



Behaviour and Emotional Regulation Protocol

St Nicholas Primary Church School

Resource Bases

Other relevant policies	Main School Behaviour Policy Child Protection and Safeguarding Complaints Exclusions Policy Positive Handling
Other relevant documents	BWMAT Exclusions Guide
Statutory guidance	Statutory guidance for behaviour in schools and colleges Guidance for Safer Working Practice Keeping Children Safe in Education





Our Values and our purpose

https://www.stnicholasschool.co.uk/web/vision_and_values/78651

1. Introduction

This policy is specifically designed for our Social, Emotional and Mental Health (SEMH) resource base and designed to work in partnership with the Mainstream School Behaviour Policy and other policies referred to in the table previously.

This policy sets out our expectations for the whole Resource Base community, which includes pupils, parents/carers and staff in and outside the Resource Bases. The aim of the policy is to define a code of positive behaviour and Regulation that supports these children.

This policy is designed to work in line with the children's individual behavior and wellbeing plans. All children in our Resource Bases have a plan - see Appendix A for an example)

From the earliest opportunity pupils will be encouraged to build resilience, make positive choices and take responsibility in readiness for them to take their place in society. Core to our work is enabling children to be able to understand, name and manage their emotions appropriately, to apply thinking between feelings and action, and to increasingly show empathy and understanding to others. It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences must also be clearly stated. This demands a policy of encouraging and modelling positive behaviour and self-regulation, high standards of work, rewarding and praising wherever possible and the setting of good examples by staff, parents and carers.

This is underpinned by our School Values.

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 succeed educationally, socially, and emotionally. Respect, consistency, equality and fairness are the golden threads which support children to build safe, stable and nurturing relationships and enabling them to reach their full potential and thrive. See Appendix B

Every child has the right to learn in a safe and supportive environment. 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 maintain caring relationships. We will provide [time, space and adult](#) support proportionate to the level of need to help our children regulate. Persistent and sustained disruption to learning is not accepted and the children's individual behaviour plans set out how staff respond and support individual behaviours. The policy also sets out the specific circumstances where consequences will be applied including fixed term or permanent exclusion from school.



2. Expectations.

Our values are the positive behaviours we expect of all members of our school community. We ensure that all children know the school values and understand how they can demonstrate them.

We provide a personalised environment for our Resource Base children in secure classrooms within our main school. See Appendix C

3. Individual Behaviour and Wellbeing Plans (Appendix A)

Throughout the policy there is reference to children's individual and wellbeing plans. Resource Base staff, the SENCO and SLT help develop and review these plans regularly and they are shared with parents or carers. Every child in our Resource Bases has one of these plans and are individual supported. This policy works 'side by side' with these plans.

4. Recognition and Reward

Adults give first attention to best conduct to indirectly address any dysregulation by reminding/ signposting children back to our school values and strategies in their Behaviour and Wellbeing Plan. Children are recognised for demonstrating the values and rewarded for going over and above these expectations. See Appendix D for recognition and reward examples.

- We recognise that every interaction is an intervention
- Each interaction must be reasonable, proportionate and necessary
- Interactions will be positive and supportive
- Recognition and regulation should surpass consequence

5. Whole school – Values River

Staff use the Values River. Pupils will each have a name badge. Their badge will be moved around the river when they demonstrate our school values and are being 'values ambassadors'. Every time they reach the starting point they will receive a dot on the class chart, when they receive **3 dots** they receive a values certificate in Spirit Assembly. Children can move around the river and can still receive consequences within the policy for poor behavior and choices (see relevant section in this policy). The badges do not reset at any point. For example, a child on one section on a Friday will continue their journey from that point on the following Monday.



6. Equity with dignity

We are all treated fairly- which may not be equally. Some children require more support to regulate than others. We provide additional resources to support this as we would with other subjects and aspects of school life. These are planned in each child's Behaviour and Wellbeing Plan.

When there are disagreements between pupils, as appropriate, they will be supported and encouraged to talk to one another with adult support. This may follow after a period of self/co-regulation before a discussion can be facilitated appropriately.

5. Stages and consequences

Stages of support and consequences are planned through the child's Behaviour and Wellbeing Plan.

These plans are reviewed regularly and also after an incident of significant dysregulation or new behaviour.

These plans are reviewed by the Resource Base Team (lead by the class teacher). The Class Teacher can request assistance, advice and support from the SENCO and/or SLT as required.

Updates to Behaviour and Wellbeing Plans must be shared with the SENCO and all key adults.

Most recent Behaviour and Wellbeing Plans are stored electronically on a shared drive.



6. The use of 'Cool Down Spaces'

The use of the Cool Down Spaces is fully risk assessed by the schools SLT. We have a specialist cool down space in both the Midford Room and Wellow Room. They have been carefully designed to create calm and safe environment with sensory resources

The Cool Down Spaces are used for the following reasons:

- A calm environment for children to access, play and work in
- A space for children to regulate
- A safe space that can be used to support/ prevent physical intervention
- A safe space that can be used to prevent harm to children and adults

Controls are in place to ensure they are used correctly. We have reviewed these controls with reference to DfE Guidance, Bath and Wells Trust advice and other sources of advice including childlawadvice.org.

Controls in place:

- All children in the Resource Base have a personalised Well Being and Behaviour Plan. That includes our understanding and response to their behaviour triggers and how to proactively support dysregulation.
- A pupil causing, or attempting to cause, injury to themselves is assisted to stop the behaviour, and proportionate physical intervention is used where necessary.
- A first aider is contactable at all times, and all staff members know how to locate them when needed.
- There is a fully stocked first aid kit kept in the classroom.
- There is an appropriate staff:pupil ratio in the classroom to ensure the pupil's behaviour can be managed and there is minimum disruption to the rest of the class.
- The Cool Down space is designed for children to access to regulate and return to the main classroom.
- The Cool Down space can be an effective strategy to avoid physical intervention when a child is starting to dysregulate
- Staff encourage children to visit the cool down space as required and the door remains open with adult supervision – this might mean a member of staff is with the child in the cool down space or supervising from a distance. The staff assess each situation considering the needs of individuals, the EHCP plans and 'Well Being and behaviour' plans.
- As a last resort, children can be moved to the Cool Down space as part of physical intervention. This is done with care and in the best interests of the pupil. We communicate each step with the child during this process allowing them to respond so we further understand the and re-evaluate situation.
- The decision on whether or not to physically intervene and/ or use the 'Cool Down Space' is down to the professional judgement of the member of staff leading the



situation and has to be judged on a case-by-case basis, depending on the circumstances. The school does not need the consent of the parent to use force on a pupil, but, in line with our policy, we inform parents about serious incidents involving the use of force.

Schools can use reasonable force in the following circumstances (please note that the list is not exhaustive):

- to restrain a pupil who is at risk of harming themselves or others through physical outbursts
- to prevent a pupil behaving in a way that disrupts a school event
- to remove disruptive children from the classroom and into the calm-down space where they have refused to comply with instructions given;
- to prevent a pupil leaving the classroom/ cool down space where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

*Source – childlawadvice.org

(<https://childlawadvice.org.uk/information-pages/discipline-within-school/>)

- Children are allowed to be alone in the cool down room but will not be alone in the cool down space if they don't want this. The member of staff will speak to the child, assess the situation and make a judgement about if it is in the best interests of the child to be 'alongside' the child, within the room or support from a distance outside the room.
- In the most extreme cases, where there is a threat of injury to the pupil, staff members or other pupils, the child may be in the cool down space without an adult and with the door closed. The door will never be locked but may be held closed for the shortest possible period. The cool down space is designed so they can maintain visual contact through a window with a trusted adult and the resources in the space are designed to support de-escalation in a safer environment inline within the well-being plans.

If the above is necessary, the following will be implemented:

- At the earliest opportunity a second adult (neutral to the situation) re-evaluates the situation and offers advice in line with the well-being plans and their level of training
- This second adult becomes visual to the child to attempt further new communication



- The adult (s) that were involved in the physical intervention steps back from the situation if that is assessed to support the regulation of the child
- Where possible, communication with the child will be implemented and maintained in order to understand the thoughts and feels of the child. This communication is guided by the child and our understanding of their SEND needs
- If not already in the cool down space items that meet the child's 'well-being and behaviour' plan will be offered.
- Communication will ensure that staff offer water/ food and access to a toilet by expanding the cool down space, as required.
- The door will be opened, and an adult will go alongside the child at the very earliest opportunity once it has been established that they no longer pose a physical threat to others or themselves.

All the above actions in this section are always implemented with the needs and well-being of the children at the centre of any decision making.

7. The use of 'Grab Bags'

Each child has their own 'Grab Bag' in the classroom that can be quickly accessed. These bags have regulation and sensory resources specific to each child. A member of staff accesses these bags both inside the classroom, the cool down space or another area in school to support behaviour and well-being and prevent escalation.

8. Suspensions and permanent 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 procedural requirements of statutory guidance for those with legal responsibilities in relation to exclusion will be applied. A suspension from the school site will be issued where the situation cannot be managed within school.

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 school roll. A copy of the national Exclusions Guidance can be found here [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/School_suspensions_and_permanent_exclusions_-_GOV.UK.pdf). Please also refer to the BWMAT exclusion policy.



7. Behaviour that is discriminatory and protected characteristics

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics. Under the Equality Act 2010, schools must not discriminate against these characteristics, for disabled children, this includes making reasonable adjustments to policies and practices and the provision of auxiliary aids.

We take a zero tolerance view to discrimination against [these protected characteristics](#). All incidents are recorded, reported (CPOMS) and investigated. The child's age and motive are noted and parents contacted in all cases.

A senior leader will determine the support and/or sanction from the information given and ensure all parties are clear about the schools' expectations. Relevant support is offered for the victims and perpetrator.

Deliberate, targeted and willful incidences will be reported to appropriate external authorities.

7. Partnership

School staff will use a structure of common/consistent language and scripts to help pupils.

Through home school collaboration, a positive and productive relationship can be formed between school and every parent/carer. 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.

8. Dealing with behaviour concerns raised by Parents or Carers

The school is keen to ensure that communication is strong. Should a parent or carer have any concern with respect to behaviour they need to approach the following members of staff. This will help ensure a quick and appropriate response

1. **Make an appointment to speak to the class teacher.** The teacher is on hand to discuss concerns and is the first point of contact. The teacher will take notes, investigate and will seek to rectify/support the situation. They may also provide advice as to further action.
2. **Speak with the Head of School.** Should the situation be of a more severe nature or involve the class teacher the parent will need to meet the Head of School. Again, a record of the conversation will need to be kept and agreed actions taken and fed back (records will be uploaded to CPOMS)
3. **Escalation** to the Executive Headteacher will follow once the Head of School has been involved or deems it necessary to refer.



Appendices

Appendix A



Wellbeing Support Plan – 'Child A' – March 2023

Simple direct instructions that focus on what we want to see with a reminder of reward time.

Key Adults:add here.....

Key Points:

- Reward Chart working towards...
- Now, Next, Then board
- Use of timers and time warnings e.g. 'You have two minutes left'
- Supervised break and lunchtime – Adults leading and coaching how to play games
- Use of social stories to support
- Regular snacks throughout the day
- 'Child A' to have separate support out of class 15 minutes before home time

Triggers	Likes	Diversions/Distractions
<ul style="list-style-type: none"> - Home time - Dysregulation of others - When other children become too loud or overwhelming to 'Child A' 	<ul style="list-style-type: none"> - Animals - Liverpool Football Club - Sensory Play 	<ul style="list-style-type: none"> - The donkeys - Football talk – Have Liverpool won? - Gaming: Minecraft
Children to avoid	Friends to support	Safe Space
<ul style="list-style-type: none"> - add 	<ul style="list-style-type: none"> -add..... - 'Child A' responds well to adults 	<ul style="list-style-type: none"> - Calm down room

Scripts:

- Time warnings e.g. 'There is 5 minutes left of games' and 'English will be 25 minutes'
- Direct simple language with clear boundaries e.g. 'Walk down the corridor not 'Don't run''
- Use questions to prompt work but give support where required - written or spoken ques
- Positive praise whenever a good choice is made
- Removal when still positive e.g. 'You've sat nicely for 5 minutes, let's move now'

Medical Conditions:

- ADHD (takes medication)



Positive Behaviour Plan

Name: 'Child A'

Date of Plan:

Review Date of Plan:

Targets: 1. To ask for help before I get too angry
2. To listen to and follow instructions when my adults are helping me as they are trying to prevent me from entering the red zone.

Any aggressive or violent behaviour go straight to Stage 3 strategies, 'Child A' does not always display stages 1 and 2.

Emotional regulation / Thrive strategies must be considered within this plan

If 'Child A' becomes aggressive in the classroom and adults are not immediately available to support, remove the rest of the class to their spare classroom.

Stage 1 Behaviours (anxiety)	Stage 2 Behaviours (defensive)	Stage 3 Behaviours (crisis)
<ul style="list-style-type: none"> - Fidgeting - Distracted - Not engaging with teaching or activities 	<ul style="list-style-type: none"> - Work refusal - Irregular noises - Calling out and disruption - Moving around classroom - Pacing his environment 	<ul style="list-style-type: none"> - Threatening others - Shouting 'No'
Stage 1 Strategies	Stage 2 Strategies	Stage 3 Strategies
<ul style="list-style-type: none"> - Prompt to calm down 'I can see you're in the yellow zone, shall we take a walk?' - Reassurance 'Can I help with that?' - Suggestions 'Why don't we have a break?' 	<ul style="list-style-type: none"> - Prompt to calm down 'I can see you're in the Yellow Zone, <u>lets</u> go for a walk.' - Distraction 'Let's move on to...' - Reminder of positives - Offer of snack 	<ul style="list-style-type: none"> - Appropriate choice 'I can see you're in the red zone, we can go to the cool down space or <u>outside</u>' - Safe space (evacuate the classroom if needed) - Following at a distance if safe or guiding to safety - Change of adult not



<ul style="list-style-type: none"> - Distraction 'Let's move on to...' - Reward chart - Movement break 	<ul style="list-style-type: none"> - Reward chart - Moving out of current environment - Sensory regulation activity 	<ul style="list-style-type: none"> - Involved in prior discussion - calm and <u>understanding</u> - Distraction with talking calmly to find a hook (animals, football, gaming...) - If after <u>minutes</u> the above strategies are not effective, or if anybody is at risk, call for a member of SLT to support
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Stage 4 Behaviours (recovery)	Stage 5 Behaviours (depressive)	Stage 6 Behaviours (follow up)
<ul style="list-style-type: none"> - Silent play; mainly sensory - Lack of conversation - Initiating more eye contact - Seeking reassurance through interaction with adult 	<ul style="list-style-type: none"> - Discussion about events - often able to describe trigger at a later <u>time</u> 	<ul style="list-style-type: none"> - Apology - Return to work
Stage 4 Strategies	Stage 5 Strategies	Stage 6 Strategies
<ul style="list-style-type: none"> - <u>Colouring</u> - Sensory play - Prompt to understand emotions 'I can see you're in the blue zone, can I join you with <u>colouring</u>?' 	<ul style="list-style-type: none"> - Reminding of positives - Reward chart - Proposing resolution 	<ul style="list-style-type: none"> - Discussion about Zones of Regulation and feelings - Reminders of what 'Child A' is capable of and how he makes us proud

De-Escalation Skills

Verbal advice/support	Distraction	Time out	Choices/limits
Reassurance	Take-up time	Withdrawal	Success Reminder
CALM Talk/stance	Humour	Planned ignoring	Transfer adult



Negotiation	Safe place offered	Consequences	Contingent touch
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Preferred Handling Strategies

- TEAM Teach strategies as required

Debriefing Process

- Refocusing to positive future
- Referencing back to reward chart to remind of positives and rewards
- Phone conversation with mum or dad
- Positive return to work when ready

Next steps. (these could include, plan review, needs review or consequences)

- Each separate episode of dysregulation will be evaluated by SLT to consider appropriate next steps or changes as necessary.





Signatures

	Print & Sign	Date
Headteacher(s)		
Class Teacher(s)		
TA(s)		
Parent(s)		



Appendix B

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control



Appendix C





Appendix D

Examples of Recognition and Rewards

<u>Timescale</u>	<u>Recognition (meeting expectations)</u>
<u>Short term /immediate (daily /session)</u>	<p>Verbal praise and smiles</p> <p>Stickers</p> <p>Verbal praise to parents/carers</p> <p>Reward Time</p>
<u>Medium term Weekly/monthly)</u>	<p>Certificates/ mentions in weekly celebration assembly</p> <p>House Winners</p>
<u>Long term (termly annually)</u>	<p>End of term certificates</p> <p>Class reward activities</p>