



Relationship and Regulation Policy

Approving Body	Headteacher
Previous Version	N/A
Version	1.0
Supersedes Version	This is the first version of this policy
Review Date	October 2025
Further Information/Guidance	N/A

Introduction:

At North Wingfield Primary and Nursery Academy we focus on building positive relationships between children, staff, parents and the wider community.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this Relationships and Regulation policy is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

North Wingfield Primary and Nursery Academy is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

North Wingfield Primary and Nursery Academy treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.

Aims

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

8 Key Aspects of our Relationship and Regulation Policy

1. Building and maintaining positive relationships
2. Three simple expectations
3. Consistent use of language
4. Positive recognition
5. Curriculum offers
6. Emotional Coaching
7. Restorative and problem-solving approaches
8. Graduated Response

Key Principles to North Wingfield Primary and Nursery Academy Key Approaches

1. We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships. The key principles below uphold the eight main aspects of the policy.
2. **Being fair is not about everyone getting the same** (equality) but about everyone getting what they need (equity)
3. **All behaviour is a form of communication.**
4. **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support,
5. **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
6. **Maintaining clear boundaries and expectations around behaviour.** In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.
7. **Understanding that all behaviours are not a matter of 'choice'** and not all factors linked to behaviour of a pupil are within their control. Therefore, the language of choice (eh good choice/bad choice is not always helpful).
8. **Behaviour must always be viewed systematically and within the context of important relationships** for example look at the relational damage or affect rather than an internal problem.
9. **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs.
10. **It is everyone's responsibility** to respond to and provide for the emotional well-being of a child.

Building and Promoting Positive Relationships

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-pupil, staff-parent/carer, child-parent/carer relationships.

Promoting positive school staff relationships and emotional well-being

In order for school staff to be able to effectively build relationships with children and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice promotes this through formal and informal practices such as;

- Pro-active and present leadership who put well-being at the forefront of decision making.
- Reflective practice opportunities including group and individual supervision or problem solving.
- Well-being focus within teacher appraisal process/ Annual professional discussions for support staff
- All views are seen as valid through annual well-being questionnaires and subsequent actions.
- Plentiful opportunities for staff to work in teams for example: Year groups, Class teams around a child, Inclusion team, office team, subject leadership, SEND champions, PE team.

Positive home-school relationships

At North Wingfield Primary and Nursery Academy, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

Approaches to building positive relationships in school

Building and maintaining trusting relationships with children and each other is an expectation for all staff at North Wingfield Primary and Nursery Academy. Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school.

- **Daily Meet and Greet for children and parents/carers**
- **Corridor Kindness (being noticed)**
- **Clear routines and expectations in class and school (including transitions & lining up)**
- **Visual Timetables in class and individual (where required)**
- **Comprehensive recruitment and induction process for new staff and pupils.**
- **Thorough transition processes for new pupils' year/start of the year**
- **Use of consistent, positive language, actions and keeping calm.**
- **An emphasis on relational repair through restorative approaches (appendix 2)**
- **Acknowledgement and validation of feelings through emotional coaching (see appendix 3)**
- **An ethos where mutual respect for all is an expectation.**

Emotion Coaching Strategies (Appendix 3)

For low level behaviours, which do not pose a health and safety risk to adults or children, we will follow the process below;

Reminder – A reminder of our school expectations. This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Stop and think- Give children time to reflect and self-regulate or change behaviours. The aim should be to avoid any escalation, and if this takes a longer time than usual, this is advised.

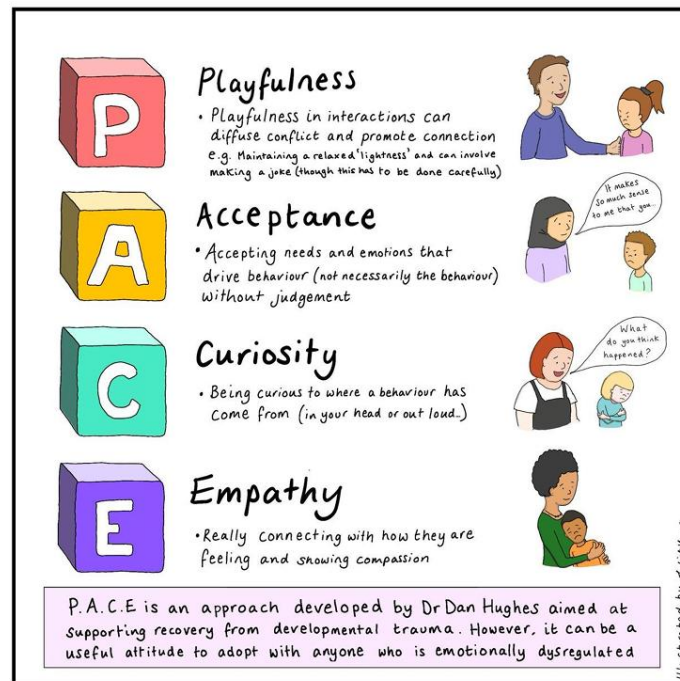
Consequence and Repair – When the child is completely calm and self-regulated, a quick restorative conversation at an appropriate time and place will be initiated (see Appendix 2 for further details) A safe and fair consequence might be agreed. This may include discussing the behaviours with parents/carers to support/ follow this up at home.

Formal Discussion – If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified. Parents may take part in the discussion if deemed appropriate. The Repair step may be revisited here and more serious consequences agreed. Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed.

Consistency of language

Through the use of the PACE approach, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.



Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and non-judgemental.
- We use positive language, saying what should be done rather than what shouldn't (e.g. walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Conversation is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language focuses on the feeling not the behaviour.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood.
- We set clear expectations for the future.
- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.

Positive Recognition

This policy is not to be implemented through the promotion of consequence for non-compliance but through positive reinforcement of all the fantastic things that happen on a daily basis. This policy promotes the understanding people should do positive things for the good of themselves and others and not just for the reward itself.

At North Wingfield Primary and Nursery Academy, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships.

Positive reinforcement takes place in the following ways;

- Acknowledgment of 'expected' behaviour and actions through positive praise.
- Dojo points awarded
- Phone call/postcard home to parents.

Curriculum Offer

At North Wingfield Primary and Nursery Academy, we believe children should learn to take responsibility for their own actions by empowering them to understand themselves and others. Our curriculum offer is designed to support this by teaching the children to:

- Learn about themselves and recognise their own emotions.
- Develop a wider understanding of emotional vocabulary to describe how they feel.
- Recognise how their emotions can affect their own behaviour and that of others.
- Recognise that their behaviour can impact on the feelings of others.
- Express their emotions appropriately through socially 'expected' behaviours
- Develop lifelong regulation skills through developing their own 'tool boxes'.
- Take responsibility for their own actions and begin to independently problem solve when relationships need repair.
- Recognise emotions in others, developing empathy, confidence and the skills to support others when they are emotionally dysregulated.
- Understand how to build and maintain strong, healthy relationships

Although many of the points above are woven through our interactions every day, we also specifically teach them through:

Our PSHE lessons (see PSHE policy)


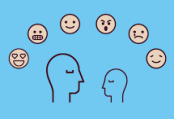
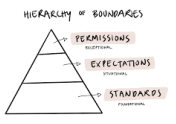
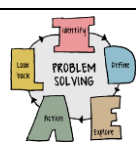
Zones of Regulation (Appendix 2)

Emotion Coaching techniques (See Appendix 3)

Emotion Coaching

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion.
- Supporting the development of strategies to deal with emotional ups and downs.
- Accepting all emotions as normal and valid.
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.
- Building trusting and respectful relationships.

Staff will use the 4-step approach;	
Step 1 – Notice and empathise	
Step 2 – Name and validate it	
Step 3 – Set boundaries and expectations	
Step 4 – Problem-Solve and learn	

If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part.

Restorative and Problem-Solving Approaches

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, positive reinforcement and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

- Supporting step 3 & 4 in the Emotion Coaching structure, poor behaviour choices will be revisited in order for the child to learn what went wrong and how to deal with it more appropriately next time. This is often done as a restorative conversation. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision-making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson. The consequence must be relevant to the issue, repair any relational damage and ensure learning has taken place regarding what went wrong.
- Consequences will never involve taking away a previously earned privilege or any intervention time. However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils.
- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.
- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at North Wingfield Primary and Nursery Academy, the decision to suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence maybe that the child is unable to return to school for a fixed period of time (suspension) or in extreme circumstances, maybe subject to a permanent exclusion in which case we will refer to the Statutory DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE <https://www.gov.uk/government/publications/school-exclusion>

The decision to suspend/exclude sits with the Headteacher.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carers to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Graduated Response

For the majority of children, inappropriate behaviour will be dealt with using the same processes as described above in this policy. However, for some individuals this system may not be effective as a consequence of their individual needs or circumstances.

For this minority of pupils, tailored individual emotional regulation plans will be established as part of a graduated response. These will be coordinated by Rachel Shepherd (SENDCO) and Rachael Peacock (Headteacher) and will reflect the young person's needs as well as an agreed set of approaches to support them to regulate themselves appropriately

Where appropriate an individual risk assessment will also be completed to safeguard the pupil, their peers and the adults supporting the individual. Parents/carers will be involved in the writing, and review of these documents. These will be reviewed and adapted where necessary for children in school, to ensure they are safe to implement for staff and children during this period.

Roles and Responsibilities

Maintaining positive behaviour and mutual respect is the responsibility of **all**. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Recording Behaviour

North Wingfield Primary and Nursery Academy monitor pupil's behaviour and record incidents, including Physical Intervention on RMIntegris. When recording incidents, ensure detail of what the outcome was as well as the incident itself and communicating with the relevant staff and parents where appropriate.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at North Wingfield Primary and Nursery Academy School who are certified in Positive Handling and all staff will be trained from January 2025.

Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document Use of Reasonable Force. All Physical intervention must be recorded on RMIntegris and Rachael Peacock informed that this has taken place. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.


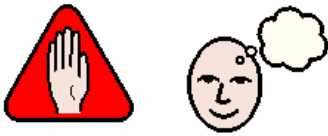
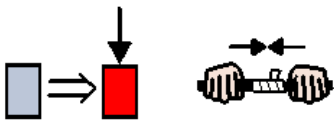

Appendix 1– Restorative Practice



Appendix 2 – Zones of Regulation

Zones of Regulation			
Blue	Green	Yellow	Red
 tired sad bored ill	 happy calm focused ready to learn	 anxious confused silly nervous	 angry scared frustrated mean

Appendix 3 – Emotion Coaching

Emotion Coaching Techniques	
<p>Reminder</p> 	<ul style="list-style-type: none"> • Praise the positive behaviours you want to see. • Where behaviour does not meet expectations, a reminder of the expectations are given privately. • The adult makes them aware of their behaviour and explains they have a choice to do the right thing. • The child may have several reminders before moving to stop and think.
<p>Stop and Think</p> 	<ul style="list-style-type: none"> • Private, low-key explanation of expectation not followed (calm but firmer). Re-iteration of expected behaviour to the child. Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise.) • Emotional coaching steps maybe used here (Steps 2/3/4) • Adult offers any appropriate support or problem solving to help child achieve this (Step 4) • Challenge set to put right what has gone wrong and praise given with this. • This step may include some regulation activities. • Reminder of next step if expected behaviour is not shown.
<p>Consequence and Repair</p> 	<ul style="list-style-type: none"> • Restorative conversation with adult. A member of the SLT may support with this if needed. • Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset. • The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met. • This may mean further consequences e.g. loss of break time. • The child must be regulated before following this step. • Parents will be informed of incident and repair.
<p>Formal Discussion</p> 	<ul style="list-style-type: none"> • If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified. • Parents may take part in the discussion if deemed appropriate • The Year Group Lead will be the senior person in the first instance, then AHT or HT if deemed more serious. • The Repair step may be revisited here and more serious consequences agreed. • Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed.