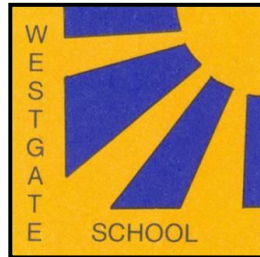


WESTGATE PRIMARY SCHOOL

"United in Life-Long Learning"



Relationships and Regulation Policy

September 2022

BENEATH EVERY BEHAVIOR THERE
IS A FEELING. AND BENEATH EACH
FEELING IS A NEED. AND WHEN
WE MEET THAT NEED RATHER
THAN FOCUS ON THE
BEHAVIOR, WE BEGIN
TO DEAL WITH
THE CAUSE,
NOT THE
SYMPTOM.

ASHLEIGH WARNER



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Policy Statement

Westgate school has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role is to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this Relationships and Regulation policy is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Westgate is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Westgate treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.

Policy Aims

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

There are **8 main aspects** to Westgate's Relationship and Regulation policy which are:

8 Key Aspects of our Relationship and Regulation Policy

- Building and maintaining positive relationships
- Three simple expectations
- Consistent use of language
- Positive recognition
- Curriculum offer
- Emotional Coaching
- Restorative and problem solving approaches
- Graduated Response

Key Principles to Westgate's 8 Key Approaches

We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships. The key principles below uphold the eight main aspects of the policy.

- **Being fair is not about everyone getting the same** (equality) but about everyone getting what they need (equity)
- **All behaviour is a form of communication.**
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support,
- **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.

- **Maintaining clear boundaries and expectations around behaviour.** In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.
- **Understanding that all behaviours are not a matter of 'choice'** and not all factors linked to behaviour of a pupil are within their control. Therefore, the language of choice (eh good choice/bad choice is not always helpful).
- **Behaviour must always be viewed systematically and within the context of important relationships** for example look at the relational damage or affect rather than an internal problem.
- **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs.
- **It is everyone's responsibility** to respond to and provide for the emotional well being of a child.

Aspect 1

Building and Promoting Positive Relationships

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-pupil, staff-parent/carer, child-parent/carer relationships.

Promoting positive school staff relationships and emotional well-being

In order for school staff to be able to effectively build relationships with children and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice promotes this through formal and informal practices such as;

- Pro-active and present leadership who put well-being at the forefront of decision making.
- Reflective practice opportunities including group and individual supervision or problem solving.
- Well-being focus within teacher appraisal process/ Annual professional discussions for support staff
- All views are seen as valid through annual well-being questionnaires and subsequent actions.
- Plentiful opportunities for staff to work in teams for example: Year groups, Class teams around a child, Inclusion team, office team, subject leadership, SEND champions, PE team.

Positive home-school relationships

At Westgate, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

Approaches to building positive relationships in school

Building and maintaining trusting relationships with children and each other is an expectation for all staff at Westgate. Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school.

- **Daily Meet and Greet for children and parents/carers**
- **Corridor Kindness (being noticed)**
- **Clear routines and expectations in class and school (including transitions & lining up)**
- **Visual Timetables in class and individual (where required)**
- **Comprehensive recruitment and induction process for new staff and pupils.**
- **Thorough transition processes for new pupils year/start of the year**
- **Use of consistent, positive language, actions and keeping calm.**
- **Acknowledgement and validation of feelings through emotional coaching (see appendix 6)**
- **An emphasis on relational repair through restorative approaches (appendix 7)**
- **An ethos where mutual respect for all is an expectation.**

Aspect 2

Three Simple Expectations

At Westgate, children follow 3 simple expectations.

- Ready
- Respectful
- Safe

The school expectations are discussed with children regularly in class, and are displayed in every classroom and across the school. (Appendix

When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated, to further develop children's understanding and knowledge of these.

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, Respectful, Safe. This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Stop and think- 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 at an appropriate time and place will be initiated (see Appendix 3 for further details) A safe and fair consequence might be agreed. This may include discussing the behaviours with parents/carers to support/ follow this up at home.

Formal Discussion - If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified. Parents may take part in the discussion if deemed appropriate. The Year Group Lead will be the senior person in the first instance, then AHT or DHT/HT if deemed more serious. The Repair step may be revisited here and more serious consequences agreed. Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed. (Appendix

Aspect 3

Consistency of language

Through the systems we have here at Westgate, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and non judgemental.
- We use positive language, saying what should be done rather than what shouldn't (eg walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language focuses on the feeling not the behaviour.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood.
- We set clear expectations for the future.
- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.

Aspect 4

Positive Recognition

This 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. This policy promotes the understanding people should do positive things for the good of themselves and others and not just for the reward itself.

At Westgate, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships.

Positive reinforcement takes place in the following ways:

- Acknowledgment of 'expected' behaviour and actions through positive praise.
- Boards of Recognition in each classroom.
- VIP of the week/display
- Individual Wow sheets for VIP to take home/put into class folder.

- Stamps/positive comments in books.
- Phone call/postcard home to parents.
- Child visiting Year group lead, Deputy or Head teacher to celebrate above and beyond behaviour.
- Friday afternoon Head/Deputy head visits to every class to discuss VIP of the week and successes of the week.

Aspect 5

Curriculum Offer

At Westgate, we believe children should learn to take responsibility for their own actions by empowering them to understand themselves and others. Our curriculum offer is designed to support this by teaching the children to:

- Learn about themselves and recognise their own emotions.
- Develop a wider understanding of emotional vocabulary to describe how they feel.
- Recognise how their emotions can affect their own behaviour and that of others.
- Recognise that their behaviour can impact on the feelings of others.
- Express their emotions appropriately through socially 'expected' behaviours
- Develop lifelong regulation skills through developing their own 'tool boxes'.
- Take responsibility for their own actions and begin to independently problem solve when relationships need repair.
- Recognise emotions in others, developing empathy, confidence and the skills to support others when they are emotionally dysregulated.
- Understand how to build and maintain strong, healthy relationships

Although many of the points above are woven through our interactions every day, we also specifically teach them through:

- Our PSHE lessons (see PSHE policy)
- Zones of Regulation (see Appendix 4)
- Emotional Coaching techniques (See Appendix 5)

Aspect 6

Emotional Coaching

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion.
- Supporting the development of strategies to deal with emotional ups and downs.
- Accepting all emotions as normal and valid.
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.
- Building trusting and respectful relationships.

Staff will use the 4 step approach;

Step 1 - Notice and empathise

Step 2 - Name and validate it

Step 3 - Set boundaries and expectations

Step 4 - Problem-Solve and learn

If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part.

An Emotional Coaching prompt card can be found in Appendix 5

Aspect 7

Restorative and Problem Solving Approaches

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, positive reinforcement and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

- Supporting step 3 & 4 in the Emotional Coaching structure, poor behaviour choices will be revisited in order for the child to learn what went wrong and how to deal with it more appropriately next time. This is often done as a restorative conversation. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix x) Restorative approaches are not intended to replace the use of consequences but

support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson. The consequence must be relevant to the issue, repair any relational damage and ensure learning has taken place regarding what went wrong.
- Consequences will never involve taking away a previously earned privilege or any intervention time. However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils.
- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.
- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at Westgate, the decision to suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence maybe that the child is unable to return to school for a fixed period of time (suspension) or in extreme circumstances, maybe subject to a permanent exclusion in

which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy' (from DFE- Sept 22).

The decision to exclude sits with the Head teacher and in his absence, the Deputy Head.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Aspect 8

Graduated Response

For the majority of children, inappropriate behaviour will be dealt with using the same processes as described above in this policy. However, for some individuals this system may not be effective as a consequence of their individual needs or circumstances.

For this minority of pupils, tailored individual emotional regulation plans will be established as part of a graduated response. These will be coordinated by Emma Finch (Behaviour Lead for Inclusion) or Vicky Hodgson (SENDCO) and will reflect the young person's needs as well as an agreed set of approaches to support them to regulate themselves appropriately

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 (SEE Appendix 9)

Roles and Responsibilities

Maintaining positive behaviour and mutual respect is the responsibility of **all**. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life. (See Appendix 2 for more details).

Recording Behaviour

Westgate monitor pupil's behaviour and record incidents, including Physical Intervention, using an electronic system CPOMS. Where there have been issues regarding behaviour, staff must record on CPOMS, ensuring they detail what the outcome was as well as the incident itself and communicating with the relevant staff and parents where appropriate.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at Westgate School who are certified in the Team Teach and follow the policy and procedures for Physical Intervention (refer to Physical Intervention Policy).

Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded on a separate Physical Intervention form and also on CPOMS. A meeting will be held with a member of SLT to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Policy Review

This policy will be reviewed in July 2023

Policy Links

This Relationships and Regulation policy links to the following other policies we hold in school:

- PSHE/RSE Policy
- Anti-bullying policy
- Safeguarding policy
- Attendance policy
- Health and Safety policy
- Equality policy
- SEND/Inclusion Policy
- Induction policy
- Staff code of conduct policy
- 'Suspension and Permanent Exclusion Policy ' from DFE- Sept 22



WESTGATE PRIMARY SCHOOL

Vision Statement

“United in Life-Long Learning”

What we pledge to Children

- To provide a safe and welcoming environment
- To help you reach your full potential and to bring out the best in you
- To help you to remain determined to achieve your goals
- To help motivate you to do the best you can keeping learning fun throughout school
- To encourage you to be independent, resilient and compassionate
- To talk to you and listen to you when you need us to and respect how you are feeling
- To prepare you well for the next stage in your life in readiness and with confidence
- To ensure that adults are well trained and equipped to give you the best support we can

What we pledge to staff and governors

- To provide a safe and welcoming environment from the time you first join us
- To feel a valued part of a successful and thriving team
- To help you ensure that you have a healthy work/life balance and know when to stop
- To feel secure and supported in asking for help when needed
- To feel that there is someone to listen to you and to go to if needed
- To help you in fulfilling your aspirations with high quality personal and professional development
- That all in the school value you and show respect towards you

What we pledge to parents and carers

- That the environment is safe and welcoming for you to be an active part
- That your child is as safe as possible from the time they start
- That staff appointed have been vetted to the strictest conditions before taking up post
- That there is someone to talk to if you or your child needs help or support
- That you are included throughout your child’s journey of learning from the time they start
- That when safe to do so, you are invited into school for events where you can celebrate achievements with your child
- That your child embraces a full, enriched curriculum to lead to academic and personal success

What we pledge to the wider community

- That outside organisations who help us feel welcome when they visit the school
- That our children respect all within the community and make a positive contribution
- That our children know where they can make a difference to the issues they face locally and beyond, and that we support and listen to the needs of the wider community
- That our school is a tidy and presentable place that enhances the locality



Roles and Responsibilities

Governors

- Understand and support the policy and practices, ensuring they are effective.
- Support the mental and emotional well-being of all stakeholders.

Head Teacher and Senior Leaders

- Develop and support a non-judgemental, child centred culture across the school where mutual respect for all is paramount.
- Lead by example, being a positive role model to all and effectively promoting and following the Relationship and Regulation policy and practices.
- Ensure all stakeholders understand and effectively follow the policy and practices, offering further support and training where needed.
- Ensure there is a comprehensive induction process for new staff so they can fully understand and follow the Relationship and Regulation policy.
- Ensure there are frequent opportunities for all staff to reflect and revisit the policy and practice in order to make improvements where needed.
- Encourage healthy and positive professional challenge and problem solving across the school through various approaches.
- Ensure the curriculum design and delivery is effective in educating all children to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- Provide opportunities to communicate the practices with parents so they understand and support the Relationships and Regulation policy as well as building up their confidence to take on aspects at home.

All Staff (Including Head Teacher and Senior Leader)

- Lead by example, being a positive role model and effectively promoting and following the Relationship and Regulation policy and practices.
- Build positive and safe relationships with the whole school community including parents.
- Be emotionally aware of themselves and others.
- Create a safe and happy learning environment for all.
- Be reflective of own practice, seeking further support or training when needed.
- Be effective in the teaching and learning of children's emotional awareness and use restorative approaches to repair harm and restore relationships.
- Engage in respectful, healthy and positive professional discussions and problem solving.

Pupils

- Keep themselves and others safe.
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships
- Acknowledge their own emotional well-being and support their own child's emotional development
- Develop an awareness of Emotional Coaching



Westgate Primary School



At Westgate Primary School, we show expected behaviour by being...

Ready

We follow instructions from adults and are ready to learn.

Respectful

We speak kindly and respectfully to each other.

Safe

We keep ourselves and others safe.



Reminder



I will be given a reminder of the expected behaviour.

I will then show the expected behaviour.

Stop and think



I will stop and think about what I need to do to show the expected behaviour.

I will ask for help if I need it, use the Zones of Regulation or use my toolbox to help me show the expected behaviour.

Consequence & Repair



I need to fix what has gone wrong.

People around me can help me to do this.

What has happened might be shared with my grown-ups.

I will think about how I can do it differently next time.

Formal Discussion



I need more help to see where I can fix things.

Adults outside my classroom and at home will be involved and help me to do this.

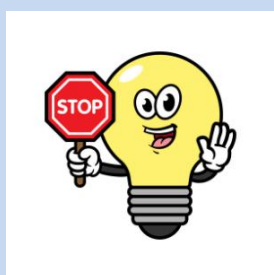
APPENDIX 5

Reminder



- Praise the positive behaviours you want to see.
- Where behaviour does not meet expectations, a reminder of the expectations are given (Ready, Respectful and Safe) are privately delivered.
- The adult makes them aware of their behaviour and explains they have a choice to do the right thing.
- The child may have several reminders before moving to stop and think.

Stop and think



- Private, low-key explanation of expectation not followed (calm but firmer). Re-iteration of expected behaviour to the child. Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise.)
- Emotional coaching steps maybe used here (Steps 2/3/4)
- Adult offers any appropriate support or problem solving to help child achieve this (Step 4)
- Challenge set to put right what has gone wrong and praise given with this.
- This step may include some regulation activities.
- Reminder of next step if expected behaviour is not shown.

Consequence & Repair



- Restorative conversation with adult. The Year Group leader or member of the SLT may support with this if needed.
- Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset.
- The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met.
- This may mean further consequences eg loss of free time for a period of time.
- The child must be regulated before following this step.
- The actions of this must be recorded on CPoms.
- Parents will be informed of incident and repair.

Formal Discussion



- If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified.
- Parents may take part in the discussion if deemed appropriate
- The Year Group Lead will be the senior person in the first instance, then AHT or DHT/HT if deemed more serious.
- The Repair step may be revisited here and more serious consequences agreed.
- Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed.

Restorative Practices



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/feeling 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. Grange Primary School

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 participates in a serious behaviour incident*, then a restorative conference 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. This will be led by an available Senior Leader or someone from the Inclusion team and where possible should also include the adult who was involved (this may not always be possible). There may be times when other members of staff are requested to attend (e.g. SENDCO, SLT, FSO etc) depending on the circumstances of the incident.

The restorative questions above are explored with the addition of:

2i) What have you thought since?

3i) Who has been affected?

3ii) How have they been affected?

Staff MUST feel both valued and safe.

Zones of Regulation



The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Westgate School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. We want children at Westgate to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.

- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.




Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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