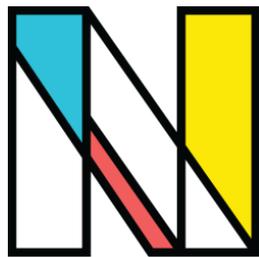


# Newfield School

## Regulation and Emotional Support Policy



**Newfield**

Inspire | Support | Achieve | Together

## Purpose

The Governing Board and Staff at Newfield School have adopted this policy to provide a clear, therapeutic and relational framework to support pupils to achieve their potential by maximising engagement and ensuring they are emotionally available for learning.

This policy describes our practice in relation to supporting the social, emotional, mental health and wellbeing of the whole school community – pupils, staff and parents/carers – with a particular emphasis on our approach to supporting pupils to Regulate to Educate (see Appendix 3).

The policy works alongside the Care and Positive Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, and Wellbeing Policy to ensure a coherent and consistent approach to behaviour, emotional regulation and inclusion. It is underpinned by the understanding that behaviour is a form of communication and that relational, therapeutic and restorative approaches are central to supporting pupils' growth, learning and long-term outcomes.

## Legislation and Statutory Requirements

This policy is informed by advice from the Department for Education (DfE) and relevant legislation, including:

- Behaviour and Discipline in Schools (DfE)
- Mental Health and Behaviour in Schools (DfE, 2018)
- The Equality Act 2010
- SEND Code of Practice
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Section 175 of the Education Act 2002 (duty to safeguard and promote welfare)
- Sections 88–94 of the Education and Inspections Act 2006 (behaviour regulation and publication of policies)

All practice, interventions and support plans comply with statutory safeguarding duties and pupils' rights under the Equality Act 2010.

## Aims and Objectives

Newfield School is committed to providing an emotionally safe, inclusive and supportive environment that equips pupils to:

- Be effective, resilient learners and reduce barriers to learning
- Develop social, emotional and self-regulation skills
- Manage strong emotions such as frustration, anger and anxiety
- Recover from setbacks and persist in the face of challenge
- Be attentive and ready to learn, while allowing others to do so
- Build and sustain friendships and positive relationships
- Resolve conflict fairly and effectively

- Solve problems independently or collaboratively
- Work and play cooperatively and fairly
- Participate meaningfully in leisure and community activities beyond school

This policy also recognises the importance of staff wellbeing and emotional regulation, acknowledging that regulated adults are essential to effective co-regulation and relational practice.

## Introduction: The Relational Approach

At Newfield School, we recognise that learning is not purely cognitive. Emotional wellbeing, relationships, trauma, neurodiversity and social context are integral to behaviour and learning.

We therefore:

- Take a non-judgemental, empathic and curious approach to behaviour
- View behaviour as communication of underlying emotional, sensory or communication needs
- Provide pupils with secure, nurturing relationships that promote resilience, independence and self-worth
- Understand that behaviours which challenge may reflect stress responses or survival behaviours rather than deliberate choices
- Build a school culture rooted in kindness, care, respect, empathy and belonging

All staff are encouraged to look beyond observable behaviours to understand what a pupil may be communicating and how best to support them.

## Rights and Responsibilities

### Rights

All members of the school community have the right to:

- Feel safe and secure
- Be heard and understood
- Learn and teach without unnecessary disruption
- Be treated fairly, respectfully and with dignity

### Responsibilities of Staff

All staff are responsible for:

- Responding to the diverse learning, emotional and sensory needs of pupils
- Treating all pupils with fairness, dignity and respect
- Modelling calm, appropriate emotional responses
- Supporting pupils to develop self-control and regulation skills
- Reframing inappropriate behaviours into more socially acceptable responses

- Working collaboratively with parents, carers and external professionals
- Maintaining their own wellbeing and seeking support when needed.

### Responsibilities of Pupils

Pupils are supported and encouraged to:

- Be prepared and ready to learn
- Allow others to learn without disruption
- Develop tolerance and respect for others
- Learn classroom routines and expectations
- Accept boundaries and appropriate consequences

## **Key Principles of Emotional Regulation and Behaviour Support**

### As Relationships First

Strong, trusting relationships between staff, pupils and families are central to effective learning and regulation.

- Pupils learn best when they feel safe, valued and understood
- Staff wellbeing is essential for effective co-regulation
- Reflective practice and peer support are encouraged to sustain calm, consistent responses
- Our Team Around the Child and Family approach promotes trust, openness and shared understanding

### Behaviour as Communication

We recognise that:

- Behaviour communicates emotional, sensory or social needs
- Behaviours traditionally described as 'challenging' are often expressions of dysregulation
- Attention-seeking behaviours are reframed as connection- or regulation-seeking
- Not all behaviours are a matter of choice or within a pupil's conscious control

Functional analysis is used to understand the purpose of behaviour and inform appropriate, supportive interventions.

Staff adopt an authoritative rather than authoritarian approach:

- Adults remain calm, consistent and emotionally regulated
- Boundaries are clear, predictable and held with warmth
- Pupils are regarded as vulnerable rather than troublesome when dysregulated

## Ensuring High-Quality Provision

To support pupils to operate within an optimal learning zone, we:

- Provide motivating, developmentally appropriate and personalised learning experiences
- Embed total communication approaches (visuals, Makaton, AAC)
- Ensure communication systems are accessible at all times, particularly during distress
- Meet sensory processing needs through personalised sensory diets and environmental adaptations
- Use frequent positive reinforcement and descriptive praise
- Actively teach behaviour for learning and self-regulation strategies
- Involve pupils, where appropriate, in target setting and reflection

## **Factors Supporting Regulation**

### Routines

- Consistent routines support emotional security and self-regulation
- Routines are explicitly taught and reinforced
- Changes are prepared for using visual and social supports

### Communication and Interaction

- Difficulties with communication and social understanding can lead to distress behaviours
- Emotion coaching and co-regulation are used to support pupils
- Pupils are given time to process language and information

### Sensory Needs

- Sensory input significantly impacts regulation
- Adjustments may include movement breaks, adapted seating, sensory equipment and environmental modifications
- Pupils are supported to recognise and communicate when they are becoming dysregulated

### Self-Injurious Behaviour

Self-injurious behaviour is treated as communication of unmet need.

- Responses prioritise safety, calm and minimal escalation
- Behaviour is never ignored
- Functional analysis and risk assessment guide proactive strategies
- Safe touch and physical intervention policies are followed where necessary

## Controlling Actions

- Recognised as developmental or learned strategies to gain control
- Staff maintain calm, consistent and loving boundaries
- Clear distinction is made between intentional controlling behaviour and dysregulation

## Factors Supporting Regulation

### Connect Before Correction

- Relationship repair and emotional safety are prioritised before sanctions

### Use of Consequences

Consequences are:

- Proportionate, fair and developmentally appropriate
- Used only when pupils are calm enough to understand them
- Focused on learning, reflection and reparation
- Never shaming, humiliating or punitive

Natural consequences may include reflection time, repairing harm or making up lost learning. Previously earned rewards or curriculum time are not removed.

### Reflection and Learning

- Reflection occurs when pupils are regulated
- Conversations focus on feelings, needs and alternative strategies
- Restorative approaches support accountability, empathy and problem-solving
- Pupils are never forced to apologise; adults model this behaviour

## Regulation Support Plans

For pupils experiencing persistent dysregulation:

- Individual Regulation Support Plans are developed collaboratively with staff, families and pupils
- Plans include triggers, functions of behaviour, strategies and outcomes
- Strategies are rehearsed with pupils when calm
- Plans are reviewed regularly (at least annually)
- Incidents and patterns are tracked using IRIS

## Calm and Safe Environments

Classrooms and shared spaces promote a low-arousal, nurturing ethos. Where appropriate, pupils may access the Reset Room to support regulation through:

- Play and relationship-building
- Physical regulation activities

- Sensory experiences
- Reflection, listening and problem-solving

## Language and Voice

We recognise that language shapes perception and outcomes.

Staff are expected to:

- Use calm, respectful and supportive language
- Describe pupils as distressed rather than badly behaved
- Focus on regulation rather than punishment
- Use playfulness and humour appropriately to build connection

## Staff Training and Support

- All staff receive training in emotional regulation, therapeutic approaches and Team Teach
- Ongoing reflection, supervision and peer support are available
- Only trained staff may use physical intervention strategies

The Headteacher is responsible for ensuring training remains up to date.

## Physical Intervention and Emergency Situations

Physical intervention is used only as a last resort and in line with the Care and Control Policy.

Any intervention must:

- Be reasonable, proportionate and necessary
- Prioritise pupil safety at all times
- Be used for the minimum time required
- Be recorded on IRIS and shared with parents/carers

## Recording, Reporting, and Evaluation

- All significant incidents are recorded on IRIS
- Data supports safeguarding, accountability and evaluation
- Weekly reviews and pastoral meetings identify emerging patterns
- Cases may be escalated to the Multi-Disciplinary Team (MDT) when dysregulation continues to impact

This policy is reviewed regularly by the Senior Leadership Team and Governing Board to ensure it remains current, effective and aligned with legislation and best practice.