



Relationships and Behaviour Policy

Agreed at FGB June 2024

‘Learn to Love and Love to Learn’

Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God’s family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.

‘Love your neighbour as you love yourself’ Matthew 22:39

At Long Sutton C of E Primary School, we strive to provide a caring ethos where everyone in the school community feels loved, safe, confident, valued and respected by promoting an environment where everyone can live and work together in a supportive way to develop self-motivation and self discipline enabling them to be the best they can be emotionally, socially and intellectually; achieving all they want to in life.

Our behaviour policy is based on developing positive relationships and guides staff to teach self-discipline and self-regulation, giving children the vocabulary needed to talk about emotions and the skills to solve problems themselves. This in turn develops their resilience and supports them in taking responsibility for their own actions and behaviour. This is based on our school values of love, compassion, resilience, thankfulness and hope.

We understand that all behaviour is a form of communication and we endeavour to support children to find more effective ways to communicate and support them to be positive about themselves. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans.

Aim of the policy:

- To ensure that positive relationships are at the heart of every interaction.
- To ensure that all learners are treated fairly, shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values love, kindness, care, and empathy for others.
- To promote community cohesion through strong relationships.
- To help all learners follow behaviour expectations of the school with support if needed.
- To ensure a consistent approach and language from all adults.

Our aims are achieved, we believe, when:

- All members of the school community feel safe, valued, respected and cared for.
- We have consistent and predictable routines, expectations and responses to behaviour because we understand children need both nurture and structure to feel safe.
- We provide strong positive role models for desired behaviour and maintain clear boundaries at all times to help pupils feel secure.

- Visitors to our school feel the sense of connection and inclusion between all members of the school community.
- We have strong relationships between staff, pupils and their parents/carers.
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity – see below) through appropriate support.
- We understand that behaviour is a form of communication of an unmet need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, children are helped to behave in socially acceptable ways. We 'connect' before we 'correct', recognising that relationships are key in shaping behaviour. We understand that not all behaviours are a matter of choice and not all factors linked to a child's behaviour are within their control (therefore the language of good choice/bad choice is not always helpful).
- We use PACE (playfulness, acceptance, curiosity, empathy) and attachment-friendly restorative approaches in our interactions with pupils, taking a non-judgemental attitude towards behaviour and responding in a way that focuses on the underlying need driving the behaviour.
- All adults to use consistent language to ensure a safe, secure and predictable environment for all.

The term "equity" refers to **fairness and justice** and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.



As an inclusive school

Under the Equalities Act we also have to ensure that we do not discriminate against a disabled pupil, this may mean that our disciplinary actions towards pupils with a disability will be different from those for pupils with no disability. The Equalities Act makes it very clear in section 2.1:

“ It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

- *A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his/her behaviour. A non-disabled pupil who is also disruptive in class is sanctioned for his behaviour.*

This difference in treatment would not be direct discrimination against the non-disabled pupil.”

“This may involve targeted interventions implemented by trained teachers; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs. For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved.”- 2021 EEF research

Relational Approaches in the Classroom

Good 'quality first' teaching is vital in order to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. Adults in the classroom have a range of relational approaches to draw on in order to manage needs in the classroom.

Feedback has an important role in learning and development and it is important to support children to reflect on their behaviour in a way which will best support learning. Encouragement, positive feedback and genuine personal praise are important features of feedback. The feedback needs to be specific and targeted with next steps where needed.

Our school Promises guide the behaviour expectation in the school and classrooms. These are:

- Be kind and caring
- Be safe
- Work hard
- Play fairly
- Listen well

To support children in understanding and keeping to these promises and reduce the incidents of low level behaviours, all adults will:

- Have at least daily check ins with each child, through meet and greet, informal conversations etc.
- Use specific feedback to support children with next steps where needed.
- Regularly use circle time to help develop relationships within the class.
- Model the use of 'Zones of Regulations' with the children.
- Use calming techniques and brain breaks– mindfulness, breathing, wake and share, Just dance, mindful movement, visualisation etc
- Use quiet, gentle reminders and correction when needed.
- Know each child and how it is best to respond to them.
- Praise expected behaviour and celebrate behaviour that is above and beyond.
- Reward the class with class rewards for expected behaviour and that which is above and beyond expectations as a group.
- Keep ourselves well-regulated, being mindful of our voice (tone, volume, choice of words) and body language (facial expression, stance, gesture) and the impact these may have on children.
- Support children to regulate through the use of emotion coaching.
- Never ignore or walk past learners making the wrong choices.
- Encourage all children to take responsibility for their behaviour and actions.
- Encourage children to say sorry appropriately
- Encourage children to accept an apology appropriately.
- Speak to children quietly, not publicly if they are breaking the promises.

De-escalation (See De-escalation and Physical Restraint Policy)

There are a number of de-escalation strategies used in school for example staff will use:

- **Active Listening.** Acknowledge the opinion of the other person and their feelings towards the situation (e.g. I understand why that would be frustrating). Communicate openly to help them see that you are listening and understand how they are feeling.
- **Stay Calm** (even if you're not). This will help the student feel less threatened and more likely to communicate with you. Keep your temper and model respectful behaviour towards your student. It also helps to try and keep a calm and friendly tone and lighten the situation with humour where appropriate.
- **Use the school key phrases when talking to children:**
 - I can see that you are feeling....
 - I wonder if we can...
 - I can see that this may be hard for you, let's....
 - I'm not sure if.....
 - Let's see if..
 - How about we....
 - Maybe we could....
 - Its Ok to feel, it's not OK to.....
- **Use the de-escalation script when needed:** • Child's name • I can see that you are • I'm here to help. • Tell me what has happened and I'll listen. • Come with me and
- **Offer Positive Choices.** Instead of telling a student what to do or trying to force them to behave in a certain way, try giving them a few different options to choose from. This will prevent the student from feeling powerless or unheard and help direct them towards displaying desirable classroom behaviour.
- **Use distraction.** Try to find something to interest them and engage them to enable them to begin to regulate.
- **Ask Questions.** Perhaps the student is struggling with something you can help with or needs something in order to focus. If you ask a student what you can do to help them focus, they may surprise you with some practical solutions.
- **Choose your battles wisely.** If something doesn't need to be a big deal, don't turn it into one. Consider how important an issue is, especially if it could escalate into a much bigger problem.
- **Use non-threatening body language.** Try using your proximity in the classroom to correct unwanted behaviour without saying a single word. Using simple hand gestures, such as tapping lightly on a desk or placing a finger to your lips can be much more effective than more aggressive approaches, like raising your voice.
- **Talk to the child calmly, quietly and at their level.**
- **Removing other children** from the area if their learning is being disturbed, there is any danger to them, if their presence is escalating the situation.

Children who struggle to regulate independently may need an individual support plan to help them with this skill. This will be actioned by the Headteacher/SENCO in collaboration with parent/carers and staff.

Repairing and Restoring

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child. (2012)

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made.

Following conflict or when incidents have taken place a restorative framework is applied, this promotes understanding and learning rather than punishment. The approach promotes understanding, empathy and responsibility.

The framework involves working with the children to consider the following:

- What happened?
- What were people thinking?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

This framework is embedded into daily life in school and is used daily in school to resolve conflict, as part of PHSE, circle time and discussions.

Children need to be taught to say sorry and importance of this and how to accept an apology gracefully.

Following an incident where harm has been caused, time is spent exploring the situation with both parties and coming to an outcome with repairs the relationship. This may be through a informal playground conversation, a corridor conversations or more formal restorative discussions. If needed formal restorative conference are used.

After an incident the school will review: what the behaviour is trying to communicate? How the unmet needs can be met? What skills does the child needs to develop? Whether the child's support needs to change?

For some children it is felt that an encounter between those harmed and those who have harmed is not deemed to be beneficial it can be helpful to use the restorative exploration with the child who has harmed individually. This needs careful support and judgement from the adult as they need to ensure the child feels safe and secure and does not experience shame. Children who have experienced trauma may find it hard to connect with their own feelings and think about the feelings of others. A helpful way forward will be to focus on supporting the child to repair the relationship, including restorative action.

Behaviour Agreements

Sometimes, as part of the restorative approach, children will make an agreement with one another with the support of a trusted school adult. This will include things they intend to do to make amends or prevent the situation from happening again and will be signed by both children.

Our Consequences System

Although most children at our school respond to positive encouragement and feedback, sometimes children find it difficult to behave appropriately. It is essential that boundaries are clear and consistent for all children and it is important to make clear that unsafe or disrespectful behaviour is unacceptable and will be dealt with appropriately.

At each stage, there will be a focus on supporting the child to self-regulate if needed using the Zones of Regulation approach, so that they are able to make effective choices from a place of regulation (Green Zone). If they continue to be dysregulated, they will have an increasing level of support to do so away from the learning area and with a suitable member of staff. Some children may need targeted interventions to develop their social, emotional or sensory regulation skills further to help them follow the warning system.

1. Remind children of the expectations
2. **Warning 1:** an oral/visual warning to stop doing something that is break a school promise, disrupting learning or against our school ethos. This may result in time out in class, using a strategy to move back to the green zone and time to think. This is noted in the class Behaviour Log.
3. **Warning 2:** If the child continues with the behaviour, then they will be sent for time out in another class, miss part of playtime or stand by the fence at playtime for suitable amount of time for their age, this is to give time to think about their behaviour. Teacher will talk to them about how they will move back the green zone. This is noted in the class Behaviour Log.
4. **Warning 3:** If the behaviour continues after the child has had time out, they are sent to the Head Teacher and have time out with them (this is dependent on age, stage and action). Parents will be informed at this point.

The Class or Head Teacher may over-ride the warning system in particular circumstances, or move directly to warning 2 or 3, if they feel the incident warrants it. At times a child may be given time out to remove them from the situation or enable them to have time to calm down (no warning may be given, it is up to the teacher's discretion).

Children are encouraged to reflect on their choices and understand the implications their actions may have for themselves or others. If a child makes an inappropriate behaviour choice, they are spoken to by an adult in the school and helped to understand why that behaviour is not acceptable through restorative conversations.

Consequences for behaviour may also be used, these will be in the form of school based community service such as repairing the damage they have done, picking up litter, tidying a classroom; or helping clear up the dining hall after meal times.

If the warning system does not seem to be working for a child, the class teacher will meet with their parent/carer to discuss an action plan for supporting the child's behaviour

Behaviours that cause significant challenge, including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, significant verbal abuse, swearing, refusal to work, and highly disruptive or inappropriate behaviours will be dealt with by the Head teacher and will result in a discussion between the Headteacher and the child's parent/carer and a restorative consequence being put in place, including restorative conversations where appropriate.

The safety of all pupils is paramount. If a pupil's behaviour endangers the safety of themselves or others, the adult in charge will ensure safety; this may include stopping an activity and removing the class from the area to a safe space, ensuring a suitable adult stays with the child to support them to regulate. In this instance, the Headteacher will be informed and meet with parent/carers to discuss the situation further.

If a pupil threatens or deliberately causes harm to another pupil or adult, the incident will be recorded in the behaviour log and the child will receive restorative consequences to match the situation. These may include withdrawal of privileges, reflection time with a suitable member of staff, or making amends. Their parent/carer will be informed along with those of the child who was hurt.

If a child's behaviour continues to cause concern:

- Headteacher and/or SENCo meets with parents/carers to create a behaviour support plan together. This will include the specific strategies to be used to support the child to follow behaviour expectations in school. It will be reviewed after an agreed period of time.
- Support may be sought from external agencies, particularly where the child has additional needs or SEND.
- Internal suspensions: these involve working away from the class for a limited amount of time (schoolwork provided) and can help some pupils reflect on the impact of their behaviour. The Behaviour Support Plan should be updated if needed to highlight how the child will be supported upon their return to the classroom.
- Fixed-term suspensions: these involve a specified period of time away from school (schoolwork provided) if the child continues to behave in unsafe or inappropriate ways in the school environment despite the actions taken in their behaviour support plan. The behaviour support plan should be updated to highlight how the child will be supported upon their return to school.
- Permanent exclusion: this is the final consequence of particularly serious behaviour that endangers safety or the fabric of the building, or persistently disrupts the learning of others. The decision will be made by the Headteacher following discussion with the school governors and through advice from other agencies if needed. Parent/carers have the right to appeal a permanent exclusion.

The Head Teacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. The Head Teacher may permanently exclude a child for

repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

Record Keeping:

- Behaviour logs will record the behaviour causing concern, the trigger for the behaviour, what happened as a result of the behaviour, and consideration about what underlying need the behaviour may have been communicating, so that support can be implemented to prevent the behaviour from re-occurring.
- Each class will have a behaviour log to record concerns with the class room
- The Head Teacher will record behaviour incidents that are more serious in their behaviour log.
- Behaviour logs are monitored monthly by the Head Teacher to look for patterns or children who may need more support.
- Any concerns from parents are also records in a concerns log.

Home School Partnership Agreement

All parents have a right to expect good discipline in school and good standards of behaviour for the sake of the children. We know that consistency of expectations and consistency in putting our behaviour policy into practice is crucial. We believe that we will only be truly successful in achieving good behaviour in school if we work in partnership with parents.

Therefore, we ask all parents and children to read our Relationships and Behaviour Policy and to sign our Home School Partnership Agreement and return the copy to school. This shows that they are in agreement with following this policy.

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT
- The school keeps a variety of records of incidents of misbehaviour - class behaviour file/sanction book, Head Teacher's records, behaviour logs for specific children, bullying and racist incident records
- Governors monitor behaviour through the head Teachers termly report, visits and external partners (SIP, Ofsted, LA reports)
- All records of behaviour are confidential.
- Records of your child can be accessed through a subject access request to the school. See GDPR policy.

Appendix 1

ROLES, RESPONSIBILITIES AND RIGHTS FOR PROMOTING POSITIVE BEHAVIOUR

The Head Teacher will:

- Be a positive role model to the school community.
- Have high expectations of the whole school community
- Show love, kindness and respect to the whole school community.
- Ensure children are safe
- Promote a positive culture of well being and positive mental health for the whole community
- Work with parents to support all children

All staff will:

- Have high expectation of themselves and all children and be a positive role model
- Show love and kindness and be respectful to the whole school community
- Be calm, use well-regulated tone and respectful language appropriate to the children needs.
- Support the children to become calm and regulate themselves
- Notice behaviours and be attuned with these, shaping and correcting only where appropriate to do so.
- Use restorative practice discussions to help children reflect on and restore positive relationships.
- Help our children to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation, when needed.
- Give opportunities to develop interpersonal and social skills
- Plan a curriculum that enables children to engage in and enjoy their learning
- Listen to children and ensure children listen to each other
- Greet the children each day and check in with them.
- Help children understand their rights and responsibilities as citizens in our society
- Give individual feedback to encourage positive behaviour
- Ensure the children in their class know the class and school promises
- Remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Work with parents about their child's welfare or behaviour and, where necessary, support them.

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/ policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Children

Rights	Responsibilities
To be treated with respect	To behave respectfully to others To resolve disputes positively To find opportunities to create and build positive relationships To take responsibility for their own behaviour To keep to the school promises
To be safe	To behave in a way that keeps others and self safe Be aware of their own emotions and actions and take responsibility for these To keep to the school promises
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others To communicate with school staff positively and respectfully Work in partnership with the school encouraging children to keep the school promises.
To know that their child is supported and taught effectively	To support their children to be the best they can be. To promote positive behaviour at home in order to have continuity between home/school
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Head Teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Appendix 3:

Support For Parents:

- The Headteacher is available to meet with parents to discuss any concerns around behaviour, just ask.
- In school we have an Emotional Literacy Support Assistant who can work with children who need extra support. If you feel that your child needs this, speak to their class teacher or the Headteacher.
- The school are able to make referrals for support to the local Parent Family Support advisor (PFSA) who can work alongside the family.
- The school can make referrals to the Mental Health Support Team who are able to work with children doing CBT (usually Y5/6), parent led CBT or give parenting support and advice. [MHST information for School Website](#)
- The Mental Health Support Team and PFSA run Tuning Into Kids, this course is usually available twice a year for 6 weeks.
<https://tuningintokids.org.au/what-is-tuning-in-to-kids/our-programs/>
- The school signpost to any local course coming up, check the weekly Newsletter.

Useful website support:

[Somerset Big Tent](#) – This website ‘Empowers children and young people to find the right wellbeing support at the right time’ – It has links to many services and support from well being for children and young people.

https://www.cypsomersethealth.org/parent_and_carer_toolkit

Sleep Advice

[Sleep Advice website](#) [A Sleep Guide](#) [Sleep-cards](#)

Managing Relationship Conflict:

https://www.cypsomersethealth.org/managing_relationship_conflict

Emotion Coaching

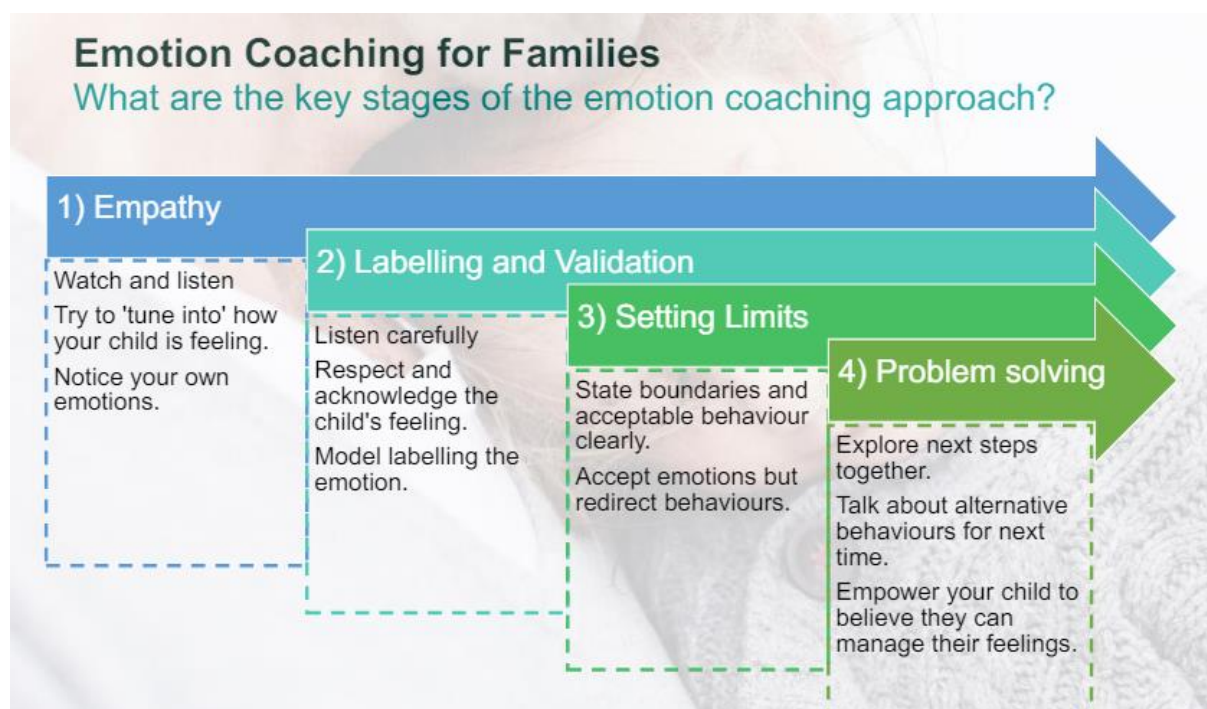
https://www.cypsomersethealth.org/emotion_coaching

What is emotion coaching?

Emotion coaching is a helpful way for parents and carers to support their child's emotional well-being. It involves paying attention to signs of a range of emotions, like when your child has a behavioural outburst or shows it through their body language. Instead of ignoring or downplaying these emotions, emotion coaching encourages you to understand and acknowledge them. By doing this, you can help your child navigate their emotions in a positive way, rather than just focusing on consequences for their behaviour.

What are the benefits of emotion coaching?

- Supports parent/carer-child relationships by promoting open communication and understanding.
- Helps children develop emotional intelligence and awareness.
- Teaches children how to identify and manage their emotions in a healthy way.
- Encourages empathy and compassion in both parents/carers and children.
- Provides a supportive and nurturing environment for emotional expression.
- Fosters resilience and coping skills in children.
- Promotes positive behaviour.
- Strengthens problem-solving skills and decision-making abilities.
- Supports overall emotional well-being and mental health for both parents and children.



Example questions and scripts



There's no single way to have an emotion coaching conversation; it will be specific to your child's needs in the moment. However, some of the scripts and reflection points in this table might give you some ideas and prompts for each stage of the process.



Stage 1: Empathy <ul style="list-style-type: none"> - Have you noticed any changes in your child's behaviour, communication, body language etc. What might these be telling you? - What am I feeling? How is that shown in my face/body language/voice? - How can I show my child that I have noticed them and their feelings? 	Stage 2: Labelling and Validation <p>I noticed that you've moved under the table. I'm wondering if the noise of the other people was too loud for you and you felt a bit overwhelmed? I can see that you felt sad when you didn't get to press the button. I sometimes feel sad when I can't do the things I want to. That's a normal way to feel.</p> <p>I can see that you're frowning and kicking the sofa. I'm thinking that it made you angry when you had to put the iPad away. Have I got that right?</p>
Stage 3: Setting Limits <p>I can't let you climb on the bookshelf. I need to keep you safe.</p> <p>You can either sit on the chair here or go for a run around outside. Which one would you like to do?</p> <p>This isn't a safe place to be lying on the floor. Let's go inside where it is safer and we can have a talk.</p> <p>It's ok to feel angry but it's not ok to hit people.</p>	Stage 4: Problem Solving <p>What could we do next time you are feeling angry?</p> <p>What do you think you will do next time you are feeling like this?</p> <p>How can I help you when you are feeling frustrated?</p> <p>It seemed like it helped you to have some space when you were feeling overwhelmed. Maybe next time you feel like this you could tell me you need to go outside.</p>

Appendix 3:

Developing Relationships

“Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being.”

Dan Hughes and Louise Bomber - Settling to Learn. (2013)

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived. Children who are showing signs of insecure attachments and a lack of well being need a significant adult or small team of adults in school who can provide them with a secure relationship within which they feel a sense of safety, trust, belonging and being listened to. Through this relationship the child will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.

Building relationships: Developing safety, security and trust through protection, connection, understanding and care.

Developing relationships is all about the building of security. A secure relationship involves adults providing:

Protection

All children need to feel safe and secure. Our need for safety trumps everything and without a sense of safety and security children cannot explore, play, learn or interact effectively with others. Children who do not feel safe tend to be hyper vigilant and have difficulty regulating their emotions. This can lead to defensive behaviours which can be difficult to manage.

Children need to feel safe and secure in order to engage socially, explore, play and learn. Children look first to the adults around them to gain a sense of safety. It is important that you let the child know that they are safe through your ‘way of being’ with the child and the way you manage the environment.

- Being predictable, reliable and trustworthy
- Providing safety cues
- Containing emotions
- Providing structure and boundaries
- Anticipating things that may be picked up as a threat or danger

Connection

Children need to connect and to socially engage. Children who do not easily connect can become isolated. This can be because their interaction, speech and language skills are delayed or because they emotionally withdraw or react defensively to social approaches. Being and feeling connected is a right for all children.

Connection can be considered on several levels. Children need to feel connected to the adults in school. Some children will need to feel connected to a significant adult or small group of adults. Children also need to feel connected to their peers, their class and school as a whole, the place and the curriculum. Developing a sense of connection and belonging is vital in terms of the development of social skills and understanding, a positive sense of self and agency.

In order to connect with adults, children need to experience attunement (meeting the child where they are emotionally, using attuning tones, facial expressions and body language, helping the child know that you get-it) , mutuality (doing things together, alongside, experiencing another person with them so they feel they are not alone) and reciprocity (responding to and influencing each other).

Opportunities for connection withing the school day included: Worships, sporting activities, clubs, choir, drama, games within a lesson, playing together, singing together as a class or school. These can be very powerful in terms of developing a sense of connection, belonging and well being. Activities where children have a sense of purpose, ownership in school or can make a contribution are also helpful. These include: special jobs, School council, well Being Ambassadors, running worship. Circle time is essential for developing a group connection and establishing an ethos of togetherness. Class activities and trips will also support this. Such activities can also support the development of skills needed for positive relationships such as valuing one another, acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion.

We all need opportunities for connection in order to feel connected to others and a sense of belonging. Children need to experience connection in order to develop their ability to interact and form relationships. This can be through:

- Giving children attention
- Attuning to the child by mirroring their tone or mood.
- Being responsive, expressive and interactive
- Being playful with interactions
- Showing them you like them and are interested

Understanding

Understanding is a key part of a relationship. By understanding we mean being curious about the child and trying to understand what is happening for them and what their behaviour might be telling us about what they need. We also mean showing the child that we accept them, that we are trying to understand and helping them to understand themselves.

Children who have had interruptions in their relationships or who have experienced trauma tend to have difficulty understanding and processing their emotions in order to

regulate themselves. A lack of self-regulation is a significant problem for many children. In order to learn to self-regulate children need to experience being co-regulated by an adult. Repeated experiences of co-regulation will support the child to be able to regulate themselves.

All children benefit from being shown understanding and our everyday interactions with children need to show acceptance, curiosity and empathy. We need to use our understanding of situations to maintain calm and support students to remain regulated when things get tricky.

- Children need to know they are accepted and understood
- Being curious about their feelings, thoughts and behaviour
- Accept their feelings and experience
- Think for them – try to work it out
- Express Empathy – wonder aloud, validate and show them you ‘get it’
- Help them to process their feelings

Care

Dan Hughes describes the qualities that adults need to demonstrate in order to form good relationships as PLACE (Playful, Loving, Accepting, Curious, Empathic). Using this framework enables the adult to show unconditional regard, where the child feels warmth, nurture and connection.

Children need to experience a relationship within which they feel special, loved and held in mind. Some children may have not experienced their basic needs being met and for these children your care can be shown through ensuring that they not hungry or thirsty, are warm enough and know that someone is looking out for them.

Experiencing adults being interested, caring and showing that they like them and are there for them enables the child to feel good about who they are, worthy of attention and effective and able to form relationships.

Repeated experiences of being cared for, loved and soothed enables the child to feel good about who they are, effective, worthy of attention and able to calm themselves.

For children to feel cared for they need:

- To see adults love and compassion – think body language, facial expression, tone, regular check ins (a smile, thumbs up etc)
- To be kept in mind – let them know you are thinking about them even when you are not there
- Use of transitional objects
- Showing them you care by noticing
- Soothing and comforting them when needed

Responding and Calming

Unhelpful, harmful or challenging behaviours are usually the result of strong emotions which have been triggered in the moment. In order to maintain a calm environment and support the children to process their feelings and emotions in order to regulate

their behaviour, we need to be able to regulate them in the moment and provide them with experiences which will support the development of regulations.

When children experience strong emotions they need to be co-regulated to support them to calm. Children will need repeated experiences of being co-regulated in order to be able to regulate themselves. Children who have not experienced enough co-regulation are likely to have difficulties with self-regulation. Children who have experienced trauma may experience high levels of dysregulation which needs understanding and attuned responsive co-regulation.

In order to be able to regulate, children need to integrate their physical sensations, emotions and thinking. Attuning and validating enables children to understand their feelings and emotions, to know they are accepted and valid and to connect them to an emotional vocabulary through which they can express and learn to think about those feelings and emotions.

To keep things calm adults need to remain calm in order to help the children feel calm, listened too and refocus them on what they should be doing.

- Safety cues – think face, tone of voice, body language
- Empathy – be curious and understand, Respond empathically
- Remind children of the Promises or re-set them

De escalation and calming through Co-regulation:

Repeated co-regulation with an adult supports the child's ability to self-regulate through an integration and understanding of physical sensations, emotions, and higher-level thinking.

- Attunement
- Accepting and validating
- Containment of feelings
- soothing