

Behaviour Newsletter

Tiverton School 25/26



Supporting Our Children Together

Dear Parents and Carers,

At Tiverton School, we believe that every behaviour is a form of communication. Our aim is to support all pupils to express their needs in positive ways, while helping them feel safe and understood.

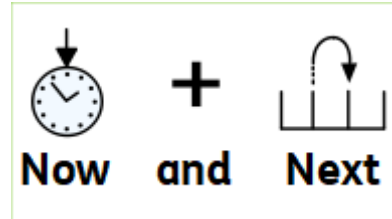
We are committed to working in partnership with you to support our pupils' social, emotional and behavioural needs.

In this edition, we are focusing on practical strategies you can also use at home to help children feel safe, calm, and ready to learn.

Kind regards,

Marisa Piedade

Assistant Headteacher and Behaviour
Lead



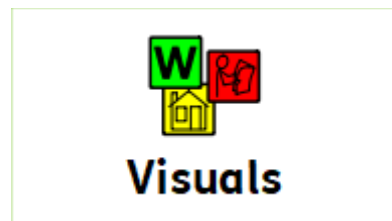
Children with special needs often find routines comforting.

A Now and Next board (with pictures or symbols) shows your child what is happening now and what will happen next.

Example: Now – Snack | Next – Outdoor Play

This helps reduce anxiety and prepare your child for transitions.

✨ **Tip:** Keep it simple with two steps. Use real photos or symbols your child recognises.



Visual supports (photos, symbols, objects) give children another way to understand what's happening.

They can be used for routines (bedtime, mealtimes), rules and choices.

Visuals reduce reliance on verbal instructions and help children feel more in control.

✨ **Tip:** Place visuals in the child's eye-line and keep them consistent between school and home.



Self-regulation and Co-regulation

Self-regulation: Your child managing their own emotions and behaviour independently.

Co-regulation: Adults supporting a child to manage emotions until they can do it themselves.

Think of it as a “bridge” to independence.

Create a Calm and Predictable Environment

Maintain consistent routines (wake up, meals, bedtime, school prep). Use visual schedules or now-next boards so children know what to expect. Prepare your child for transitions: “Now we have lunch, then we go to the park.”

Use Your Own Calm as a Tool

Model calm behaviour: slow breathing, gentle voice, soft body language. Co-regulation is mirroring calm: if you stay regulated, your child is more likely to mirror it.

Offer Sensory and Movement Breaks

Provide access to sensory tools: weighted blanket, stress ball, fidget toy. Short movement breaks: jumping, stretching, dancing, or walking. Helps regulate the nervous system and prevent escalation.

Use Positive Reinforcement

Praise effort and choices, not just outcomes: “I like how you used your words to ask for help.”
Reward calm behaviour with attention, stickers, or small privileges.

Keep Communication Simple

Use short, clear instructions. Offer one instruction at a time. Combine verbal prompts with visuals (gesture, symbol, picture).

Plan for Challenging Situations

Predict triggers: crowded spaces, waiting times, loud noises. Prepare strategies together: “If this happens, you can squeeze your ball or ask for help.”
Offer choices to give the child a sense of control.



Final Thoughts

Every child is unique. These strategies may take time to work, and what helps one child may not help another. The most important thing is consistency between home and school.

If you would like more ideas or support, please get in touch with our school team. Together, we can make sure every child feels safe, supported and successful.