SENDCo Newsletter



Supporting Positive Behaviour at Home

Behaviour is communication. When children are finding things difficult, their behaviour can often tell us that they need support, understanding or reassurance. While all children display challenging behaviour from time to time, there are many simple strategies that can help promote positive behaviour and emotional regulation at home.

The aim is not to eliminate all challenging behaviours, but to help children develop the skills they need to understand, express and manage their emotions.

At Reepham, we use a wide range of strategies to promote positive behaviour, including clear routines, nurture approaches, emotional regulation support and strong, positive relationships.

However, we know that supporting behaviour is most effective when school and home work together, so in this newsletter you'll find information about the support we offer at Reepham, alongside practical strategies and ideas that families can use at home.

Stop and Think

When behaviour becomes challenging:

1. Stay calm
2. Reduce language
3. Give space if needed
4. Acknowledge feelings
5. Reconnect afterwards

People are less likely to learn from consequences when they are overwhelmed and dysregulated.

Our School

All staff members are trained in Norfolk STEPs, which promotes a holistic and restorative approach to supporting children. We work closely with the Schools and Community Team, which delivers a range of targeted interventions and groups, including yoga, LEGO therapy, Attention Bucket activities, and other programmes designed to develop resilience, build confidence, and ensure children's voices are heard.

In addition, we provide a range of in-school universal and targeted support, including daily sensory circuits, a lunchtime LEGO group, an outdoor learning nurture group, and scheduled access to our sensory space. Children are allocated to these groups and interventions when we feel they would benefit from the additional support.

Please see the final page of this newsletter for further information about our universal provision and the support available to all pupils.

Services in Norfolk

Just One Norfolk
📞 0300 300 0123
🌐 www.justonenorfolk.nhs.uk

Norfolk SENDIASS
📞 01603 704070
🌐 www.norfolksendiass.org.uk

Use the Padlet on the School Website

Try at Home

Positive Reinforcement

Children are more likely to repeat behaviours that receive positive attention.
Try to:

- Praise the behaviour you want to see.
- Be specific with praise.

For example:

- Instead of: ❌ "Good job."
- Try: ✅ "I noticed how calmly you put your shoes away.

Christmas...

Christmas is an exciting time, but for some children it can feel overwhelming. Changes to routines, busy family gatherings, visitors and lots of excitement can make it harder for children to regulate their emotions.
To help:
✅ Keep some routines the same
✅ Talk about plans in advance
✅ Use countdowns or visual calendars
✅ Build in quiet time and breaks
✅ Let children know about any changes

Routines

Children thrive when they know what to expect.
Simple routines can help reduce anxiety and promote independence:

- Consistent bedtimes and wake-up times.
- Clear morning and evening routines.
- Predictable homework or reading times.

When children know what is coming next, they often feel calmer and more secure





We use the Zones of Regulation in school to help the children identify their current emotional state

Emotional Regulation

Children need support to learn how to manage strong emotions.
Help them to:

- Identify feelings.
- Recognise body signals such as a racing heart or clenched fists.
- Develop calming strategies.

Some children find it helpful to:

- Take deep breaths.
- Count to ten.
- Use sensory tools.
- Listen to calming music.
- Spend time in a quiet space.

Recommended Support

The Incredible Years Practical parenting strategies and resources.

Triple P (Positive Parenting Programme) Evidence-based support for managing behaviour and building positive relationships.

Norfolk STEPs Workshop - Friday 6th and 13th November in school.