



# Lord Deramore's Primary School

## Behaviour and Relationship Policy

### 2025/26

We are an **Attachment Aware** school.

We know that behaviour is a **communication** of a need.

We prioritise **positive relationships** between children and staff and children and their peers and believe these relationships are the key to supporting children in their behaviour.

We provide a place of **safety** for all our children.

We support the development of **self discipline, respect for others, and positive attitudes** to learning and each other.

We work in **partnership** with parents to teach emotional regulation.

We believe in **clear boundaries and expectations**.

We know that as adults, we need to create an **understanding of emotions, empathise** with our children and **support** them as they learn to respond to their environment.

### ESTABLISHING EXPECTATIONS

Our behaviour expectations at Lord Deramore's are summarised in three simple words:

#### Safe

We encourage children to try to calm themselves when things are difficult and to ask for help with this when needed. We expect children to behave in a way which keeps themselves and others safe.

#### Ready

We expect children to do their best and follow instructions promptly so that we can make the best use of learning time.

#### Respectful

We expect children to look after and respect their own and other's property, use words and actions that help and do not hurt and listen to each other and respect the views, beliefs and needs of others.

These words are displayed in each classroom and in shared areas.

They are used as points of reference when establishing and

reminding children of behaviour expectations and when supporting children in their behaviour regulation.



## GUIDELINES

We expect all adults in our school to continually reiterate, model and celebrate the above rules as well as being:

- Calm
- Rational
- Unshockable

## REGULATION

From the first days of school, we teach our children to **regulate** and **manage** their emotions. We remember that regulation and behaviour needs to be taught in the same way areas of the curriculum are taught. We would offer support if a child struggles in maths so we give support when a child struggles to regulate.

We do this through our **Regulation Rex** programme and characters. Children are supported to recognise their emotions and the impact they have on our behaviours. We teach children strategies to help them cope when their emotions get the better of them.

We will always support a child to regulate before discussing the behaviours.

When supporting children with their regulation and behaviour, we will use **Emotion Coaching** and the **PACE** approach. PACE is a **relational stance or attitude** you bring to interactions. The purpose of the PACE approach is to create emotional safety and strengthen attachment, especially with children who have experienced trauma.

We think of PACE as **how you are** with the children

Emotion coaching is a **structured process** for responding to emotions. The purpose of emotion coaching is to help children understand, regulate, and learn from emotions.

We think of emotion coaching as **what you do** in response to emotions.

**PACE provides the tone and mindset**

**Emotion coaching provides the steps**

**The PACE method - the attitude we have when dealing with emotions**

The PACE method is advocated by therapists working with children with early trauma and attachment difficulties.



**P - Playfulness** - our tone of voice will remain 'playful' (warm and light) rather than stern or cross. This helps reduce defensiveness.

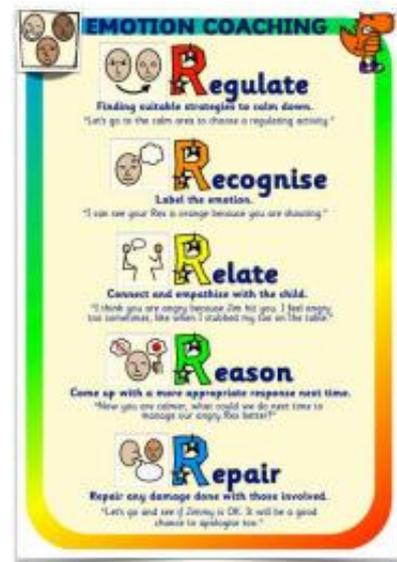
**A - Acceptance** - we show that all emotions are normal and accepted without judgement and that we are unshockable by even the 'biggest' emotions.

**C - Curiosity** - we will explore the reason for the emotion 'I wonder if you are feeling sad because of what happened earlier today.' This allows reflection without pressure.

**E - Empathy** - we will meet the child where they are emotionally, regardless of the behaviours they are exhibiting. We will show we understand and have also experienced the same emotion..

## Emotion Coaching Steps - how we deal with emotions

1. **Regulate** - support the child to regulate using a strategy or space that is known to work. We will not try to talk to the child about the incident until they have regulated.
2. **Recognise** - we will recognise and name the emotion for the child e.g. 'I can see that you're angry'
3. **Relate** - we will relate or empathise with the child about the emotion they are feeling and what has caused it, making sure the child knows it is not the emotion that is wrong e.g. 'I would feel angry if ...' 'It is normal to feel sad when ...'
4. **Reason** - reiterate that when we feel big emotions we must respond in appropriate ways. We will use phrases such as 'It is never okay to hit. Next time you are angry, you could try ...'
5. **Repair** - we will support the child to repair what they have done - tidy up things that have been thrown, go and see if a child is okay etc.



Using emotion coaching and a PACE approach does not mean letting go of boundaries, it is about combining those boundaries with emotional attunement so that children have the space to feel safe and ready to learn.

## Positive noticing

We will use the approach of positive noticing.

We recognise that you get more of the behaviour you notice most.

We will routinely notice and praise publicly the children who are making positive behaviour choices.

Praise will be immediate, sincere and emphasise process rather than ability.

Praise can be shared more widely through phone calls/messages home, celebration assemblies etc.

## When things go wrong

We aim not to punish but to de-escalate and discuss, supporting pupils to resolve disputes, reduce reoccurrence of incidents and help pupils to develop their own behaviour management and self-regulation strategies.

We achieve this by using the following **step-by-step** response to challenging behaviour:

1. Adult reminds child of the three rules
2. Adult reiterates the rules and spends a minute to check in: Does the child understand the task? Have they got everything they need?
3. The adult uses the following script:
  - I've noticed you're having a problem \_\_\_\_\_

- You know our rule about \_\_\_\_\_ and you haven't done that so we are going to talk for two minutes at the end of the lesson.
  - Remember earlier today when \_\_\_\_\_ (specific positive noticing). That is the behaviour I need to see.
  - Thank you for listening.
4. Should the child not regulate after this conversation, a new adult may take the child somewhere else in school to regulate. **They will not discuss the behaviour with the child.**
  5. When the child is regulated, they will be welcomed back into the classroom by the initial member of staff.
  6. The initial member of staff will then be able to use the emotion coaching steps to support the child in understanding what went wrong, learn what to do next time and repair the situation.
  7. Consequences - natural consequences are the most effective consequence. This could be just the fact that a child has had to leave an activity due to dysregulation and then has to revisit and discuss the activity with an adult - this can be the consequence. Other natural consequences would include chatting to a teacher at the start of break, finishing work not completed thus missing a few minutes of break time. Missing break as a 'punishment' is not something we would do. When behaviour has been serious - e.g. hitting, fighting, swearing, we understand that there is an unmet need leading to that behaviour. The consequence would again be removal from the situation to regulate and the time spent going through the emotion coaching steps to resolve and repair the situation.

***We believe that for many children, having to talk about their behaviour and the emotions that have caused it are enough consequence in themselves.***

Where more than one child has been involved in an incident, we will ensure that all parties are aware that the situation has been dealt with. Some children experience a sense of injustice if they do not see that the other child(ren) have been spoken to.

### **Serious incidents**

1. Details of any serious behaviour incidents will be recorded on CPOMS by the member of staff who has dealt with the incident (where possible). A phone call to parents may then be made to discuss the behaviour.
2. If physical intervention is required, this should be carried out by a trained staff member (where possible) and should only be used where other de-escalation strategies have not worked or to ensure the safety of the child or the other children

Physical intervention must be recorded on CPOMS.

### **Bullying**

If a member of staff observes any behaviour which could be recognised as bullying they should follow the guidelines set out in our Anti-Bullying policy.

### **POLICY LINKS**

This Behaviour Regulation Policy links to the following other school policies:

- Abusive or Threatening Behaviour
- Anti-Bullying
- Code of Behaviour for Adults in School

- Community Cohesion
- Exclusion
- PSHE
- SEND & Inclusion

**Approved by Full Governing Body – January 2026**

**Review date - December 2026**