

Little Lawrences

Behaviour and Emotional Wellbeing Policy

A happy church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles'. (Isaiah 40:31)

Our Vision for Little Lawrences

At Little Lawrences, we celebrate the uniqueness of every child. We understand that young children learn best when they feel safe and loved. Our early-years practice is rooted in our Christian values of kindness, respect, compassion and forgiveness, and in our whole-school expectations: **Ready - Respectful - Safe**. We aim to create a joyful, secure environment where children can explore, build relationships and develop the foundations for lifelong learning.

Understanding Behaviour in the Early Years

Young children communicate through their behaviour long before they can express their thoughts and feelings in words. Behaviour may reflect curiosity, tiredness, worry, overwhelm, sensory needs, frustration or a need for connection. We observe carefully, consider the meaning behind behaviour, and respond with empathy, consistency and clear boundaries. We recognise that behaviour is communication and that children need adults who can understand their emotional world and respond calmly.

Aims

- Provide a happy, secure learning environment where children feel safe.
- Considering what children are feeling, thinking, seeing and experiencing. And respond accordingly.
- Support children to develop self-regulation, social understanding and early problem-solving skills.
- Promote positive self-image and self-esteem through play, turn-taking, stories and group experiences.
- Teach children the difference between safe and unsafe behaviour.
- Work in partnership with parents to ensure consistent boundaries and shared expectations.
- Recognise that behaviour may reflect emotional distress, anxiety or unmet needs.
- Support children to develop empathy, emotional literacy and respectful relationships.

Our Expectations

- **Ready:** Children are supported to arrive calmly, listen, try new experiences and begin to regulate emotions.
- **Respectful:** Children learn to use kind hands and words, listen to others, share and care for the environment.
- **Safe:** Children are guided to move safely, use equipment appropriately, follow simple boundaries and ask for help.

How We Support Positive Behaviour

We use warm relationships, clear boundaries, positive reinforcement, emotional literacy, modelling, turn-taking practice and restorative conversations. Staff use quiet, calm voices and model respectful

behaviour at all times. Praise is specific and meaningful. We give positive instructions which reinforce our expectations (e.g. "Please walk inside to stay **safe**") and ensure boundaries are consistent so children feel secure.

Supporting Emotional Regulation

Children may struggle to manage big feelings. In these instances, we follow these steps.

- Validate emotions ("You're feeling cross. I'm here to help.")
- Offer comfort, space or sensory support
- Help children name feelings and find solutions
- Support children to express needs safely
- Provide co-regulation through calm, attuned adults

To support children in recognising and managing their emotions, we use the **Zones of Regulation** alongside our colour bears. These visual tools help children identify how they are feeling and understand what their bodies might need.

The four zones are:

- Blue Zone - tired, sad, unwell or low energy
- Green Zone - calm, focused, ready to learn
- Yellow Zone - excited, worried, silly or starting to feel dysregulated
- Red Zone - angry, overwhelmed or out of control

Our colour bears provide a friendly, early-years-appropriate way for children to match their feelings to a bear and begin to communicate their emotional state. Staff model using the bears and support children to:

- Notice and name feelings
- Choose a bear that matches their emotion
- Learn simple strategies to move towards the Green Zone
- Understand that all feelings are normal and safe to express
- Build early self-regulation skills through co-regulation and supportive language

We use the Zones flexibly and developmentally, ensuring they remain a positive, non-judgmental tool. The focus is always on helping children feel understood, supported and safe.

Settling In

We recognise that starting Little Lawrences and Reception is a significant transition. Our settling-in process is flexible and tailored to each child. We:

- Build relationships with families
- Gather information about routines, comfort items and preferences
- Support separation with clear, confident goodbyes
- Use transitional objects, photos and familiar routines
- Respond sensitively to crying or distress, understanding its meaning

Pushing Boundaries

Children naturally test boundaries as part of development. In these instances we follow these steps.

- Hold boundaries calmly and consistently
- Use the word STOP for unsafe or disrespectful behaviour
- Explain why behaviour is unsafe or disrespectful
- Redirect children to positive alternatives
- Support children to repair relationships or revisit expectations

If behaviour persists, we work with parents to agree shared strategies.

Peer-to-Peer Interactions

Children are learning how to play with others. We teach consent ("Stop means stop"), support turn-taking, help children understand impact, and encourage inclusive play. We monitor repeated incidents and support children who struggle with frustration, sharing or social understanding.

Supporting Children with SEND

We make reasonable adjustments including visual supports, sensory breaks, key adult support, individual plans, speech and language strategies and partnership with parents and professionals. We provide the following to support all children.

- Warm, responsive relationships
- Predictable routines
- A sense of belonging and community
- Opportunities for mastery and success
- Access to trusted adults
- Safe, calm environments
- Collaborative play and problem-solving

Bullying and Persistent Unacceptable Behaviour

Bullying is very rare in early years. However, persistent or aggressive behaviour is taken seriously. We:

- Respond immediately and calmly
- Support all children involved
- Help children understand feelings and impact
- Work with parents
- Record concerns where appropriate

We recognise that young children may show behaviours that look like bullying but stem from frustration, communication difficulties or emotional distress. Our approach is supportive, not punitive.

Working in Partnership with Parents

We ask parents to share information, support expectations, communicate openly, reinforce positive behaviour and approach us early with concerns.

Recording and Safeguarding

Significant behaviour or wellbeing concerns are recorded securely and monitored. Safeguarding procedures are followed. Please see also St Lawrence Safeguarding Policy.

****This policy is written in line with St Lawrence Behaviour and Self-Regulation Policy.****

Review of Policy: January 2027