



The Newlands CofE Federation

A partnership of Shere and Clandon Schools

Relational Behaviour, Relationships and Regulation Policy

1. Purpose

The purpose of this policy is to promote positive relationships, emotional safety and successful learning for all children and adults in our school communities.

We believe that behaviour is communication and that children's life experiences—including adversity and trauma—shape how they feel, relate and cope. This policy sets out a relational, trauma-informed and attachment-aware approach that prioritises:

- Connection before correction
- Co-regulation before reflection
- Repair and restoration after conflict
- High structure alongside high nurture

This policy supports consistent practice across the Federation while ensuring responses are equitable, developmentally appropriate and sensitive to individual needs.

2. Aims

In our approach to behaviour, the Newlands Federation aims to:

- Create a calm, safe, inclusive learning environment where all children feel valued, understood and able to learn.
- Build and protect strong relationships between children, staff and families.
- Teach children the skills of self-awareness, self-regulation, empathy, responsibility and resilience.
- Respond to behaviour in ways that are trauma-informed, attachment-aware and restorative, avoiding shame and humiliation.
- Ensure children understand boundaries and are supported to repair harm and rebuild trust.
- Meet the needs of all children, including those with SEND and/or adverse childhood experiences (ACEs), through a graduated approach of universal, targeted and individualised support.

3. Our Values and Principles

Our approach is built on these principles:

- Every child is worthy of respect and belonging.
- All behaviour communicates a need, emotion or stress response.
- Regulation is a prerequisite for learning and reflection.
- Boundaries are essential and must be held calmly and consistently.
- Repair is part of learning and strengthens relationships.
- Fairness is equity: children receive what they need, not the same as everyone else.
- Adults are the climate: our tone, stance and responses matter.

4. Rights, Expectations and Equity

The Federation's expectations are grounded in children's rights, including the right to:

- Feel safe
- Learn without disruption
- Be treated with dignity and respect

Children are expected to:

- Try their best to follow routines and boundaries
- Use respectful language and behaviour
- Seek help when finding things difficult
- Take responsibility and repair harm when ready

Adults are expected to:

- Hold boundaries calmly and consistently
- Respond with empathy and curiosity
- Teach skills proactively
- Restore relationships after incidents

Equity statement: Responses to behaviour are differentiated. We consider development, SEND, trauma history, sensory needs and context. Fairness means meeting need.

5. Our Whole School Approach

Our approach to behaviour is relational, trauma-informed, attachment-aware and grounded in emotion coaching. It is universal, meaning it applies to all children, not only those with identified additional needs.

We recognise that children's behaviour is shaped by:

- Their early relationships and attachment experiences
- Their current sense of safety and belonging

- Their capacity to regulate emotions and stress
- Their lived experiences, including adversity and trauma

For some children, particularly those with insecure attachment experiences or adverse childhood experiences (ACEs), behaviour may reflect survival strategies rather than deliberate choices. Our role is to provide consistent, attuned relationships that help children feel safe enough to learn new ways of coping.

5.1 High Structure and High Nurture

Children thrive when clear boundaries sit alongside warm, responsive relationships. We therefore provide:

- Predictable routines and consistent expectations
- Calm, emotionally available adults
- Clear limits held without anger or shame
- Opportunities to build trust, belonging and connection
- Explicit teaching of emotional and social skills

This balance supports both behaviour regulation and emotional development.

5.2 Attachment-Aware Practice

Being attachment-aware means that adults:

- Prioritise relationship repair after moments of difficulty
- Understand that some children may test boundaries to check safety
- Respond with consistency, warmth and reliability, not rejection
- Recognise that trust may take time to build and must be earned
- Act as a secure base from which children can explore, learn and take risks

Adults remain emotionally regulated and available, particularly when children are distressed, dysregulated or behaviourally challenging.

5.3 Emotion Coaching

Emotion coaching is a core strategy used by all staff to support children to:

- Recognise and name emotions
- Feel validated and understood
- Learn appropriate ways to express feelings
- Develop strategies for self-regulation

Emotion coaching follows four key steps:

1. **Notice** the child's emotional state
2. **Name and validate** the emotion ("I can see you're feeling really frustrated.")
3. **Set a clear boundary** for behaviour ("It's okay to feel angry, it's not okay to hurt.")
4. **Support problem-solving** and coping strategies once calm

Emotion coaching helps children build emotional literacy and resilience and reduces repeated behavioural incidents over time.

5.4 Routines and Transitions

Strong routines reduce anxiety and support regulation. Staff pay particular attention to:

- Positive greetings and the “first five minutes”
- Transitions between activities, spaces and adults
- Unstructured times such as breaks and lunchtimes
- Changes to routine or staffing

Support may include visual cues, rehearsal, additional adult presence, reduced demands or regulation breaks.

5.5 Connection, Regulation and Repair (PLACE and Regulate–Relate–Reason)

All interactions are guided by the principle of connection before correction. Staff understand that children must feel emotionally safe and regulated before they are able to reflect, take responsibility or learn.

Adult stance: PLACE

Adults adopt a PLACE stance in all interactions, particularly during moments of difficulty:

- Playfulness – using warmth, lightness and humour (when appropriate) to reduce anxiety and de-escalate situations
- Love / Care – offering consistent, attuned and emotionally available relationships
- Acceptance – accepting and validating the child’s emotional experience, while maintaining clear boundaries around behaviour
- Curiosity – wondering about what may be driving the behaviour rather than reacting with judgement
- Empathy – communicating understanding of how hard the situation feels for the child

PLACE supports emotional safety and strengthens trust, which are essential for learning and behaviour change.

Sequence of response: Regulate – Relate – Reason

When a child becomes dysregulated, adults respond in a predictable, supportive sequence:

1. **Regulate**
Adults support the child to calm their brain and body through reduced demands, calm tone, physical or sensory support, time, space and adult presence.
2. **Relate**
Once initial regulation begins, adults reconnect through empathy, reassurance and attunement, reinforcing that the child is safe and supported.
3. **Reason**
When the child is calm and ready, adults support reflection, restorative repair and problem-solving, helping the child understand impact and develop alternative strategies.

Reasoning, consequences and reflection are not effective until regulation has been restored.

Repair and Restoration

Following incidents, adults prioritise **repair of relationships**. Restorative conversations are used to:

- Support accountability without shame

- Develop empathy and perspective-taking
- Identify ways to repair harm
- Plan for future success

This approach teaches children that mistakes are part of learning and that relationships can be repaired.

5.6 Modelling

Adults model:

- Calm emotional regulation
- Respectful communication
- Repair after mistakes
- Healthy boundary-setting

Children learn behaviour through relationship and observation.

5.7 Positive Reinforcement and Skill Building

Positive behaviour is reinforced through:

- Descriptive praise
- Recognition of effort and progress
- Responsibilities and roles
- Celebration adapted to individual needs

We explicitly teach the skills children need to succeed.

7. Safeguarding

All staff consider whether behaviour may indicate unmet need, distress or harm and follow safeguarding procedures where appropriate. Patterns of behaviour are monitored, and support is escalated as needed.

8. Responding to Inappropriate Behaviour

Inappropriate behaviour is understood as a **signal of need**.

Adults respond with:

- Calm, respectful boundaries
- Curiosity about triggers and function
- Support for regulation
- Restorative repair when ready

Shame-based responses are avoided.

Both **externalising behaviours** (e.g. aggression, refusal) and **internalising behaviours** (e.g. withdrawal, anxiety) are recognised as indicators of vulnerability.

9. Responses and Consequences

We do not use punishment. We use **natural, logical and restorative consequences**.

Staff hold boundaries using “two hands”:

- One hand: safety, structure and limits
- Other hand: empathy and co-regulation

Behaviour responses are categorised as Green, Amber or Red to support consistency, always applied flexibly and equitably.

The developmental age and specific needs of the child will be considered when deciding on appropriate response.

Behaviours	Possible Consequences
Green Active Altruistic Ambitious Attentive Caring Compassionate Conscientious – taking time to do the right thing. Creative Curious Focused Impartial Kind Logical Loyal Organised Polite Respectful Self-regulated Sincere	Considerate and adapted use of positive praise and encouragement no matter how small the individual steps of personal progress. Descriptive Praise Special responsibilities Privileges Preferred activities beyond the timetable Communication with parents/carers to inform them of high standard or improvements in a child’s behaviour. Celebration Assemblies Stickers Natural consequences – healthy, happy relationships, self-esteem and wellbeing, accelerated learning,
Behaviours	Possible Consequences
Amber (Minor Incidents) Mistreating school or other property, e.g., mishandling books, wasting or not taking care of resources. Not lining up appropriately. Distracting other children with annoying behaviours.	Reflection time – Respect Workshop Use of report cards Learning Catch Up Reparation

General disrespectful behaviour, e.g., talking in assemblies when not invited to Inappropriate dress/nails/ jewellery Shouting out when discouraged Talking out of turn Isolated incident	Parents/carers informed – at discretion of teacher. Natural consequences: loss of privileges or responsibilities, loss of preferred activities, loss of resources, loss of trust, damaged friendships damage to self-esteem and wellbeing.
Red (Major Incidents) All forms of bullying. Prejudiced based comments, e.g., Racist/Homophobic/Transphobic/ Faith related/Ageist. Gender biased comments, e.g. “You can’t because you’re a boy/girl”. Verbal/written threat/swearing/ comments intended to offend. Cyberbullying or harassment. Theft Vandalism of anybody’s property, personal or school. Physical attack/assault with or without use of object, e.g. punching, kicking, pushing, pinching, hitting, biting. Disrespect of privacy/personal space/consent. Throwing objects at others/turning over furniture. Play fighting/rough play which risks harm to others or self. Exclusion of peers from games or companionship that impacts on their sense of belonging. Bringing inappropriate items into school, e.g., alcohol, drugs, lighters, inappropriate images. Incident or threat of self-harm or encouragement of others to do so. Unsafe behaviours on site, e.g., hiding, “cat and mouse” behaviour, disengagement, open disrespect of others in the school community. Ongoing multiple issues in a day.	Internal suspension for an agreed period when this is the best interest of the child or others. The reason and purpose of this will be explained to the child. External suspension for an agreed period when this is in the best interest of the child or others. Please refer to the to the Federation’s Suspension and Permanent Exclusion Policy. Permanent exclusion – please refer to the Federation’s Suspension and Permanent Exclusion Policy. Communication with parents/carers to discuss the behaviour and explore ways forward. Risk Assessment/Proactive Behaviour Plan when appropriate to ensure safety of child and others. Recorded on CPOMS Natural Consequences: damaged friendships, loss of respect and trust from peers, loss of property or resource, damage to self-esteem and wellbeing.

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10. Targeted Support

Support may include:

- Learning catch-up with relational reflection
- Safe base or regulation space
- Sensory tools and movement breaks
- Key adult check-ins
- Nurture provision or groups
- ELSA or targeted emotional support
- Individualised proactive behaviour plans
- External agency involvement where appropriate

11. Managing Change and Transitions

Change can trigger stress responses. Staff proactively support children through preparation, visual supports, emotion coaching, sensory strategies and phased transitions where needed.

12. Critical or Major Incidents

For serious incidents, leaders are informed, safeguarding considered, parents/carers contacted and restorative processes followed once regulation has been restored. Recording is completed on CPOMS and support plans reviewed.

13. Children with Persistent Difficulties

If a child shows repeated or escalating difficulties, staff will be curious and proactive, working with families and professionals to increase support, review provision and ensure safety.

14. Bullying (including on-line bullying)

The Federation is committed to the inclusion of all pupils. We will not tolerate discrimination or abuse based on the protected characteristics of sex, race, disability, religion/belief, sexual orientation, gender reassignment or pregnancy/maternity. For further details please see the Federation's Anti-bullying policy.

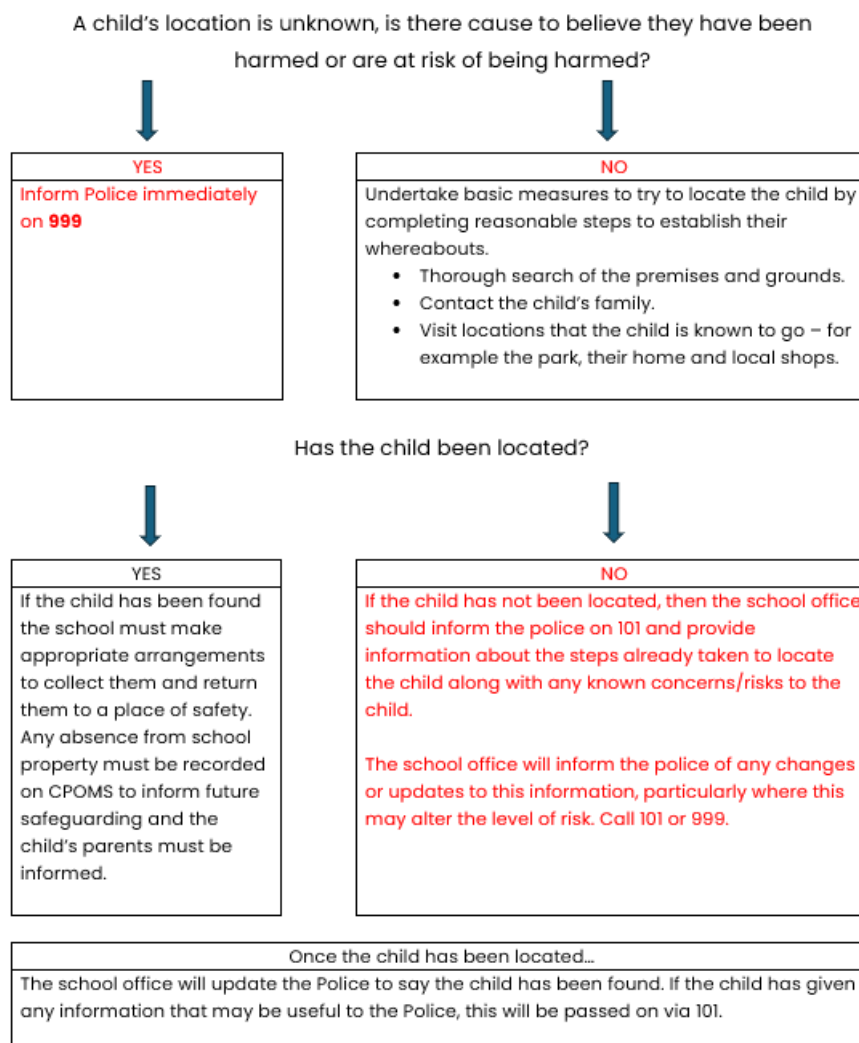
15. Away from school visits, outings and activities

Expectations and boundaries of behaviour when "off-site" will be the same as in school. In some cases, a child may require an individualised risk assessment. We will always aim to be inclusive, but there may be times when alternative plans need to be made in consultation with parents. The Headteacher retains the discretion to decide that a child remains at school rather than attend a visit/outing. This decision would only be made in the interests of children's safety, and a risk assessment would be completed to inform that decision.

16. Procedures for Absconding

If a child absconds from any school site, the following process should be followed.

Child Missing Protocol



17. Damage to Property

In line with our expectation of natural consequences to inappropriate behaviour, children are expected, at the appropriate time, to consider how they would like to make amends when they have caused damage to property. In cases of significant damage and once the degree of damage and incident have been evaluated, a decision will be made if a contribution towards repair should be requested from parents.

18. Restraint and Restrictive Physical Intervention

The Federation follows the guidance outlined in reducing the need for restraint and restrictive physical intervention (2017). Please refer to our Positive Handling Policy.

19. What we record

Not all behaviour incidents are recorded. Many day-to-day behaviours are managed relationally and in the moment through routine support, regulation, reminders and restorative conversations. Recording every incident would be neither purposeful nor in the best interests of children.

We record behaviour incidents on CPOMS when they:

- Involve safeguarding concerns, risk of harm to the child or others, or allegations
- Are serious in nature (e.g. physical aggression, discriminatory language, significant distress, absconding)
- Are persistent or recurring, indicating a pattern of need or escalation
- Result in significant intervention, such as removal from class, internal or external suspension
- Require leadership involvement
- Require or trigger a risk assessment, proactive behaviour plan or targeted support
- Involve significant parental communication or multi-agency involvement

What we do not routinely record

The following are typically managed by staff without formal recording:

- Low-level, developmentally typical behaviours
- One-off incidents that are resolved quickly through regulation and restoration
- Minor classroom disruptions managed through reminders, support or emotion coaching
- Everyday peer disagreements that are repaired through restorative conversation

These interactions remain an important part of learning and relationship-building but do not require formal documentation.

How recording is used

Recording on CPOMS enables the Federation to:

- Identify patterns, triggers and emerging needs
- Ensure appropriate safeguarding responses
- Monitor equity and consistency of responses
- Inform planning, support and intervention
- Support communication between staff and with parents/carers
- Provide evidence where escalation or external support is required

20. Communication with parents and carers

Parents and carers will be informed when:

- A significant incident has occurred
- There are concerns about patterns of behaviour or wellbeing
- Additional or targeted support is being planned or implemented
- Safeguarding procedures are involved

Not all incidents require parental notification. Professional judgement is used to determine when communication is appropriate and helpful.

21. Roles and Responsibilities

All staff share responsibility for building relationships, supporting regulation and responding consistently and compassionately to behaviour.

22. Review:

The Governing Body first adopted this policy in September 2021. It will be reviewed biennially as necessary.

The Safeguarding Committee is responsible for the review of this policy. This policy was written by school staff including the Executive Head Teacher and SEND Team.

Date of last review: Spring 2026

Date for next review: Spring 2028

Appendix A

Definitions

Relational Approach

A whole-school approach that places relationships at the centre of behaviour, learning and wellbeing.

Trauma-Informed

An approach that recognises how stress and trauma affect brain development, behaviour and learning and seeks to avoid re-traumatisation.

Attachment-Aware

Practice that recognises the importance of secure relationships and responds to children with consistency, warmth and reliability.

Emotion Coaching

A supportive approach that helps children recognise, name and manage emotions while maintaining clear behavioural boundaries.

Restorative Practice

An approach that focuses on repairing harm, restoring relationships and rebuilding trust rather than punishment.

Regulation / Co-Regulation

Supporting children to manage emotional and physiological arousal, often with adult support before independence is possible.

Natural or Logical Consequences

Consequences that are connected to the behaviour and support learning and repair, not shame.