For some children this may require an adult to co-regulate their emotions

For a minority we will implement an individualised package of support, including an Individual Emotional Regulation Plan (including risk assessment and crisis plans) , which will be shared with parents and carers and staff working with these children.

For low level behaviours, which do not pose a health and safety risk to adults or children, we will follow the process below.

Reminder – A reminder of the three school expectations; Ready to Learn, Respectful, Kind & Caring. This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Reflection- give children time to reflect and self-regulate or change behaviours. The aim should be to avoid any escalation, and if this takes a longer time than usual, this is advised.

Consequence and Repair – When the child is completely calm and self-regulated, a quick restorative conversation (process below) at an appropriate time and place will be initiated.

Children will not lose time but a safe consequence can be agreed, to enable bubbles to remain together. This may be discussing the behaviours with parents/carers to support/ follow this up at home.

Restorative Conversation

The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

1) **What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.

2) **What were you thinking at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.

3) **How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.

4) **What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.

5) **How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.

Restorative Conference

If a pupil, who is not subject to an Individual Zones of Regulation Plan/SEND Support Plan, participates in a serious behaviour incident*, then a restorative review meeting will be arranged with parents/carers at a mutually convenient time, ideally on the same day or at the beginning of the following day. This will either be held virtually or over the phone, or where needed, can be a meeting in school, in an identified room adhering to social distancing in a well-ventilated room.

This will be led by The Head Teacher or the Deputy Head and where possible should also include the adult from the bubble who was involved (this may not always be possible). There may be times when other members of staff are requested to attend depending on the circumstances of the incident.

Individual Zones of Regulation Plan and SEND Support Plan (including crisis plans and individual risk assessments).

For some children it may be necessary to produce an 'Individual Zones of Regulation which forms part of a 'SEND Support Plan'. This contains more detailed information regarding a different set of direct sanctions, bespoke to the individual to manage and improve more challenging behaviours/needs. The SEND Support Plan will detail the child's individual needs and will include set targets for both the young person and supporting adults to work on. Where necessary, intervention will be identified to support the Social Emotional and Mental Health needs presented by the child. Also, where appropriate an individual risk assessment will also be completed to safeguard the pupil, their peers and the adults supporting the individual. Parents/carers will be involved in the writing, and review of these documents. These will be reviewed and adapted where necessary for children in school, to ensure they are safe to implement for staff and children during this period.

The SENCo will ask for advice from relevant agencies to support the creation, implementation and monitoring of these plans.

Outdoor activity time and Lunchtime

Throughout outdoor activity times, and lunchtime the school expectations of ready, respectful, safe will be upheld. Children will remain with their consistent adults in their bubbles for the outdoor activity time sessions, so there will be no difference during these times in the school day/ session, and these will be structured to support children's development of social skills.

Some classes may have different staff, Lunchtime Supervisory Assistants, supervising their lunchtime. The same expectations will be upheld and LSAs will communicate with the class teacher where there have been any issues, so that this can be followed, where it has not been able to.

Monitoring

Formal monitoring of restorative conversations will not take place; however staff are expected to record these incidents on a behaviour sheet and passed to the Head teacher. Where staff feel a child is struggling to regulate their emotions, and is requiring regular restorative conversations, this should be discussed with the class teacher, SENCo / Head and the ELSA – Mrs Heather Burton - with an agreed course of action. See [Appendix 2](#)

Support for Emotional Regulation at home

Heather Burton and other school staff are available to support pupils with their emotional regulation at home during this period in particular. This is done in a safe way, ensuring social distancing.

Related Policies:

- Anti-Bullying
- SEND
- Physical Intervention/Positive Handling
- Safeguarding
- Exclusions

Sarah Brett

Formulated : July 2021

Adopted: September 2021

Review date: Autumn 2023

Chair of Strategic Policy and Direction Committee: _____ signature

_____ print
name

Appendix 1

The Zones of Regulation

The Zones of Regulation are used to learn and practice social emotional skills. This information sheet is intended for important people in students' lives (teachers, coaches, parents, etc.) so that they understand the vocabulary students are learning and can reinforce it with the students.

The Zones is used to teach self-regulation by labelling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of their emotions, improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones

- **The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.
- **The Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help students be successful in the classroom.
- **The Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. In school being in the yellow can be wonderful for competitive activities as experienced in PE for example.
- **The Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person maybe elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.

Expected and Unexpected Behaviours.

Expected behaviours are the behaviours that give people around you good or comfortable thoughts about you. Classroom rules are the expected behaviours in the classroom and are taught consistently. (Examples of expected behaviours: raising your hand, paying attention, be respectful, etc.)

Unexpected behaviours are the behaviours that give people uncomfortable thoughts about you. The unexpected behaviours for the classroom are not always taught to students. It is important to teach students about how unexpected behaviours can affect their learning, as well as the learning of others. (Examples of unexpected behaviours: hitting, blurting out, not completing work, etc.)

Tools and Strategies

Students can develop a toolbox, which is a collection of calming and alerting strategies a student can pull from depending on the present need.

The tools or strategies in the toolbox are calming or alerting techniques that help the student in regulation. Not all the tools can be implemented in a school setting.

LIST of possible tools to get back to Green.

For the Blue Zone – increase arousal:

- think happy thoughts : school ok
- talk about your feelings : school it's possible
- rub hands together : school ok
- run on the spot : in the corridor
- stretching or jumping jacks
- drink water
- bright lights

For the Green Zone – maintaining:

- keep your eyes on the teacher
- finish your work homework
- think happy thoughts
- be a good friend
- help others
- work hard

- smile

For the Yellow – decrease arousal:

- talk to my friends :not during class times
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- slow movement
- heavy work to muscles
- soft lighting

For the Red Zones – decrease arousal :

- count backwards from ten
- Imagine you're in a different place
- take three deep breaths
- how big is my problem – the size of your reaction should match the size of the problem.
- relax your muscles
- talk to an adult
- push the wall
- count to 20
- walk away
- STOP!

STOP: Stop before you act

OPT Think of all your options and how they will work out

GO Go with your best options

Problem: _____

My best option is: _____

Appendix 2

Reporting a Restorative Conversation	
Name of staff member:	
Name and signature of person reporting conversation:	Date:
Description of the conversation:	

Action taken:	
Print name and Signature:	Date: