

Creating an Emotional Regulation Toolkit for the classroom

For what age?	At what level?
5-12 year olds and for older young people in small groups or 1:1	Emotional regulation techniques can be used to benefit all children with either the whole class, small groups, individual children or can be recommended for use at home with parents or carers.

How can schools help?

In order to help children regulate their emotions, school staff need to be able to:

- Regulate emotions with children, as in a healthy attachment.
- Understand the relationship between the brain, feelings and the body.
- Be able to model a language of feelings to all children.
- Understand and apply relaxation techniques e.g. the 7 points of Relax Kids, for emotional regulation.
- Help children who have gone through Adverse Childhood Experiences, with safety as a key concept.
- Understand how mindfulness and the use of all our senses can support emotional regulation.
- Have the time to consider what they will put in their toolkits, as well as the time to create the toolkits.

How does it help children?

- Reduces anxiety levels.
- Improves concentration.
- Boosts self-esteem.
- Helps children to regulate their emotions with an attuned adult.
- Increases their body awareness.
- Promotes fun and laughter.
- It also helps the adults to feel calm and relaxed.
- Increases the adults' awareness of feelings and self-regulation.

How do we know it works?

For children who have difficulties with anxiety, anger, concentration and self-esteem, emotional regulation techniques help them enormously. Various research has been carried out in this area including:

- Various studies have found that the 'Peer Massage' has a range of benefits including improved calmness and concentration; increased confidence and self-esteem; improved social interaction with peers and adults; greater empathy skills and a reduction in bullying and aggressive behaviours. For more information visit:
- [Touchline training – Benefits of massage in schools webpage](#)

- Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. (Weare, 2012)
- Deep and slow breathing can be used as an effective way to manage anxiety disorders (Busch, V. et al., 2012)

In Northamptonshire, Relaxation and Massage has been evaluated through the TaMHS Programme and has become increasingly recognised in work with children in care, and the need for adults to co-regulate emotions with them, as this is often missing in their early childhood.

How can I access training?

To access centralised training, including at the TaMHS Conference if appropriate, please visit:

- [LGSS I Learn booking website](#)

Training at your school, or within clusters, for your staff can be commissioned from the Educational Psychology Service by contacting the TaMHS Administrator:

tamhs@childrenfirstnorthamptonshire.co.uk or by speaking to your Link Educational Psychologist.