

## Edmund de Moundeford Primary School

### Behaviour Policy

Approved:	28 <sup>th</sup> April 2026
Reviewed:	
Date of next review:	April 2027

Signed: M.Ablitt  
Headteacher: Michelle Ablitt (deputy head)

Signed: S.Samuels  
Chair of Governors: Mr S Samuels

Date: 28<sup>th</sup> April 2026

## 1: Rationale

*“Behaviours for learning provide the essential foundation for effective and meaningful learning.”*

At Edmund de Moundeford Primary we aim to:

- We cultivate a community where kindness, empathy, and understanding guide every interaction. Children learn to support one another, celebrate differences, and build positive relationships that help them grow as caring individuals.
- We create an environment where learning is joyful, engaging, and full of possibility. Children are encouraged to dream big, set ambitious goals, and take pride in their achievements, developing the motivation to reach their full potential.
- We inspire curiosity and a genuine enthusiasm for learning. Through rich experiences and high-quality teaching, children develop independence, confidence, and a lifelong passion for discovering new ideas.
- We promote a culture where every child feels valued, safe, and heard. Respect for oneself, others, and the wider community is embedded in daily school life, helping children develop strong moral character and a deep sense of responsibility.

Through Edmund de Moundeford Primary Schools core vision statements, we will achieve these aims:



*With these values: |*

**F**riendship and compassion

**E**njoy and aspire

**L**ove to learn

**T**reat all with respect

We will achieve **WELL**

These strands are key components in developing self-belief and unlocking the potential of every learner.

Linking with this are our behaviours for learning: Independence, Team-Work, Resilience, Tolerance – appendix 1

## **2: Purposes**

Positive relationships are at the heart of successful learning. We are committed to creating a culture where every individual feels respected and valued, and where children are supported to understand both their rights and their responsibilities. This includes helping them to recognise, manage and reflect on their emotions, develop self-control, and understand the expectations of school life. Through this, we aim to nurture emotionally secure, confident and resilient learners.

This policy, together with its supporting procedures, underpins how our school community works and grows together. It is designed to foster a calm, respectful and inclusive environment in which everyone feels safe and supported. Within this setting, pupils are encouraged to develop into thoughtful, responsible and increasingly independent individuals who contribute positively to both the school and the wider community.

Our overarching goal is to inspire a love of lifelong learning. We do this by offering a rich and engaging curriculum, providing a caring and secure environment that encourages curiosity and creativity, and giving children meaningful opportunities to make choices about their learning journey.

## **3: Guidelines**

We believe every child should develop the confidence and skills to succeed. Positive behaviour is central to creating a safe, supportive and purposeful school environment.

This policy promotes respectful relationships, positive attitudes to learning and emotional self-regulation through encouragement, recognition and praise. By focusing on positive interactions and clear expectations, we help pupils feel valued, secure and ready to learn. Where necessary, fair and consistent consequences support children in taking responsibility for their behaviour.

The documents outlined below set out the agreed whole-school approach to promoting, modelling and responding to behaviour consistently.

### **Behaviours for learning – appendix 1**

The learning behaviours at Edmund de Moundeford Primary School are closely connected to the core values that underpin our school vision. These behaviours help pupils understand how our values look in action and support them in becoming successful learners. They also form the basis of our reward system. When staff recognise a pupil demonstrating one of these learning behaviours, they will name the behaviour and award a star point to

celebrate it. For example: "I'm giving you a star point, James, because you didn't give up with your maths problems and kept going. You have shown real resilience."

At Edmund de Moundeford Primary School, our key learning behaviours are resilience, independence, being a team-player, and showing tolerance.

### Behaviour Recording and Below/Far Below Expectations – appendix 2

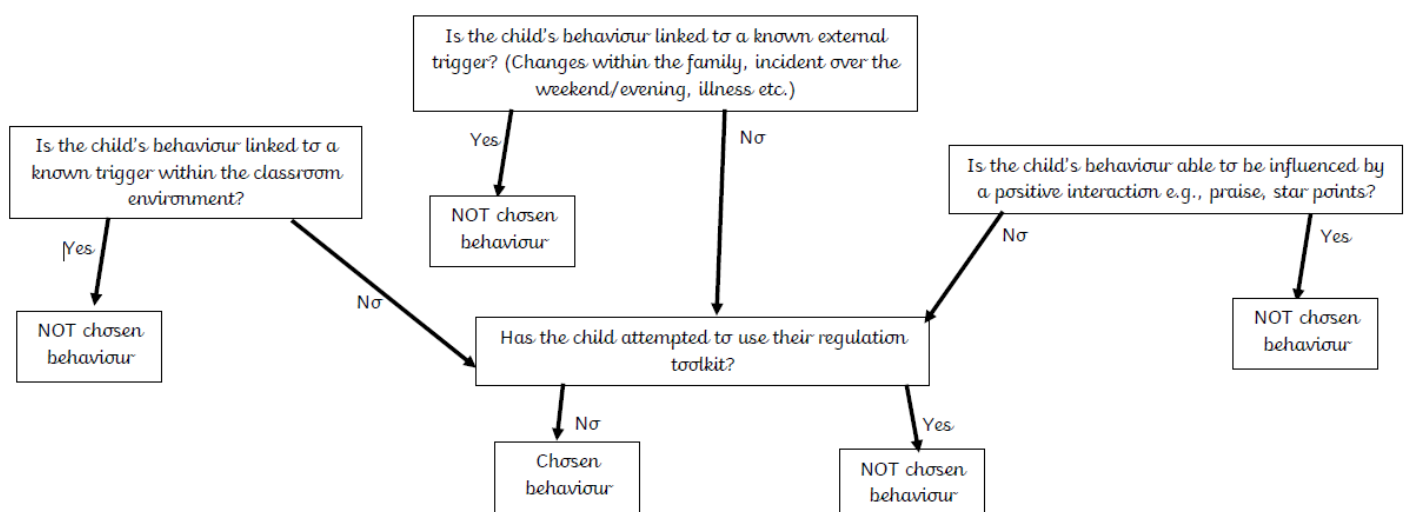
Behaviour is recorded on CPOMS to ensure that patterns over time can be carefully monitored and understood. This enables staff to build a comprehensive picture of each pupil's conduct, supporting informed decision-making and timely intervention where required.

These records contribute to the development of individual support plans, inform EHCP processes where appropriate, and support risk assessments when necessary.

The Below Expected and Far Below Expected behaviour grid ensures clarity and transparency for pupils, staff, and parents. It outlines behaviours that may lead to specific consequences, alongside the support available for pupils who are finding it difficult to meet expectations. Sanctions and support are applied fairly, proportionately, and consistently.

The grid also highlights situations where a pupil makes a deliberate choice to behave in a way that negatively impacts their own learning or the learning of others, even after time and support have been provided. Where learning behaviours or the Zones of Regulation are misused or manipulated, Stage 5 or Stage 6 sanctions will be applied by a member of the Senior Leadership Team. In these circumstances, staff may move away from the Norfolk Steps positive language script and reduce the range of choices offered to ensure expectations remain clear and consistently reinforced.

### Identifying chosen behaviour



## 4: Emotional Regulation and Zones of Regulation

The Zones of Regulation is a framework used to help children understand their emotions and develop strategies to manage them effectively. It supports pupils in recognising how they are feeling at any given moment—both emotionally and in terms of their level of alertness—and guides them towards tools that can help them regulate. The four zones used in the programme are blue, green, yellow and red (see Appendix 3).

At **Edmund de Moundeford Primary School**, we recognise the strong link between emotions and behaviour. The Zones of Regulation are embedded across the school as a key approach to developing children's emotional awareness and self-management. We teach pupils that all emotions are valid, while also helping them consider whether their emotional state is appropriate for the situation, they are in. When needed, we support them in choosing strategies that help them adjust and regain control.

All children are introduced to a shared "school toolkit" of regulation strategies, and they also have daily opportunities to "check in" with their emotions and build their own personalised toolkit. These strategies may include activities such as taking a short walk, practising breathing exercises, using yoga stretches, having a brain break, or stepping away from a situation to calm down.

Teaching about emotions and self-regulation is woven throughout the curriculum. This includes assemblies, RSHE lessons, and focused sessions across all classes, ensuring that children develop a strong understanding of how to recognise and manage their feelings.

## 5: Norfolk Steps

Edmund de Moundeford Primary School is committed to the Norfolk Steps approach and uses the associated training and resources to promote early intervention and prevention across the whole school. This framework supports staff in responding consistently to a wide range of behaviours, including those that may challenge or cause harm.

Norfolk Steps is made up of two strands: **Step On** and **Step Up**.

**Step On** focuses on evidence-based strategies that encourage positive behaviour. This includes the use of consistency, de-escalation techniques, behaviour analysis and differentiated planning. The programme also offers guidance on the safe and appropriate use of everyday physical interventions. All staff receive regular Step On training, and new members of staff are prioritised for training when they join Edmund de Moundeford Primary School.

**Step Up** provides guidance on the safe use of restrictive physical interventions within the relevant legal frameworks. Only specifically trained members of staff are authorised to use Step Up strategies, and these interventions are always carried out by at least two trained adults to ensure the safety of both pupils and staff.

## 6: Reward System

Edmund de Moundeford Primary School believes it is important to recognise and celebrate pupils who demonstrate positive behaviour. While children should not behave well simply to receive a reward, consistent positive behaviour or significant improvement should be acknowledged and valued. Rewards are rarely material; instead, they focus on giving pupils opportunities to share their success, act as role models and take pride in their achievements.

- **Achievement certificates:** Each week, staff nominate two pupils from their class to receive an Achievement Certificate in recognition of positive behaviour, effort or attitude. These certificates are presented during the weekly awards assembly. Names of certificate recipients are also shared on the school newsletter so that families and friends can celebrate their child's success.
- **Verbal Praise:** Staff make a conscious effort to notice and acknowledge children who are demonstrating positive behaviour. We aim to "catch them being good" and offer praise that is specific, meaningful and relevant to the child. Overly general or exaggerated praise is avoided, as it does not support long-term motivation and can reduce the impact of genuine recognition.
- **Staff awards:** Children may be sent to the Headteacher, Deputy Headteacher or a teacher of their choice to share good work or positive behaviour. Staff may also communicate with parents at the end of the day, or through a phone call, email, note or letter, to recognise consistent effort or noticeable improvement in behaviour.
- **Star Points:** Star points are awarded to recognise behaviour that reflects the school's learning behaviours and core values. When a child demonstrates a positive behaviour, staff praise them verbally and award a star point linked to the specific core value being shown. Any staff can award star points up to 3 for a specific scenario/behaviour. Star points are also awarded for reading at home. Children collect their star points over time and can choose to exchange them for a range of small items, such as pencils or sports cards etc.
- **Golden Time:** Every Friday, children have 20 minutes of Golden Time, during which they can choose from a range of activities. Pupils earn 4 minutes of Golden Time each day by demonstrating positive learning behaviours. The amount of Golden Time a child receives may be reduced if expectations are not met.
- **Year 6 leavers assembly:** During the Year 6 Leavers' Assembly, Achievement Trophies and rewards such as book tokens are presented to pupils who have most closely demonstrated the school's vision and values throughout their time at Edmund de Moundeford Primary School. These awards are highly valued by both pupils and families and represent a significant celebration of the children's commitment, character and contribution to the school community.
- **Termly celebration assembly:** Each term, four pupils from every class are awarded a Behaviours for Learning Certificate in recognition of consistently demonstrating the school's learning behaviours. These achievements are celebrated in a special assembly, which parents are invited to attend.
- **Attendance achievements:** Each week, every class is awarded attendance points based on their overall attendance. The class with the highest attendance receives 5 points, and the

class with the lowest receives 1 point, with other classes receiving points in between. At the end of each half-term, the class with the highest total number of attendance points is rewarded with an extra break time. During each termly celebration, children with high levels of attendance are recognised with certificates or medals, celebrating their commitment to being in school regularly.

Children may be given special roles and responsibilities as rewards such as Play Leaders, Monitors etc. Classes may also have their own reward system in place such as table points.

## **7: Systems to support behaviour**

At Edmund de Moundeford Primary School, we recognise that consistently maintaining positive learning behaviours can be challenging for children. To help them succeed, we provide a range of support systems designed to guide pupils in making good choices and developing self-regulation. Our approach focuses on reinforcing positive behaviours and helping children learn to change unhelpful behaviours, rather than simply suppressing them.

### **Individual sanctions**

The school follows a clear five-stage system to address behaviour that falls below expectations. Staff use these stages consistently to support pupils in making positive choices and to maintain a calm, respectful learning environment. (appendix 2)

- **Stage 1: Non-verbal warning (unnamed reminder)** A discreet signal to prompt the child to correct their behaviour without drawing attention to them individually
- **Stage 2: Verbal named warning** The child is reminded of expectations using their name and given the opportunity to adjust their behaviour.
- **Stage 3: Second verbal named warning** A further reminder is given of the expectation of good behaviour, making clear that continued behaviour will lead to a consequence.
- **Stage 4: Time out of the classroom (reset opportunity)** The child is moved to an alternative supervised space for a short period to reset before returning to learning. Opportunity to prompt children to use a strategy from their personal or school tool-kit to regulate and make a good choice.

**Consequence:** The child does not accumulate Golden Time for that day (2 minutes) and may miss part of playtime/lunchtime to discuss with the class team. If the behaviour is after lunch these discussions can occur at the earliest possible time.

- **Stage 5: Increased time out of class** If the behaviour continues upon returning to class, the child will complete their learning in another classroom for an extended period.  
**Consequence:** The child does not accumulate any Golden Time for that day (total 4 minutes per day) and will miss 10 minutes of play-time to be taken outside the school office or where the teacher deems appropriate.

Where this is assessed in having little or no impact or repeated behaviours in the same day (stage 5), staff will follow the stages and consequences set out far below-expected behaviours (persistent poor behaviour)

**Stage 6: Formal removal/Yellow email** Where possible the deputy head/head teacher, a member of the SEN team or another member of staff will be contacted to support the child. Once the child has been removed, there will be an opportunity to complete some emotional reset tasks and an opportunity to complete any learning.

**Consequence:** yellow warning email sent to parents from the class teacher – 1 per half-term. 15 minutes of play time to be taken outside the school office or where the teacher deems appropriate.

**Stage 7: Red email** Once a child has received a yellow email in a half-term, if there is another occurrence in a half-term a red warning email is sent from the deputy head/head teacher to parents. A discussion between parents and deputy head/head/class teacher will be held to decide on future support for the child.

**Stage 8: Internal suspension** If behaviours continue a formal internal suspension will occur – this will be taken for a maximum of 1 hour or a full session with the deputy head/head teacher. This will be recorded formally as an internal suspension.

**Consequence:** Liaise with parents and other agencies to determine opportunities to support the child.

In extreme cases after repeated opportunities to try and support and liaising with other agencies a managed move or permanent exclusion might be considered.

## **8: Managing serious and persistent poor behaviour**

### **Persistent poor behaviour**

The following steps will be applied consistently when supporting pupils who repeatedly fail to meet the school's behaviour expectations.

- Parents will be contacted at an early stage so that we can work collaboratively to address any emerging patterns of concerning behaviour.
- Ongoing poor behaviour may ultimately result in exclusion. Where this becomes a possibility, parents will be notified—verbally wherever possible and confirmed in writing—if sufficient improvement is not demonstrated.
- The SENCo may be consulted to determine whether additional support or targeted intervention is required and to agree appropriate next steps which may include support from other agencies
- Detailed records will be maintained on CPOMS to monitor behaviour and identify any recurring trends.
- Persistent lateness will be monitored by the Deputy/Head Teacher for prompt follow-up.
- Pupils who fail to maintain expected standards of behaviour when taught by supply staff or other staff in school will receive additional sanctions. These expectations, along with

any minor class-specific adjustments, are outlined to pupils at the beginning of the academic year and revisited as necessary.

### **Emergency Behaviour**

- In the event of a serious behavioural incident, the class teacher will contact a member of the SEN team or Senior Leadership Team (SLT) via an SOS card or walkie-talkie. An SLT member or a member of the SEN team will attend the classroom and, where necessary, remove the pupil from the situation.
- The removal may be brief if the pupil is able to self-regulate and demonstrate improved decision-making. However, a longer period away from the classroom may be required if the pupil is unable to de-escalate independently and requires additional support.
- If the behaviour poses a potential risk to other pupils, the teacher must ensure the safety of the class. This may involve removing the rest of the class from the classroom if the pupil needs to remain and be isolated.
- Any such incident will be recorded through the online system CPOMs and communicated with parents. Additionally, a risk assessment may need to be collaboratively completed by the class teacher, SENCo and Deputy Head Teacher (DHT)/Head Teacher. The outcome of this assessment will be shared with parents in a formal meeting.

### **9: Fixed Term Exclusions**

When considering exclusions, as with all sanctions, the school will take into account any relevant individual circumstances. This may include the pupil's age and level of maturity, previous patterns of behaviour, and any external factors or pressures that may be influencing their actions at the time.

A fixed term exclusion serves to emphasise the seriousness of the behaviour to both the pupil and their parents. It provides the pupil with an opportunity to reflect on their actions, while also allowing the class and school community a period of respite from the unacceptable conduct.

Fixed term exclusions may be issued in response to persistent Stage 6 behaviour, but are more commonly associated with Stage 7 and Stage 8 behaviours (see Appendix 2). The length of the exclusion may range from half a day to a maximum of 10 days, depending on the severity and circumstances of the incident. Where a pupil is excluded more than once for repeated behaviour at the same stage within an academic year, the duration of subsequent exclusions is likely to increase.

During the exclusion period, appropriate work will be provided. The school expects this work to be completed and returned upon the pupil's reintegration. All fixed term exclusions are formally reported to the Governing Body.

Parents are required to attend a reintegration meeting with the Headteacher or Deputy Headteacher prior to, or on, the pupil's return to school. This meeting will focus on strategies and expectations to prevent a recurrence of the behaviour.

## 10: Permanent Exclusion

While **Edmund de Moundeford Primary School** will make every reasonable effort to avoid permanent exclusion, there may be occasions when all other strategies to address and improve behaviour have been exhausted and this course of action becomes necessary.

A pupil's behaviour may have a significant negative impact on other children and staff. In some circumstances, staff may find it increasingly difficult to fulfil their professional responsibilities effectively due to the need to manage ongoing behavioural concerns. Where a pupil's conduct places the safety of themselves, other pupils or staff at risk, and/or persistently disrupts the quality of teaching and learning, it may indicate that continued placement at Edmund de Moundeford Primary School is no longer appropriate. In addition, a single incident of extreme seriousness may also result in permanent exclusion.

A pupil may be permanently excluded in the following circumstances:

- A single, exceptionally serious incident of misconduct, for example: a serious assault on a pupil or member of staff, significant vandalism, or bringing a weapon onto the school site.
- An incident, or series of incidents, which makes it extremely difficult for the pupil to remain in school, particularly where the behaviour has had a substantial impact on other pupils, staff, or parents.
- Where fixed term exclusions total 45 school days (or 15 days per term) within one academic year, indicating that extensive support and intervention — including involvement from external agencies where appropriate — have not successfully improved behaviour to an acceptable standard.

Edmund de Moundeford Primary School and the Governing Body will follow Norfolk Children's Services protocols and statutory guidance relating to permanent exclusion and the associated appeals process at all times.

## 11: Parent Expectations

An effective behaviour policy relies on close cooperation between parents, teachers, and pupils. At **Edmund de Moundeford Primary School**, we believe it is essential that children see a united approach, where the school supports parents and parents, in turn, support the school.

Parents are expected to:

- Reinforce the school's behavioural expectations at home.
- Work collaboratively with staff to address behavioural concerns.
- Attend meetings as required to discuss behaviour and strategies to support the pupil.

### **Supporting the School**

Parents are expected to familiarise themselves with this behaviour policy and its appendices.

We ask that parents support their child's learning and cooperate fully with the school. Where the school applies reasonable sanctions to address a child's behaviour, parents are expected to support the actions of the school.

If parents have concerns about how their child has been treated, they should first approach the class teacher calmly and politely. If the concern remains unresolved, the matter should be raised with the SENDCo or Headteacher. Should these discussions not provide a satisfactory resolution, the school's Complaints Procedure may be followed.

Parents are encouraged to maintain regular contact with the school through the website, home-communication books, Parents' Evenings, formal or informal meetings, newsletters, and other communication channels.

Collaboration between parents and the school is essential to address behavioural issues promptly and effectively, ensuring the best outcomes for the child and the wider school community.

### **School Premises and Property**

While on school premises or when communicating with school staff, parents and carers are expected to model the positive learning behaviours promoted by the school. Parents or carers who behave in a verbally or physically aggressive, disrespectful, or rude manner toward staff will be asked to leave the premises. Repeated incidents may result in a ban from school property.

### **School Supporting Home**

At Edmund de Moundeford Primary School, we actively support the school community and families. We provide guidance to help children regulate emotions and behaviour at home, including signposting relevant resources and strategies for supporting positive behaviour and emotional regulation. (See Appendix 4)

## Appendices

Appendix 1: Behaviours for learning posters

Appendix 2: Managing negative behaviours

Appendix 3: Zones of regulation

Appendix 4: Within the community

## Appendix 1 - Behaviours for learning posters

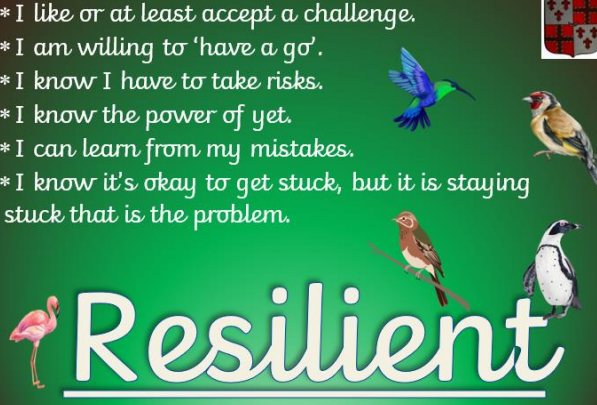
# Team Player

- \*I can work and play with others:
  - taking turns as needed
  - listening to others
  - sharing my ideas
- \*I am flexible by taking on different roles in a team to reach a shared goal.
- \*I use kind words and actions, to children and adults, keeping unkind thoughts to myself.



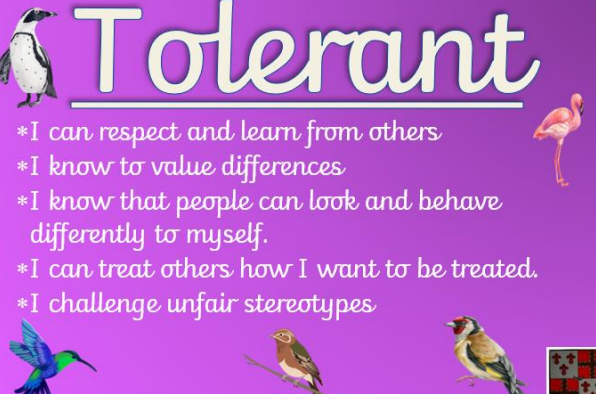
- \*I like or at least accept a challenge.
- \*I am willing to 'have a go'.
- \*I know I have to take risks.
- \*I know the power of yet.
- \*I can learn from my mistakes.
- \*I know it's okay to get stuck, but it is staying stuck that is the problem.

# Resilient



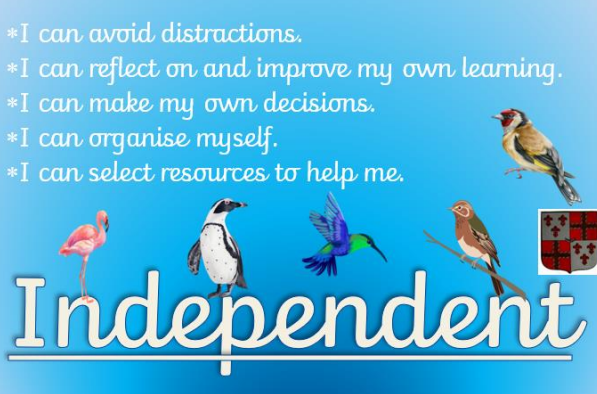
# Tolerant

- \*I can respect and learn from others
- \*I know to value differences
- \*I know that people can look and behave differently to myself.
- \*I can treat others how I want to be treated.
- \*I challenge unfair stereotypes



- \*I can avoid distractions.
- \*I can reflect on and improve my own learning.
- \*I can make my own decisions.
- \*I can organise myself.
- \*I can select resources to help me.

# Independent



## Appendix 2 - Managing negative behaviours

<u>Behaviour zone</u>	<u>Learning time</u>	<u>Potential consequences</u>
<u>Below expected behaviours</u>	<ul style="list-style-type: none"> <li>• Not trying to do their work for more than a couple of minutes (we are here to do our best work)</li> <li>• A number of unnecessary errors after given correction time and/or advice (we are here to do our best work)</li> <li>• Rude to staff e.g., fiddling, not listening (disrespectful)</li> <li>• Leaving the classroom/area without permission (unsafe and disrespectful)</li> <li>• Refusing to move/line up etc (unsafe and disrespectful)</li> <li>• Lying</li> <li>• Hurting another child on purpose, including retaliating (mean)</li> <li>• Unkind words but not swearing (rude/mean)</li> <li>• One off throwing of item</li> </ul>	<p><b>Stage 1:</b> Non-verbal warning (unnamed reminder)</p> <p><b>Stage 2:</b> Verbal named warning</p> <p><b>Stage 3:</b> Second verbal named warning</p> <p><b>Stage 4:</b> Time out of the classroom (reset opportunity)</p> <p>The child does not accumulate Golden Time for that day (2 minutes) and may miss part of playtime/lunchtime to discuss with the class team. If the behaviour is after lunch these discussions can occur at the earliest possible time.</p> <p><b>Stage 5:</b> Increased time out of class</p> <p>The child does not accumulate any Golden Time for that day (total 4 minutes per day) and will miss 10 minutes of play-time to be taken outside the school office or where the teacher deems appropriate.</p>
	<u>Play time</u>	<u>Potential consequences</u>
	<ul style="list-style-type: none"> <li>• Rude to staff e.g. not following their instructions (disrespectful)</li> <li>• Hurting another child on purpose, including retaliation (mean)</li> <li>• Unkind words (rude/mean)</li> <li>• Lying</li> </ul>	<p><b>Stage 2:</b> Verbal named warning</p> <p><b>Stage 3:</b> Second verbal named warning</p> <p><b>Stage 4:</b> Time out of play – 5 minutes missed play – sitting outside supervised by the member of staff. The child does not accumulate Golden Time for that day (2 minutes)</p> <p><b>Stage 5:</b> Increased time out of play – 10 minutes</p> <p>The child does not accumulate any Golden Time for that day (total 4 minutes per day) – class team informed</p>
<u>Far below expected behaviours</u>	<u>Learning time</u>	<u>Potential consequences</u>
	<ul style="list-style-type: none"> <li>• Refusal to complete any learning</li> <li>• Major disrespect to staff or children e.g. threatening them.</li> <li>• Verbal abuse to staff or children including swearing</li> <li>• Fighting</li> <li>• Biting</li> <li>• Throwing multiple items</li> <li>• Hitting/kicking/punching more than once in a session</li> <li>• Stealing</li> <li>• Racist/homophobic name called etc</li> <li>• Bullying</li> <li>• Deliberate damage to property</li> <li>• Ignoring staff direction repeatedly in a session</li> </ul>	<p>Stealing/Racist/homophobic (etc) name calling or bullying are dealt with by the headteacher who will contact parents.</p> <p>In a lesson:</p> <p><b>Stage 6:</b> Formal Removal and reset - yellow email (1 per half-term)</p> <p><b>Stage 7:</b> Red email</p> <p><b>Stage 8:</b> Internal suspension</p> <p>After internal suspension if there is another occurrence in a half term an external suspension may be considered.</p>
	<u>Play time</u>	<u>Potential consequences</u>
	<ul style="list-style-type: none"> <li>• Major disrespect to staff or children e.g. threatening them</li> <li>• Verbal abuse to staff or children including swearing</li> <li>• Repeated swearing</li> <li>• Fighting</li> <li>• Biting</li> <li>• Spitting</li> </ul>	<p>Stealing/Racist/homophobic (etc) name calling or bullying are dealt with by the headteacher who will contact parents.</p> <p>SOS card sent for a member of SLT or SEN team – follow <b>Stage 6</b>.</p>

	<ul style="list-style-type: none"><li>• Throwing multiple items</li><li>• Hitting/kicking/punching more than once in a session</li><li>• Stealing</li><li>• Racist/homophobic name calling etc</li><li>• Bullying</li><li>• Damage to property</li><li>• Ignoring staff direction twice or more in a session, e.g. being reminded that it is not their turn on the astroturf but then going back on it.</li></ul>	
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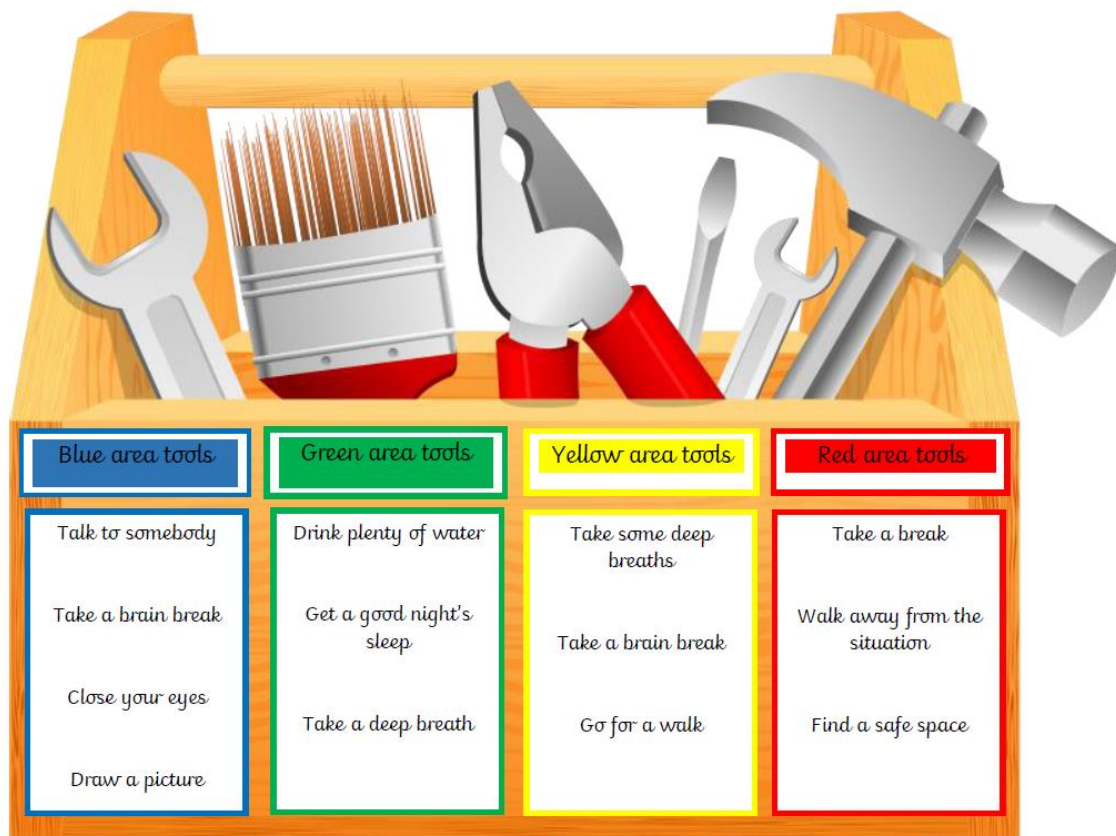
Suspensions are part of the sanctions. Please see the Suspension and permanent exclusion policy for more details. Following a suspension thought will be put into how best to reintegrate a child back into the routines and behavioural expectations.

## Appendix 3 – Zones of regulation

### Zones of Regulation

The four zones of regulation provide us with a simple way to assess how we are feeling at any given time, and take any necessary steps to regulate our emotions by meeting our needs.

	Blue zone	Green Zone	Yellow Zone	Red Zone
<b>How am I feeling?</b>	Sad Withdrawn Bored Tired Unwell	Happy Positive Focused Calm Proud	Worried Anxious Frustrated Excited Silly	Overexcited Panicked Angry Scared Out of control
<b>What does this mean?</b>	It can be difficult to engage in any kind of activity when you are in this state. Meeting your needs may help to regulate your emotions.	This is a good state of mind to be in for many situations, especially for learning at school.	Regulating your emotions might be useful here. Excitement of silliness can be OK in some situations but not in others, such as learning in school.	This state is associated with an excess of energy and a loss of control, which can lead to issues in various situations
<b>What can I do to help?</b>	<ul style="list-style-type: none"> <li>- Talk to someone you trust about how you are feeling</li> <li>- Take a brain break</li> <li>- Go for a walk</li> <li>- Take some time out to rest and look after yourself</li> </ul>	Maintain this state by ensure you take regular breaks, drink plenty of water and pay attention to any needs and/or changes in how you are feeling.	<ul style="list-style-type: none"> <li>- Take deep breaths</li> <li>- Take a brain break</li> <li>- Go for a walk or do another form of exercise</li> <li>- Squeeze a stress ball or use a fidget toy</li> <li>- Draw a picture or do some colouring</li> </ul>	<ul style="list-style-type: none"> <li>- Stop what you are doing</li> <li>- Try to remove yourself from the situation</li> <li>- Take deep breaths</li> <li>- Ask for a longer break</li> <li>- Find a safe place</li> </ul>



				- Ask for help or talk to someone you trust
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**Appendix 4: Within the Community**

**“To give every child the skills and self-belief to succeed.”**

We are committed to working in partnership with families and local services to ensure every child receives the support they need to thrive both in school and beyond. A range of community services are available to provide advice, guidance and practical support for children, young people and their families.

**Early Childhood and Family Service (ECFS)**

The Early Childhood and Family Service supports children aged 0–5 and their families across Norfolk. Commissioned by the Local Authority and delivered by Action for Children, the service offers accessible advice and guidance online, through local libraries, and at community venues.

Families can attend play sessions and group activities held across Norfolk at early childhood and family bases and other community locations. For families who require additional support, trained practitioners offer targeted help either in the home or through group-based sessions within the community.

**Thetford Family Centre**

Thetford Family Centre provides support for families with children under 12 years of age. Assistance may be offered at home or at the centre and can involve the whole family, individual parents, or children’s groups.

The centre also provides:

- Holiday activities to support families during the summer break
- A Young Carers group (ages 7–11), meeting weekly from 4.30 p.m. – 6.30 p.m. (transport available)
- A monthly ADHD support group
- A weekly Child Development Group for parents of pre-school children with delayed development or disabilities

**Family Hubs – Start for Life**

Norfolk’s Start for Life and Family Hubs approach reflects a shared ambition for all children and young people to flourish. By connecting and strengthening existing services, Family Hubs ensure that parents, carers, children and young people can access early help when it is needed most.

Support is available from conception up to 19 years of age (or up to 25 for young people with special educational needs and/or disabilities). Families can access support:

- Within community settings that form part of the Family Hub network
- Through online and digital services
- By visiting a Family Hub site to speak directly with a practitioner
- Through peer support and volunteer networks

### **Useful Websites**

<https://www.elsa-support.co.uk/about-elsa-support/>

<https://raisingchildren.net.au/school-age/behaviour>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/>

<https://families.barnardos.org.uk/4-8-years/understanding-behaviour>

<https://parents.actionforchildren.org.uk/behaviour/>