



MEYNELL
NURSERY & PRIMARY SCHOOL

Emotional Regulation, Relationships and Communication Policy

(Behaviour Policy)

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Next Review:	-

Aspire . Believe . Explore . Achieve

Emotional Regulation, Relationships and Communication Policy

At Meynell, all staff understand that behaviour is a communication of thoughts, feelings and needs, and can depend on a range of individual environmental triggers. The development of positive social, emotional and learning behaviours is at the heart of everything we do. We are a Thrive school and this means that Thrive approaches are embedded in our whole school culture and ethos.

We understand that the adult-child relationship is vital when developing the essential social and emotional skills children need for a happy and fulfilled life. We aspire to equip children with the skills, knowledge and understanding in order to become the best learner and team player they can be, the best version of themselves they can be, achieve their full potential and understanding their part in becoming successful members of society.

Our policy is a tool to promote positive relationships with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, clear and calm adult behaviour underpins this and all staff aim to understand the purpose of each individual child's behaviour, within the context of their age-appropriate development.

All aspects of school life are underpinned by our shared '**Meynell Values**'. All adults in school should exemplify and model the following values at all times:

Aspire • Believe • Explore • Achieve

Thrive at Meynell

We are proud to be a Thrive school and we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.

6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Table 1: Positive Recognition vs. Consequences

Positive Recognition	Consequences
• Verbal Affirmation	• Logical consequences - clean up the mess made, put right the wrong, fix the thing that was broken
• Star Learner stickers	• Parent/Carer involvement
• Phone call/postcard home	• Complete incident specific work e.g. social story
• Visit another teacher to show work	• Work taken home to completed
• Headteacher and Assistant Headteacher Award	
• Meynell Star Values certificate	

Meynell Stars will...

1. Show our Meynell values
2. Be respectful
3. Take responsibility
4. Be the best we can be



Table 2: Classroom plan vs. The adults will...

Classroom plan	The adults will...
1. Support and re-direct	1. Listen
2. Teacher support individual learning	2. Nurture and restore relationships

3. Learning mentor group for a restoration meeting	3. Model our values
<i>What were you thinking at the time?</i>	4. Be calm and consistent
<i>What have you thought since?</i>	5. Recognise positive choices
<i>How could you do this next?</i>	6. Provide a safe environment
<i>What should we do to put things right?</i>	

If a child is emotionally dysregulated and **prevents learning**, or **refuses to follow the class charter and school values** the classroom plan is followed. The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Emotional Regulation - Steps Table

Step 1: Support and re-direct	
<p>Staff redirect the child to agreed boundaries for lesson/task</p> <ul style="list-style-type: none"> • Supportive touch/look may be enough • VRF's used by the adult • Children can use the classroom Thrive area if needed. • <i>"I can see you are not in your thinking brain. I wonder if spending 5 minutes in the Thrive area will help you"</i> 	<p>Adults recognise that children have made a positive choice.</p>

Step 2: Teacher support individual	
<p>Additional adult support (Teacher, LET, TA, SLT) to support children back to their 'thinking brain' and repair, restore and return to learn.</p>	<p>Adults recognise that children have made a positive choice.</p>

<ul style="list-style-type: none"> • This may support in the classroom, a sensory break, a 'walk and talk' or a visit to Soft landings. S • Staff will aim to keep triage to a maximum of 15 minutes, depending on individual circumstances. • Staff will need to welcome the child back to class and support them to be learning ready. 	
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Step 3: Follow up and restoration	
<p>It is vital that the adult involved in the incident follows it up - the relationship needs to be repaired.</p> <p>The adult involved will be given the control over the consequence and they can be as follows:</p> <ul style="list-style-type: none"> • A quick 'catch up' • Restorative conversations • Work taken home to complete • Miss part of break/lunch time to complete restorative work 	<p>Adults recognise that children have made a positive choice.</p>

Serious Incidents - might result in internal suspension, external suspension or fixed-term exclusion

- Serious physical or non-physical assault causing injury or distress
- Significant damage to property
- Significant disruption / behaviour making it unsafe / difficult for others
- Serious breach of school values / persistent and serious undermining of school values
- Refusal to follow a member of staff's instructions relating to safety
- Bringing in / using illegal items or banned items to cause harm or damage to school