The Key Premises of our Emotional Regulation Policy are:

- Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (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 the regulation of emotions
- 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 – Regulate, Relate, Reason)
- Maintaining clear boundaries and expectations
- Encouraging parental/carer engagement and involvement

Consistent Adult Behaviours:

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

The School Expectations:

- Ready
- Respectful
- Safe

Stepped Sanctions:

1) Reminder (Reminder of the 3 rules)
2) Caution (‘Think carefully about your next step’)
3) Last Chance (Initiate scripted conversation or similar positive reinforcement)
4) Consequence and Repair (Pupil owes 5 minutes from their next break. Restorative conversation takes place)

Relentless Routines:

- Walking on the left of all corridors
- Holding the door open for people behind you
- Keeping communal areas tidy (picking up litter or hanging up coats and bags)
- Standing still and silent on hearing a whistle at the end of break or lunch and then walking to line-up, on hearing the second whistle.

Restorative Questions:

What happened?
What were you thinking at the time?
How did this make people feel?
What should we do to put this right?
How can we do things differently in the future?

Scripted Intervention Prompts:

I’ve noticed...
I need you to...
I liked it when...
You were...
That’s the behaviour I need to see now.
Thanks for listening.