

Attitudes and Emotional Regulation Policy



Policy review dates:

Review Date	Changes made	By whom	Date Shared
September 2027	Policy change - to be reviewed by LGC in Summer Term meeting	Charlotte Chapman/ Stephen Anderson Local Governing Committee	September 2025

Attitudes and Emotional Regulation Policy

Introduction

At Ss Peter and Paul's Catholic Primary School, we aim to create a safe and positive learning environment for all pupils, staff and visitors. Our policy is rooted in our school's mission statement, *'Learning to Value: Learning to Give; Learning to Achieve and Grow in the Peace of Christ'* and in our core values of ambition, respect, excellence, community, resilience and celebration. We believe that every pupil has the right to learn, and every teacher has the right to teach. We expect all members of our school community to live out the school values in their attitudes and interactions with others.

Positive attitudes are fundamental to success in the classroom for both pupils and teachers. A well planned and delivered curriculum enables pupils to learn, ask questions, debate, and challenge themselves. Consistently managed behaviour encourages learning to take place. Expectations are taught, modelled and rewarded. Unacceptable or dangerous behaviours and attitudes are sanctioned.

When we talk about attitudes in school, we refer to:

- Attitudes towards ourselves
- Attitudes towards peers
- Attitudes towards staff
- Attitudes to our studies
- Attitudes to our environment
- Attitudes to our belongings.

Aims

To support the way in which all members of our school community can live and work together.

To promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential.

To develop high standards of work and behaviour that can be constantly and consistently praised and rewarded.

To promote the values of ambition, respect, community, excellence, resilience and celebration.

To keep parents and carers clearly informed of their child's progress and behaviour.

To teach children how to regulate their emotion and resolve any emotional difficulties with bespoke strategies and support.

Through the implementation of this policy, we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

Responsibilities

Our principles promote positive behaviour and attitudes rather than to deter unacceptable behaviour and attitudes. All staff will apply our principles through the school's Attitudes and Emotional Regulation policy procedures, at all times of the school day and during all school activities including clubs, play and lunch times and on educational visits. All adults working in the school are responsible for reading and implementing the attitudes and emotional regulation policy at all times. The Executive Headteacher, assisted by the Head of School and wider leadership team, is responsible for reviewing and monitoring the policy. Pupils are expected to adhere to the policy, under the guidance of school staff.

Fundamental principles

The Local Governing Committee has set out the following principles upon which our policy and procedures are based. Our Values-based ethos underpins our expectations for behaviour, we make it easy to behave and hard not to by:

- Unconditional positive regard for all pupils,
- the use of our school values to underpin our choices, actions and on how we reflect on negative choices,
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). Language of choice is used to encourage: (*Tom Bennett, Running the Room Companion, 2021 self-management of behaviour and reflection on behaviour choices made i.e., there are always different behavioural options*).
- any poor behaviour or attitudes are the result of the choices made rather than negative expectations associated with 'labelling' of a child,
- recognising, acknowledging and rewarding pupils for their positive choices, use of our values and behaviour,
- sanctioning pupils for negative choices, if appropriate, including using suspension and permanent exclusion,
- ensuring consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour and attitudes,
- a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.

Parents role in supporting behaviour.

We believe that promoting positive behaviour and attitudes is a shared responsibility between pupils, parents, and staff. We encourage parents to support our attitudes and emotional

regulation policy and work in partnership with us to ensure a positive learning environment for all.

If parents have a concern about behaviour or attitudes, they should initially contact the class teacher and thereafter the Head of School. If the concern remains, they should contact the Executive Headteacher.

General Guidance

All staff will lead in dealing with children and in reinforcing good behaviour

All staff will treat all children with equal respect, being calm and polite, raising their voice only in an emergency, or sufficiently to be heard when outside.

Good behaviour and attitudes should always be expected and valued.

Unacceptable behaviour and attitudes should be dealt with quietly and calmly in a restorative manner, using PSHE and Celebration of the Word to address any whole group/ class areas of concern.

Children should be encouraged to adopt a problem-solving approach, taking responsibility for their own behaviour.

During a period of 'time in', pupils will be provided with the opportunity to reflect on negative choices and consider how to avoid repeating such actions in future.

On the day following receiving 'time in', the child starts afresh on stage 1 - 'I am a Role Model'.

Acceptable and Unacceptable behaviour and attitudes

We expect all pupils to follow our school values and to demonstrate positive behaviour and attitudes towards their peers, staff, and the environment. Pupils are expected to behave in a respectful and responsible manner towards themselves and others.

We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions.

Pupils who display unacceptable or dangerous behaviour, such as bullying, aggression or defiance, will be given sanctions.

We encourage good attitudes by:

- unconditional positive regard for all
- good classroom management including well-defined routines.

- being calm, fair, firm, clear, consistent, positive and understanding.
- praising good behaviour as it occurs.
- explaining and role modelling the behaviour we want to see.
- encouraging the pupils to use and reflect on our core values.
- explaining reasons for any sanctions.
- using quiet time and reflection time (brain breaks) in class to create a positive climate for learning.

Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour. Unacceptable behaviour and attitudes or dangerous behaviour will always be challenged and sanctioned, no matter how small. This sanction may be delayed and applied once the pupils is calm and able to talk about the incident.

Our approach to managing unacceptable behaviour and attitudes will depend on the nature of the behaviour or attitudes displayed. Sexual harassment and or violence is not tolerated here. We recognise that some pupils may not be emotional aware of behaviour that might be recognised as sexual harassment. All behaviour or attitudes in this category will be dealt with in line with this policy and the child protection & safeguarding policy. Where sanction/interventions are used, these should be given in a quiet, non-public and low-key way, to protect the dignity of the child.

Unacceptable and dangerous behaviour and attitudes includes:

- Ignoring reasonable instructions
- answering back, rudeness or aggression
- defiance
- making unkind/ derogatory remarks
- damaging property
- stealing
- biting, spitting, hitting and kicking (towards adults or children)
- swearing
- racist comments
- harassment and/or bullying linked to the protected characteristics
- bullying
- touching other pupils inappropriately

Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Zones of Regulation are used to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction.

Although **Zones of Regulation is not a behaviour policy or system (it is a bespoke curriculum)**, we see huge benefits to its use in school. Emotional regulation is key to a child's success in school and the more children can identify where they are emotionally and feel comfort in sharing this, then it increasing their ability to self-regulate and use strategies provided to be read to learn.

We, as a staff, do not insist children are in the green zone all of the time, and do not see being in the red zone as requiring punishment. We promote the fact that children will feel differently during key parts of the day and how managing these emotions is vital in being a successful learner.

Why are we using the Zones of Regulation?

Through using the Zones of Regulation, we are hoping for children to:

- develop the ability to identify a range of emotions and understand how the emotions make their body feel.
- develop insights on triggers and circumstances that influence their feelings and emotions.
- learn how their feelings and emotions affect their behaviour.
- learn to self-regulate.

How does this work?

Children are taught that emotions can be grouped into 4 simple colour categories:

The **ZONES** of Regulation™

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

They learn that we all experience feelings in each of the zones and that is ok. When in our classroom we need to try and remain in the green zone as this will help us to learn.

Once children are familiar with the concept of the zones, they are then taught to recognise how they personally feel when in each zone. This then leads to children identifying the strategies that work best to help them to move to the green zone. This may be different for each child.

Activities/strategies to help support emotional regulation whilst in the different coloured zones:

The zones of regulation -strategies

Green zone Joy	Blue zone Sadness	Yellow zone Anxiety	Red zone Anger
			
Keep going Encourage others Take deep breaths Share ideas Enjoy the moment	Take a break Ask for help Stretch or move Listen to music Draw your feelings	Take deep breaths Use a fidget toy Write it down Talk to someone Use positive self-talk	Take a break Count to ten Squeeze a stress ball Talk to an adult Do some exercises

Rewards

We use a variety of whole school-based rewards to recognise and celebrate positive behaviour, including certificates, stickers and verbal praise. We have a weekly 'Headteacher's Award' for one person per year group, where the child has lived out one of the school values of giving, achieving or valuing. These are given out in our Friday Celebration Assembly.

Monitoring

The Executive Headteacher and Head of School monitors the effectiveness of this policy on a constant basis. They also report to the Local Governing Committee on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

Review

The Local Governing Committee reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: May 2025	
Presented to Governors & Approved:	June 2025 (to be implemented from September 2025)
Next scheduled review:	September 2027
Officer responsible:	Executive Headteacher

Behaviour Management Procedures

Outstanding behaviour and attitudes result in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.

PRINCIPLE

Virtually all children behave well; therefore, they will be rewarded each day. The minority of children who do not behave well will have sanctions.

REWARD PROCESS

We have a range of systems which operate simultaneously. The three zones (I am a role model; I am amazing; I am exceptional) are displayed on the wall in each classroom).

STAGE 1 - 'I am a role model'.

- A child moves into this zone if they demonstrate a positive attitude throughout the day. Pupils will be provided with a sticker.

STAGE 2 - 'I am amazing'

- If a child has done something especially positive, in addition to being recognised as a role model, they will be rewarded with an additional sticker when moving to this zone. Stickers are used from Reception to Year 6.
- In order to access this reward, children must be placed on 'I am a role model' first.

STAGE 3- 'I am exceptional'

- If pupils have done something exceptional, they can be sent to the Head of School or Executive Headteacher, who will provide them with a certificate.
- In order to access this reward, children must be placed on 'I am Amazing' first.

SANCTION PROCESS

For a child who displays behaviour or attitudes that are inappropriate, the following is in place to address the poor choices made and support positive behaviour and attitude changes.

Teachers will have a laminated two-coloured behaviour chart on their desks, which pupils will not have access to.

Sanction Zone 1- 'Warning Zone'

If a child makes poor choices, they will be given one verbal warning. If a child continues to make poor choices following one verbal warning, they will be moved to the orange warning zone. Pupils are informed of this in a quiet and respectful manner.

The child's name will be written on the warning zone on the teachers' desk. The teacher will speak to the child in private at the earliest opportunity and a restorative conversation will take place to resolve the conversation.

If a child has been provided with a sticker, this will not be taken away from them, despite being given a warning.

Sanction Zone 2 - 'Time In'

If a child is already in the warning zone and continues to make poor choices, despite the restorative chat and use of Zones of Regulation work, they will be moved to the time in zone. If a child is moved to the time in zone, they will attend 'Time In Club' at lunchtime.

Pupils in Key Stage One will spend 20 minutes in Time In, 20 minutes in the hall eating lunch and 20 minutes outside on the yard.

Pupils in Key Stage Two will spend 40 minutes in Time In, 10 minutes in the hall eating lunch and can go on the yard for the remaining time (10 minutes).

Whilst in 'Time In', the child has a restorative conversation and completes a 'repair and reflect' sheet, with an adult.

Further sanctions

Where unwanted behaviours and attitudes are identified on a more regular basis, additional support and sanctions will be implemented.

- Zones of regulation intervention support with a trained member of staff
- **'Time In' for a number of days**
- **Behaviour monitoring report**. A child will be placed upon report. If a child is placed upon report, a behaviour mentor will be appointed. The behaviour mentors will formally touch base with the class teachers/children on daily basis and SLT on a weekly basis. At this time the parents of the pupil will be informed of this decision and invited into school to meet with the behaviour mentor, class teacher and HT to discuss and help to improve their child's behaviour. A child will only come off report when it is agreed by SLT, the teacher and the parent and when the child's behaviour has improved enough to warrant it. This is to be reviewed regularly.

A behaviour report will track a child's behaviour. If it does not improve then one of the following can be imposed:

- An internal suspension.
- Fixed term suspension - work provided by the school to be completed during exclusion.
- Permanent exclusion

In virtually all cases, any of the above can take place if the child is on report however extreme behaviour and attitudes could result in such sanctions being used without a child reaching the report stage.