With kind permission from Gosberton House Academy; the following photographs allow a virtual tour of the school, focusing on the school environment, resources and support, which, alongside specialist guidance from teaching staff, enable pupils to effectively develop independence in emotional regulation.

Moon Zoom topic – family learning. Children can bring into school any learning completed at home. We then have a family celebration to recognise all of the wonderful work the families have done and presentation is made in front of the whole school and families.
Low-arousal Environment at Gosberton House Academy

The display provides visual prompts to support pupils in identifying emotions.

Emotional regulation resources are readily available to pupils.
Low-arousal Environment at Gosberton House Academy

Emotional regulation resources are displayed and accessible to pupils.

A display to celebrate family learning
Low-arousal Environment at Gosberton House Academy

Displayed in the playground and used to support pupils to make a choice when there has been conflict with another pupil. Staff will point to options and use minimal language so that pupils are not overwhelmed. Over time, pupils will learn to use the wheel with less intervention and support.

Sensory resources to support emotional regulation
A Zuma chair provides the sensory stimulus (rocking) which some pupils need to help them to stay regulated.

A chair cover provides a safe space for pupils’ own resources promoting independence.

Lessons are RAG rated; aim is to keep them green. Staff speak to pupils about making ‘green choices’. The timetable allows staff to monitor behaviour, spot patterns, help children regulate and reward positive behaviour.
Low-arousal Environment at Gosberton House Academy

A Widget symbol feelings chart

A selection of books to support emotional regulation
Low-arousal Environment at Gosberton House Academy

Children independently access resources to support regulation when they need them. Squigzs and weighted animals are very popular!
Organised resources to support emotional regulation are plentiful in the school so all children can access them when they need to.