



SEND CODE OF CONDUCT



OUR ETHOS

At Sports Focus coaching, we are committed to being a safe, inclusive, and trauma-informed environment where all children feel understood, respected, and supported.

We recognise that:

- Behaviour is a form of communication
- Children do well when they can
- Emotional regulation must be taught and supported, not expected

We use a nurture-based approach, supported by:

- The Zones of Regulation
- Co-regulation strategies
- Calm and predictable environment

UNDERSTANDING SEND AND BEHAVIOUR

Children with SEND may:

- Experience sensory overload
- Struggle with transitions or change
- Find communication or social interaction challenging
- Have difficulty regulating emotions
-

As reflected in our behaviour policy, behaviour may be linked to:

- Feeling overwhelmed
- Anxiety or unmet needs
- Fatigue, hunger, or frustration

Staff must always ask the following:

“What is this child communicating?” rather than “What rule is being broken?”

TRAUMA-INFORMED PRACTICE

All staff will:

- Build safe, consistent relationships
- Use calm, regulated voices and body language
- Avoid shaming, shouting, or public consequences
- Understand that some children may be in a constant state of high alert

We prioritise: Predictability, emotional safety and trust

THE ZONES OF REGULATION

We support children in understanding and managing their emotions using the Zones of Regulation:

- Blue – sad, tired, unwell
- Green – calm, ready, happy
- Yellow – worried, excited, frustrated
- Red – angry, overwhelmed, out of control

Staff responsibilities:

- Regularly check in: “What zone are you in?”
- Model language around emotions and Support children to move towards green, not force compliance.

REASONABLE ADJUSTMENT

We will adapt our provision to meet individual needs, including:

- Now/Next boards
- Flexible transitions
- Sensory breaks
- Adapted instructions

Every child’s needs are different—fair is not always equal.

CALM SPACES

Each setting will provide a calm space where children can:

- Take time to regulate
- Reduce sensory input
- Feel safe without punishment

Key principles: It is not a timeout or consequence; children can choose to use it (when appropriate); and staff will support children who need this space.

CO-REGULATION AND SUPPORT STRATEGIES

Staff will use co-regulation first, including:

- Sitting alongside the child
- Using simple, calm language
- Offering reassurance: “You’re safe; I’m here.”
- Giving processing time
- Offer choices
- Give time and space
- Encourage movement breaks
- Use gentle reminders

CELEBRATING SUCCESS

We recognise:

- Effort
- Kindness
- Emotional progress
- Small steps

This may include:

- Praise
- Rewards
- Recognition (e.g., awards)

PARENT PARTNERSHIP

We work closely with families to:

- Share strategies that work
- Understand the child’s needs
- Provide consistency between home and setting

We will communicate regularly, celebrate successes; and work collaboratively on any additional support if needed.

STAFF: HOW TO SUPPORT CHILDREN WITH SEND

Key Principle: "All behaviour is communication." Before reacting, ask: What is the child feeling?, What do they need right now? Or, How can I help them regulate?

Zones of Regulation

Use daily:

- "What zone are you in?"
- "What might help you get back to green?"

Support—not force.

Example:

- Yellow zone → offer movement break
- Red zone → reduce language + give space
- Blue zone → encouragement + gentle engagement

The Goal:

- The goal is not to get every child into green
- The goal is to help children:
- Understand their feelings
- Recognise their state
- Choose strategies independently over time

Our Approach

We focus on:

- Building **positive relationships** with children
- Supporting **emotional wellbeing**
- **Teaching children** how to manage their behaviour
- Encouraging **respect, teamwork,** and effort
- Our staff are trained to use a **calm and supportive approach**, with coregulation strategies to support all children to regulate their emotions

Rest
sad, tired, bored, sick

Good to Go
happy, OK, focused, calm

HOW AM I FEELING
Areas of Regulation at Home
What area are you in?

YELLOW Slow Down
worried, silly, confused, surprised

RED Stop
angry, scared, cross, annoyed

Co-Regulation (Step-by-Step)

- **Notice** → child escalating
- **Approach calmly** → body language and tone of voice
- **Acknowledge feelings** → "I can see you're frustrated."
- **Offer support** → "Let's figure this out together."
- **Give time** → the amount of time needed to give will vary depending on the child.

After the Incident (Restorative)

When calm:

- "What happened?"
- "How were you feeling?"
- "What can we do next time?"

Focus = learning, not blame

SEND Adjustments (Everyday Practice)

Use:

- Visuals (timetables, now/next)
- Clear, simple instructions
- Routine and structure
- Movement and sensory breaks

Working with Parents

- Share positives first
- Be clear but supportive
- Work together on strategies

What Good Practice Looks Like

- Calm adults
- Children using emotional language
- Staff supporting, not controlling
- Consistent responses across team
- Children feeling safe and understood

The Adult Role

You are the regulator first; without your guidance and support, some children will not be able to regulate, so remember:

Always:

- Stay calm
- Lower your voice
- Slow your body language
- Be predictable

Avoid:

- Shouting
- Public correction
- Power struggles

STAFF: HOW TO USE ZONES OF REGULATION

THE ZONES OF REGULATION ARE A SIMPLE WAY TO HELP CHILDREN:

- UNDERSTAND THEIR FEELINGS
- RECOGNISE HOW THEIR BODY IS REACTING
- LEARN HOW TO MANAGE THEIR EMOTIONS

THEY GROUP FEELINGS INTO FOUR COLOURED ZONES:



GREEN Good to Go

What it is:

A regulated state—the child is ready to learn, play, and engage.

What it looks like:

- Calm and focused
- Following instructions
- Engaging

How to Support:

- Reinforce and praise
- Model emotional language
- Teach regulation skills here (not in crisis)

Avoid:

Ignoring positive behaviour
Only focusing on negatives

What to Say:

- “You’re in a great space to learn/play.”
- “I noticed how calm your body is.”
- “That was a really good choice.”
- “What helped you feel like this?”



BLUE Rest

What it is:

A low state—the child’s body is underactive.

What it might look like:

- Tired, slow, withdrawn
- Quiet or disengaged
- Saying “I can’t” or not joining in

How to Support:

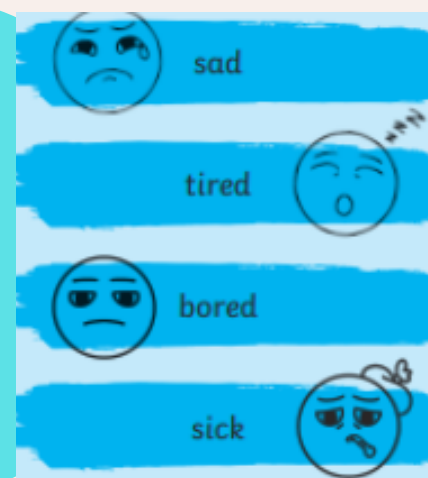
- Gently re-engage without pressure
- Check basic needs (hungry, tired, overwhelmed)
- Offer low-demand activities
- Use encouragement and connection

Avoid:

Forcing participation
Overloading with instructions
Interpreting as “lazy” or “not trying”

What to Say:

- “I can see your body looks a bit low today.”
- “Shall we do something gentle together?”
- “Let’s start with something small.”
- “I’m here if you need me.”



YELLOW Slow Down

What it is:

A warning stage—the child is becoming dysregulated but can still be supported early.

What it looks like:

- Fidgeting, restless
- Frustration, anxiety
- Getting louder or silly
- Struggling to focus

How to Support:

- Intervene early
- Offer movement or sensory breaks
- Give choices to reduce pressure
- Reduce demands

Avoid:

Ignoring early signs
Escalating with demands
Saying “calm down.”

What to Say:

- “I can see your body is getting a bit busy.”
- “You might be in the yellow zone.”
- “What could help your body right now?”
- “Do you want a break or some movement?”



RED Stop

What it is:

A crisis state—the child’s brain is overwhelmed and cannot process reasoning.

What it looks like:

- Shouting, crying, hitting
- Running away
- Complete loss of control

How to Support:

- Stay calm and grounded
- Use minimal language
- Give space
- Ensure safety

Avoid:

Reasoning or questioning
Consequences in the moment
Crowding or overwhelming
Taking behaviour personally

What to Say:

- “You’re safe; I’m here.”
- “I’m going to give you some space.”
- “I’ll stay nearby.”
- (Quietly) “When you’re ready, I’m here to help.”



CALM CORNER CHECKLIST

A Calm Corner (or calm space) is a safe, quiet, and supportive area where children can go to:

- Regulate their emotions
- Reduce overwhelm
- Take a break from stimulation
- Feel safe and supported

It is not a punishment or timeout space.

What is the Purpose of a Calm Corner?

- **To Support Emotional Regulation:** Children—especially those with SEND—can become overwhelmed and unable to manage their emotions.
- **To Enable Co-Regulation:** The calm corner allows the adult to sit with the child and support regulation. Regulation happens with an adult first, not alone.
- **To Build Self-Regulation Over Time:** Over time children will be able to recognise when they need a break and start supporting their own needs.
- **To Support Children with SEND:** It supports children who may experience sensory or emotional overloads to have a predictable space to regulate.
- **To Prevent Escalation:** Typically when you see a child in the yellow zone, intervention in the calm corner can prevent them tipping into the red zone.



Physical Environment

Comfortable Seating: Beanbag / cushions / soft mat

Optional Enclosure: Pop-up tent / canopy / corner divider

Why: Supports relaxation and reduces physical tension and helps children feel contained and secure.

Space set up

Defined Space: clearly marked area (rug, tent, screen, corner)

Low Stimulation: Neutral colours / soft lighting, limited clutter

Why: Creates a sense of safety without sensory overload.

Emotional & Visual Supports

Zones of Regulation and feelings chart: A clear, child-friendly zones chart and faces/emotion visuals.

Strategy Prompt Cards: Take a breath", "Count to 10", Squeeze a ball"

Why: Helps children identify how they feel and regulate.

Sensory & Regulation Tools

Fidget Tools: Stress balls, Tangle toys, Pop-its

Deep Pressure Items: Weighted lap pad (if appropriate), cushions to squeeze.

Why: Supports focus and releases tension, calms the nervous system.

Sensory & Regulation Tools

Calming Objects: Glitter jar / calm bottle, Soft toy, rainmaker

Breathing Supports: Breathing cards or visuals

Why: provides comfort and regulation support.


Quiet Engagement Options

Books: Calm, familiar stories

Simple Activities: Colouring, puzzles, lego, etc.


Why: Supports emotional settling, giving gentle engagement without pressure.

I am in the Blue Zone, I could...


Do 15 star jumps.



Think about what makes me happy.

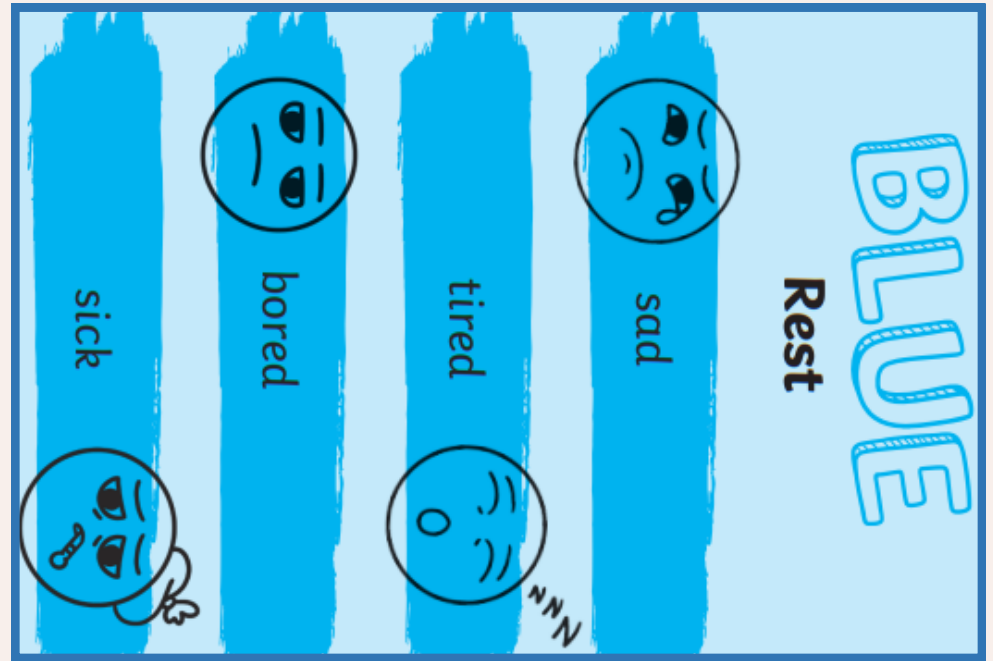
Wibble wobble arms 



Have a drink of water.



Talk to someone.



I am in the Green Zone, I am...



Ready to learn.



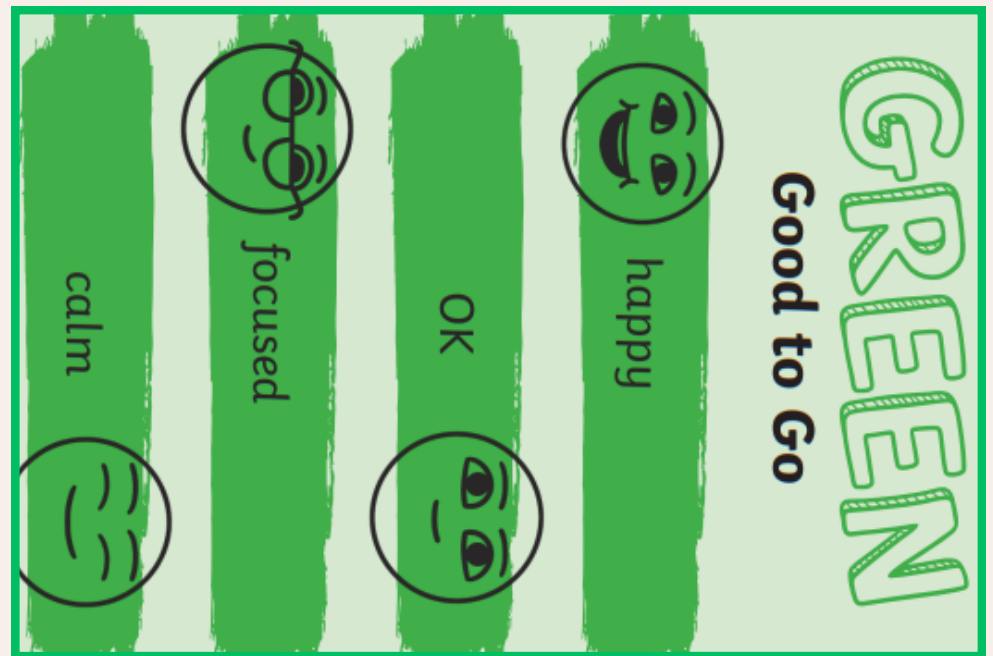
Feeling focused.



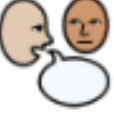
Listening well.



Able to help someone.



I am in the Yellow Zone, I could...


Talk to someone.



Do a calming sequence.



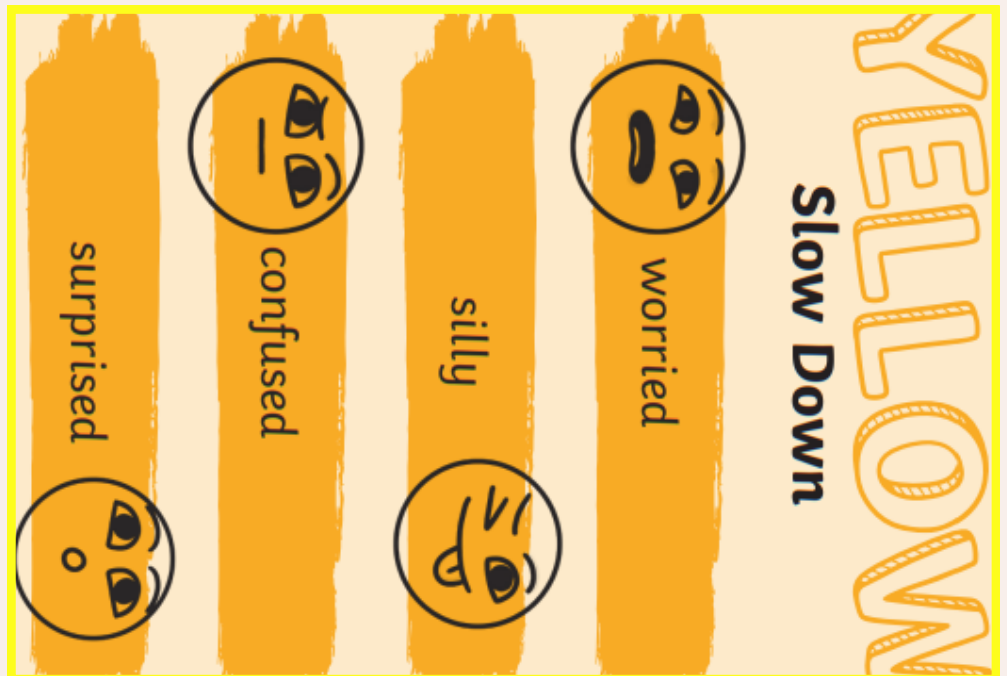
Write/draw your worries.



Lazy 8 breathing.



Use a fidget toy.




I am in the Red Zone, I could...


Do a calming activity.


Count.

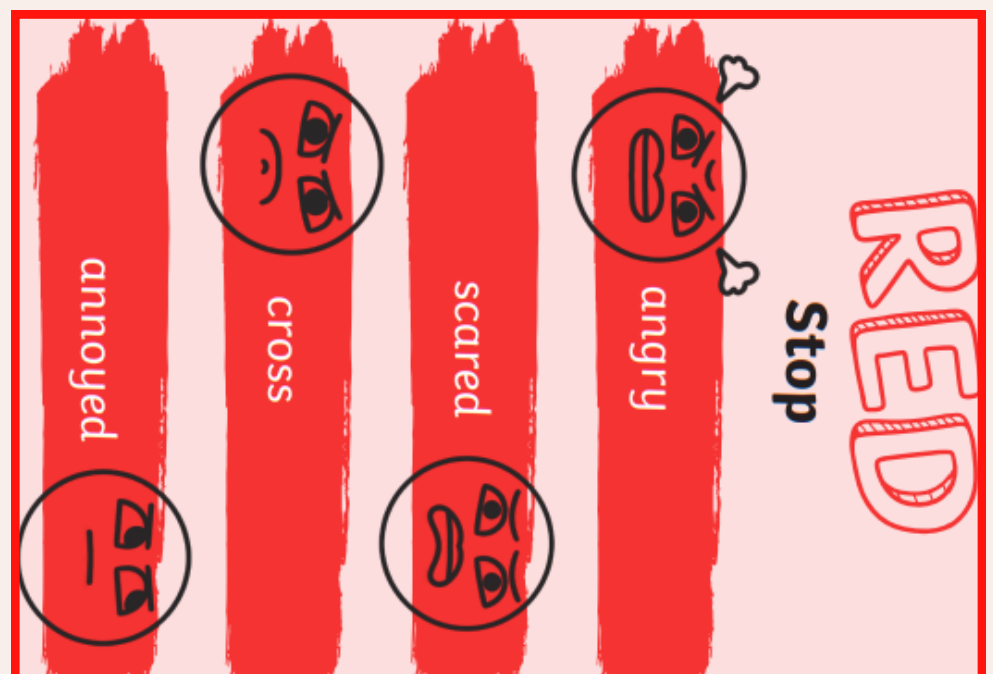

Name/find 5 things.


Do a calming sequence.


Talk to someone.



Lazy 8 breathing.



1. Notice

👉 “I can see...”

2. Name

👉 “You might be in...”

3. Support

👉 “What could help?”

4. Stay

👉 Co-regulate

Morning check-in:

- “What zone are you in today?”
- **Group discussions:**
- “When do we feel yellow?”
- **Storytime links:**
- “What zone is this character in?”
- **Adult modelling:**
- “I’m feeling a bit yellow, I’m going to take a breath”

Quick Strategies by Zone

Blue → Encourage, check needs

Green → Praise, teach

Yellow → Movement, choices

Red → Space, safety, calm adult

Check-In (Understand First)

- “I can see something’s not right—how can I help?”
- “You look upset/frustrated—what’s going on?”
- “Is something making this tricky?”
- “Let’s figure this out together”

Guide (Remind & Give Choice)

- “Remember, we use kind hands”
- “Let’s try that again safely”
- “You can choose to join in or take a break”
- “What’s going to help you right now?”

Regulate (Calm & Reset)

- “Let’s take a moment to help your body feel calm”
- “Do you need some space or a break?”
- “We can go to a calm space together”
- “Take your time—I’m here..”

Reflect & Reinforce

- “What happened?”
- “How were you feeling?”
- “What can we do next time?”
- “I noticed you made a great choice there”

When Behaviour Is Escalating

Calm, low language

- “I’m here to help”
- “You’re safe”
- “Let’s slow things down”
- “I’m going to give you some space”

BLUE

Rest



GREEN

Good to Go



HOW AM I FEELING

Areas of Regulation at Home

What area are you in?

YELLOW

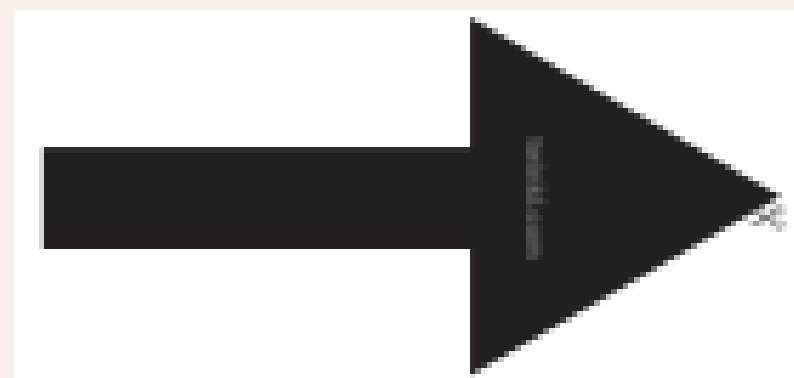
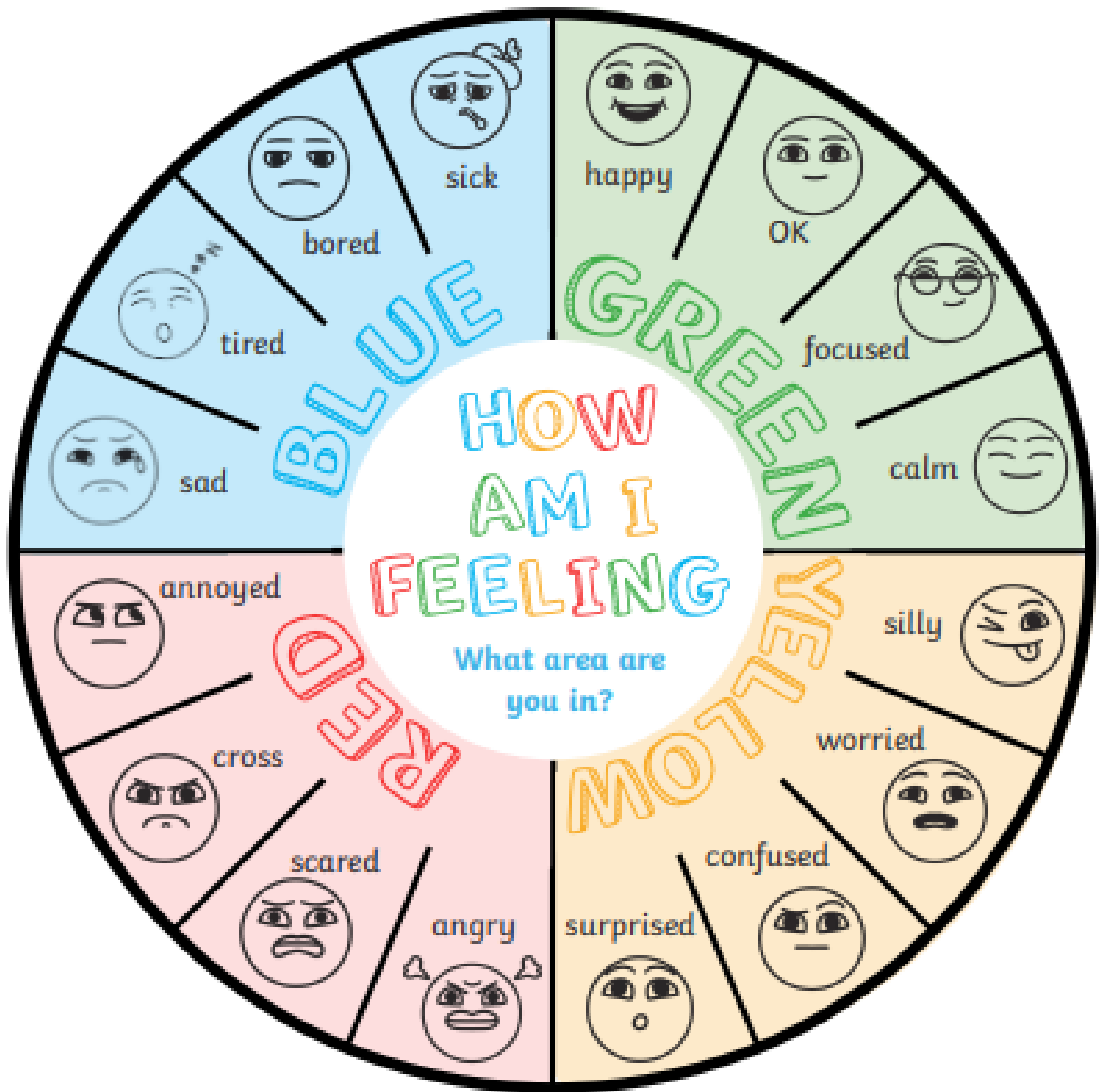
Slow Down



RED

Stop





Bumble Bee Breath

- 1 Sit comfortably and close your eyes.
- 2 Take a couple of breaths.
- 3 Breathe in through your nose, keeping your lips sealed.
- 4 As you breathe out, hum an 'M' sound.
- 5 At the end of your breath, breathe in and repeat.
- 6 Can you feel the vibrations in your mouth?

Balloon Belly Breath

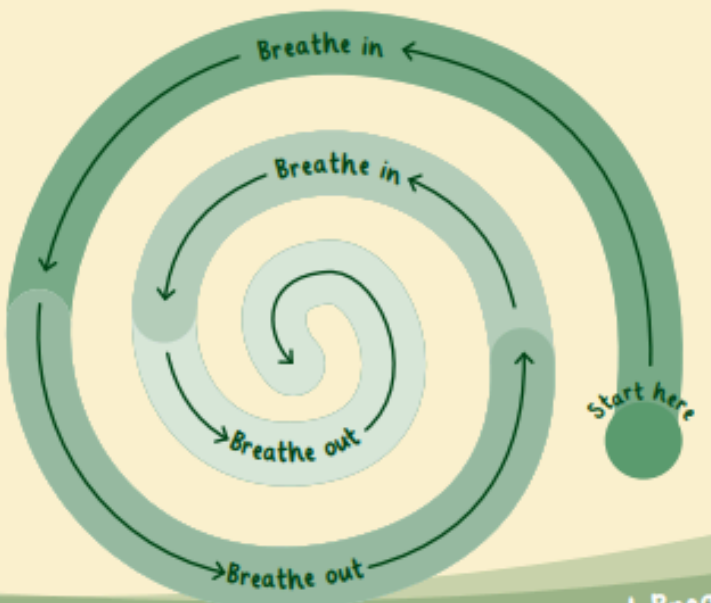
- 1 Sit comfortably and close your eyes.
- 2 Take a couple of natural breaths.
- 3 Breathe in and blow out your tummy. Your belly is like a balloon filling with air.
- 4 As you breathe out, your belly will go back down as there's no air left.
- 5 Repeat, being careful not to push your belly out too much.

Warm Drink Breath

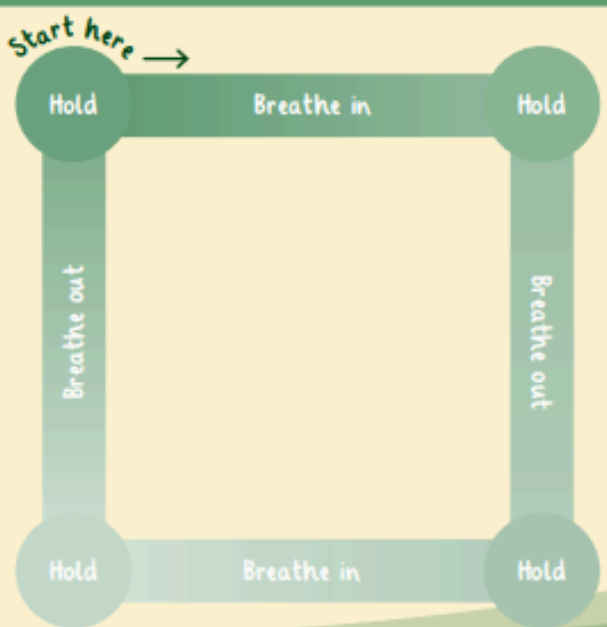
- 1 Sit comfortably and close your eyes.
- 2 Imagine you are holding a cup of warm drink in your hands.
- 3 Bring your cupped hands towards your face.
- 4 Breathe in through your nose and imagine what your drink smells like.
- 5 As you breathe out, imagine gently blowing the steam.
- 6 Repeat.

Hopping Bunny Breath

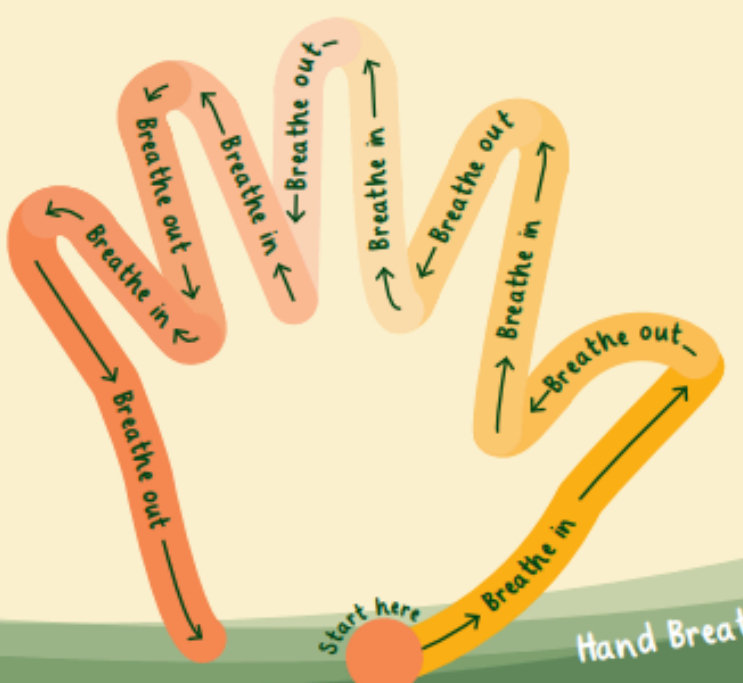
- 1 Sit comfortably and close your eyes.
- 2 Take a couple of natural breaths and sit up tall.
- 3 When you breathe in, inhale through your nose in three short sniffs. Imagine a bunny hopping along.
- 4 Breathe all of the air out.
- 5 Breathe in again with your bunny breaths.
- 6 Breathe out and repeat.



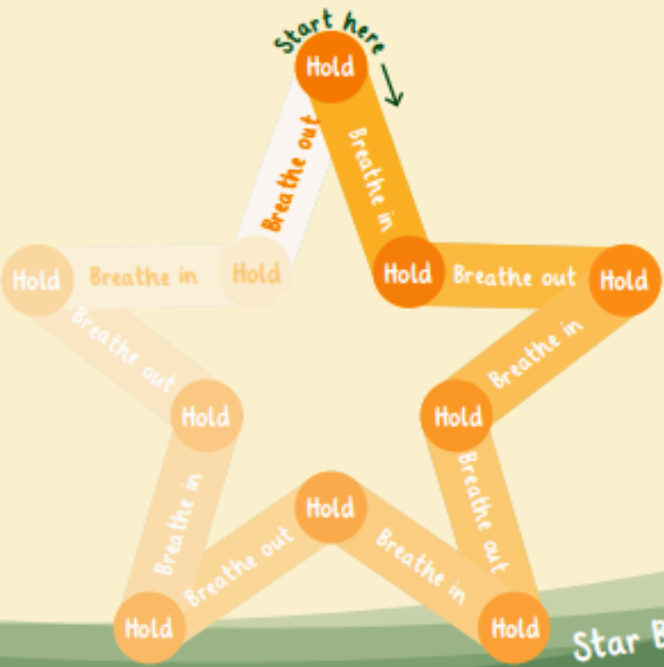
Spiral Breathing



Square Breathing



Hand Breathing



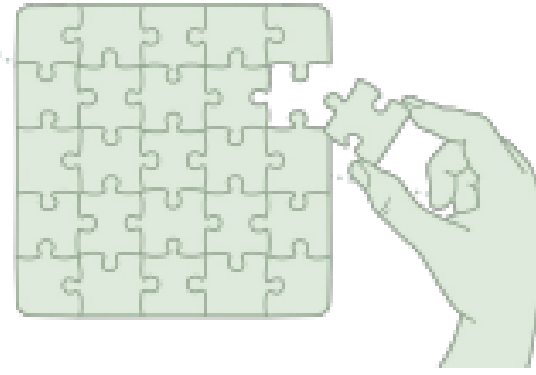
Star Breathing

Calm Down Cards



Breathe in and count to 3.

Calm Down Cards



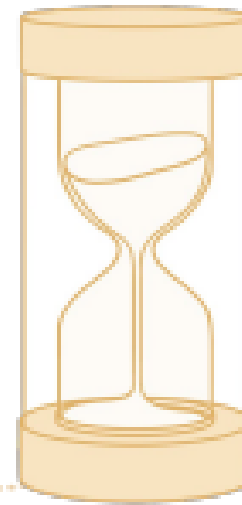
Do a puzzle.

Calm Down Cards



Find a space and jump up and down on the spot for 10 seconds.

Calm Down Cards



Watch a sand timer.

Calm Down Cards



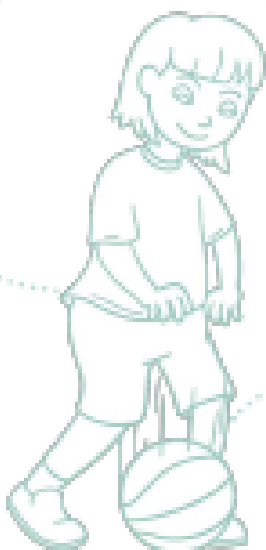
Lay down with your favourite teddy.

Calm Down Cards



Build a tower using blocks.

Calm Down Cards



Bounce a ball up and down.

Calm Down Cards



Go for a walk with an adult.

Calming Strategies



take a deep breath



count to ten



draw or sketch



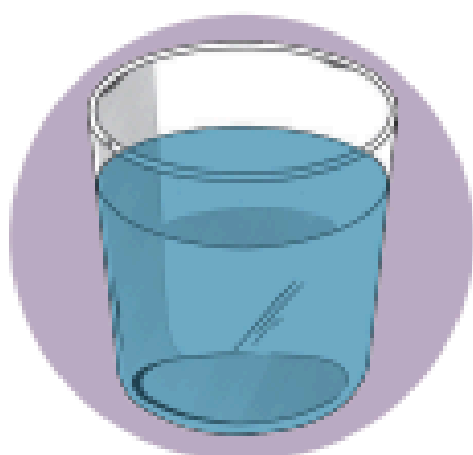
read a book



think about something funny that happened recently



listen to calm music



drink some water



write down how you're feeling



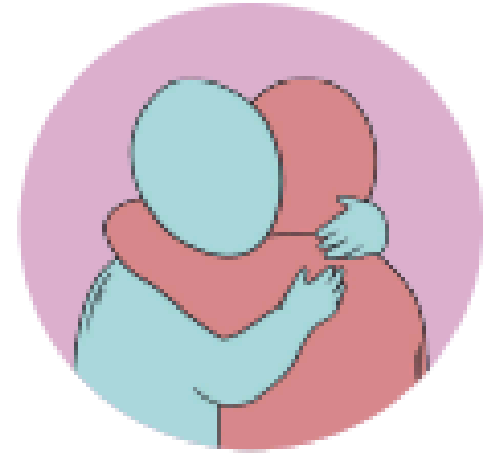
think about what you love most about nature



stretch your muscles



close your eyes and imagine a place that makes you feel calm



think of someone that makes you feel safe

I'm feeling



I need to



happy



sad



worried



scared



angry



nervous



bored



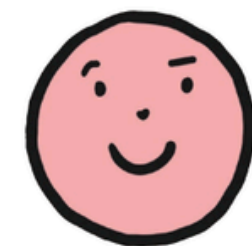
tired



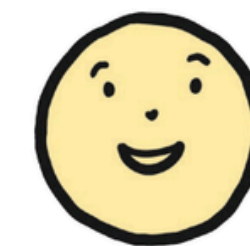
excited



relaxed



confident



proud



walk.



take a break.



exercise.



listen to music.



read.



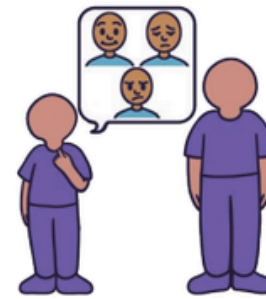
have quiet time.



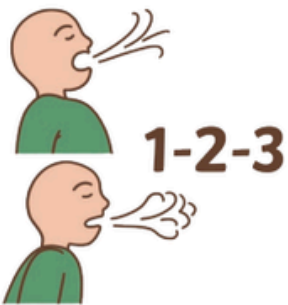
hug.



go outside.



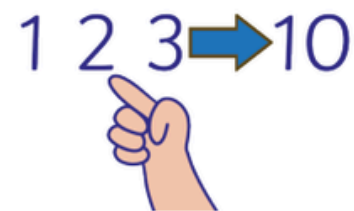
talk to an adult.



take deep breaths.



squeeze something soft.



count to 10.



have a rest.



work.



do an activity.

Calina Corner