



Policy for Personal Development (Relationships, Character Education and Behaviour Regulation)

A supportive and inclusive approach to emotional regulation

At Denbigh, we recognise that most children learn to self-regulate their emotions and behave in a safe manner without requiring additional support. We strive to encourage these children while supporting those who may struggle to regulate their emotions to manage their behaviour positively.



Date	Review Date	Coordinator	Nominated Governor
SUMMER 2022	SUMMER 2025	LOUISE GUTHRIE	CARLI DAVISON

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- 'Coronavirus (COVID-19): Implementing social distancing in education and childcare settings' 2020.

Statement of intent

We believe that every decision we make and everything we do is to make life better for our pupils.

We believe that every person in our school is an individual of equal value and deserves to be treated with respect.

We believe that all expressions of need (through behaviour) should be met and responded to with a consistent approach.

We believe that all interactions should consider the individual and consider their individual needs. Staff will continuously support the needs of the child through attunement, validation, regulation and containment.

We believe that our role in managing behaviour is to enable our pupils to ultimately manage it for themselves through self regulation.

Aims

To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.

To encourage students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.

To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.

To maintain a calm and purposeful working atmosphere.

To ensure that all children and adults have a sense of belonging and feel safe and valued.

To provide a clear, fair and consistent approach to behaviour.

To foster, nurture and value strong and healthy relationships.

To ensure that our children are intrinsically motivated to do the right thing.

To seek to understand how feelings, thoughts and behaviours are interconnected.

Principles

At Denbigh, we are a Thrive school. **Through the use of Thrive, we aim to:**

- Provide alternative support for children who are experiencing emotional, social or behavioural difficulties
- Provide a safe and calm environment for children to develop their skills
- Enable children to take pride in their achievements and enhance self-esteem
- Help children to manage their feelings and develop skills to enjoy and participate in school life
- Use positive approaches to manage all behaviours

So that every child can:

- Feel good about themselves and know that they matter
- Increase their sense of security and trust
- Increase their emotional well-being
- Improve their capacity to be creative and curious
- Increase their self-esteem and confidence to learn
- Learn to recognise and regulate their feelings
- Learn to think before behaving in a certain way

Denbigh Characters

At Denbigh, the education and development of our pupils' character is just as important as the pupils' academic growth and development – it is an integral component in our provision. Our commitment to developing the 'whole child' in preparing them to be well-rounded young adults that will make an outstanding contribution to our society is something we pride ourselves on.

The personal development of the child's character is embedded in and supported by our curriculum, learning environment and culture.

We strongly believe in actively promoting good behaviour and positive character traits; we purposefully strive to educate and support our children in their pursuit of excellence in terms of character and academic success.

As a whole school, we carefully selected a number of vital character traits that we believe are the foundations for lifelong personal development.

D - Determined

E - Explorers

N - Networkers

B - Brave

I - Independent

G - Gracious

H - Happy



Celebrating Achievements

We believe that pupils feel the greatest sense of achievement through intrinsic rewards where they are self-motivated and feel a sense of pride. We also recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Denbigh, successes are celebrated in many ways and rewards are always directly linked to the core values under the principles of the 'Golden Rules' (Appendix 4) or 'Denbigh Characters'

These include:

- Verbal and written praise
- 'Star' awards linked to the values
- 'Denbigh Characters' stickers and badges
- Headteacher Awards
- Personalised systems for pupils with additional needs

Supporting Pupils

Our aim is to be proactive in helping children to regulate their emotions and de-escalate situations in a supportive manner. We use a range of strategies to support all pupils:

- Staff are trained in the Thrive approach and use the VRFs as a tool to guide conversations and build positive relationships. (Appendix 1)
- We have clear and concise expectations of behaviour which are described, modelled and encouraged to ensure that all children understand what is expected.
- We have unconditional positive regard for pupils, which is achieved through the PACE approach (Playful, Acceptance, Curiosity, Empathy) see Appendix.
- Verbal and written praise is given from the class teacher or other adult in school linking with our school values.
- Achievements are celebrated and shared. Teachers share information about a child's behaviour as appropriate, with parents/carers – either by the phone or face-to-face. • Our PSHE curriculum teaches the aims and principles.
- We identify cross-curricular links, such as the use of story books, in which children can learn to understand others and know how to empathise with characters.

Through our training we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child and so we may need to address each individual case differently.

The following strategies are available should children require further support:

- Thrive intervention (group/1:1)
- 1:1 Counselling support
- Nurture group (activities/programmes such as Time to Talk, Drawing & Talking therapy, Theraplay)

- Lego Therapy
- Protective interruptions – providing children with a movement break, fiddle toys, use of a calm space, or an opportunity to talk to someone (sometimes this will be pre-planned)
- Thrive Room & Garden – lunchtime nurture provision
- 'Meet and Greet' by a designated member of staff
- Support from the Pastoral Hub (family support, SEMH support, bereavement support)
- Personalised rewards

Children who require extra intervention may also have support plans. These plans are written and reviewed by the child's class teacher in conjunction with the SENDCo and/or the Pastoral Lead. They are reviewed termly but can be adapted any time.

Staff log incidents and actions using CPOMS and Designated Safeguarding Leads respond as appropriate. Children are supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event or behaviour. They are allowed to make mistakes and are encouraged to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

Supervision is held for all teaching staff, and other staff, in order to provide support for their wellbeing.

Restorative Approach

We believe in a restorative approach to supporting pupils and maintaining positive relationships.

We believe in a 'no blame and no shame' approach that focuses on supporting pupils and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation. This is achieved through a combination of using the VRFs, the PACE approach (Appendix 2), Zones of Regulation (Appendix 3) and restorative conversations.

Our policy is not primarily concerned with rule enforcement and instead focuses on the school's core values. It is a tool used to promote safe and healthy relationships, so that people can work together with the common purpose of helping everyone learn.

We believe that systems of punishment create a culture of shame which then often generates further unsafe behaviours. The restorative approach is not about correcting behaviour but supporting children to learn to cope with their feelings and self-regulate their emotions.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

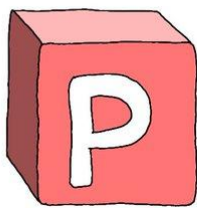
RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education. We use restorative approaches to encourage everyone to take responsibility for their own actions. All staff have been trained in restorative approaches and apply them to resolving situations in the school.

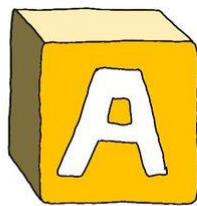
PACE (further information in appendix 2).

PACE is a way of thinking, feeling, communicating and behaving that aims to help children feel safe. It focuses on Playfulness, Curiously, Empathy and Acceptance (Appendix). It is based upon how parents connect with their very young infants and we continue to build on these fundamental principles as the children grow and develop healthy positive relationships. When supporting children, adults use these four areas to communicate with pupils in a way that is non threatening and understanding.



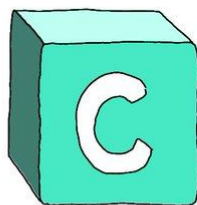
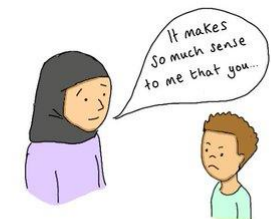
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



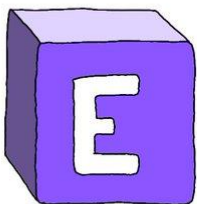
Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

Restorative Conversations

Restorative conversations will be used to solve problems. These conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
What did you do?	What do you think has happened?
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this does not happen again?

When using restorative questioning the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what you think happened.
- How did you feel? How do you feel now?
- I'm wondering if you're feeling... ?
- What were you thinking? And now?
- Who else has been affected and how?
- What could you do now to help fix this?

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents may be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner and all parties involved should leave feeling the situation had been resolved.

Consequences

At Denbigh, we teach pupils about the consequences of their actions – both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help ‘put things right’ as part of the restorative process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward.

We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

Natural consequences are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.

Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. In certain circumstances this may mean spending time with a member of SLT to reflect on what has happened.

Physical Restraint

In conjunction with Denbigh’s Positive Handling (Restraint of Pupils) Policy (Department for Education – Use of reasonable force)

We understand that there is no legal definition when reasonable force can be used. ‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’. (Department for Education – Use of reasonable force)

We understand that unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be.

We do not support the use of force as a form of punishment under any circumstance.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the

Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy. Please review the Positive Handling (Restraint of Pupils) Policy for further information.

Exclusions

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety of others, fixed term or permanent exclusions may be applied. We follow the DfE guidance on this and report any exclusions to the local authority.

Roles and responsibilities

The governing board has overall responsibility for:

- The monitoring and implementation of this Policy for Personal Development (Relationships, Character Education and Behaviour Regulation) and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's [Complaints Procedures Policy](#).

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.

- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the [governing board](#) on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Policy for Personal Development (Relationships, Character Education and Behaviour Regulation), how staff are supported with managing pupils with SEMH-related behavioural difficulties and The Thrive Approach, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the [SENCO](#), [headteacher](#) and [governing board](#), as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the [SENCO](#) and [mental health support teams](#) to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as [secondary school](#) teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the [governing board](#), [headteacher](#) and the [mental health lead](#), as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the [SENCO](#) and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENCO/Headteacher/Senior Leadership Team.**

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

1.3. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Managing Behaviour

Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

Stage 1: Teacher/Teaching Assistant (Classroom) support – teachers use adjustments, and supportive strategies to manage classroom behaviour and develop the pupil's self regulation strategies.

Stage 2: Pastoral referral – the pastoral team will work with the child and the class teacher to provide additional support and strategies that will regulate behaviour so that the child's behaviour meets school expectation.

Stage 3: Behaviour Plan – When strategies and support have not resulted in an improved behaviour pattern the child will be allocated a behaviour plan, which will be agreed by the child, teacher, Pastoral Team and Parent/Carer. Behaviour plans will focus on positive behaviour patterns. These plans will be monitored over an agreed period of time.

Stage 4: SEND Initial Cause For Concern: Where the decision to implement an individualised graduated response has been unsuccessful, the SENDCO, Pastoral Team and SLT will collaboratively review the child's needs and create an action plan appropriate to the individual.

Behaviour Within Virtual Classrooms

The behaviour expectation of pupils within the school's Google Classroom remains the same as the behaviour expectation within school.

Any breaches of behaviour expectations will result in the school's disciplinary procedures being actioned.

If the behaviour relates to misuse of comments and/posts on the school's digital platform a pupil will have their commenting/posting rights removed by the class teacher.

Social Distancing and Hygiene Guidance (COVID-19)

To ensure the safety and well-being of all pupils and staff, pupils must listen and follow staff instructions at all times. Failure to adhere to the expectations set by staff, and/or any behaviour that places themselves or others at risk may result in the pupil being isolated whilst parents are contacted. The safety and well-being of all pupils and staff is the most important aspect.

Pupils must adhere to staff instruction and guidance in relation to personal hygiene eg handwashing, the use of tissues when coughing or sneezing.

Any non compliance of social distance and hygiene measures implemented by staff will be deemed as a serious unacceptable behaviour and be dealt with appropriately as outlined within this policy.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an **annual** basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

Staff members are trained in the approved methods of physical intervention in line with the school's **Physical Restraint and Use of Reasonable Force Policy**.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

Appendix 1 - VRFs

Vital Relational Functions

There are some key ways to have a relationship with a child that contribute positively to the development of a significant relationship and to the development for the child of a healthy sense of self. These are known as the Vital Relational Functions (VRFs), sometimes called the Vital Adult-Child Regulating Functions. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development.

Attunement - being alert and responsive to the feelings and experience of the child.

- Be alert to how a child is feeling
- Attune to their emotional state through facial expressions, body language, gestures and noises
- Show you understand the intensity, pitch, pace and volume of the child's emotional state

This may look/sound like:

"I wonder whether you are feeling ... right now?"

"I wonder what was going on there for you ... I think you were feeling ...?"

"If I was to make a best guess I would say that you were feeling ..."

"I wonder if you were feeling really anxious about ... so you ..."

"It sounds as though you were feeling really angry with ...?"

"Something seems not ok with you"

If in doubt refer to: joy, sadness, fear, anger, disgust.

Validation - Showing that you understand the experience and perspective of the child and recognise the validity of their feelings

- Validate the child's perspective/experience; this needs to happen before moving them to regulation
- This is the beginning of being able to think about feelings
- Avoid reassuring, deflecting, distracting or making light of the child's feelings

Containment - Showing that you can see, understand and bear the feelings and experience of the child.

- Show that you can see, understand and bear the child's feeling
- Make it a survivable experience through: catching it, matching it, digesting it by thinking about it, offering it back in named, small, manageable pieces.

This may look/sound like:

"I'm sorry that happened to you, you must feel very ..."

"I would feel sad/angry too if that had happened to me"

"I would feel.... About that"

"It is normal to feel sad/angry about that"

"It is ok to feel..."

"I might feel angry too if I felt I had been treated unfairly"

Regulation - Bringing the child into a calm place by calming/soothing their distress or arousing their interest if they have shut down.

- Regulate - look, think and use voice, tone and body language to soothe and calm or stimulate.

We have to experience being calmed before we can do it ourselves.

A depressed child will need you to stimulate their interest. Once the child is in a calm state it would then be appropriate to problem solve/find solutions. This may look like...

Separate the feeling from the behaviour- 'It is not ok to behave like that because...'

'These are the rules that we have to follow to keep you safe.'

'Next time you are feeling like this, what could you do?'

'Let's think about what you could have done instead?'

'Have you thought about doing this instead?'

'Let's decide what you could do next time you feel like this.'

Appendix 2 – PACE

Playfulness

This is about creating an atmosphere of lightness and interest when communicating. It means learning how to use a light tone, rather than an irritated or lecturing tone. It's about having fun and nobody feeling judged or criticised. Having a playful stance isn't about being funny all the time or making jokes when a child is sad, it is about helping children be more open to and experience what is positive in their life.

Playfulness allows children to cope with positive feelings. If a child can discover their own sense of humour, this can help them wonder a little more about their life and why they behave a certain way. When children laugh, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the feelings and emotions but not the unwanted behaviour. It is about accepting, without judgement or evaluation.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity

Curiosity, without judgement, is how we help children reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child.. With curiosity the adults are conveying their intention to simply understand why a nd to help the child with understanding their own behaviour.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" This is different from asking the child, "Why did you do that?".

Curiosity must be communicated without annoyance about the behaviour. Being curious can include an attitude of feeling sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

As the child communicates their feelings with an adult and reflects on what has

happened, they become more aware of the effects of their behaviour on themselves and others. This can lead to feelings of remorse and guilt, which in turn leads to a reduction in the occurrence of unsafe behaviours.

Empathy

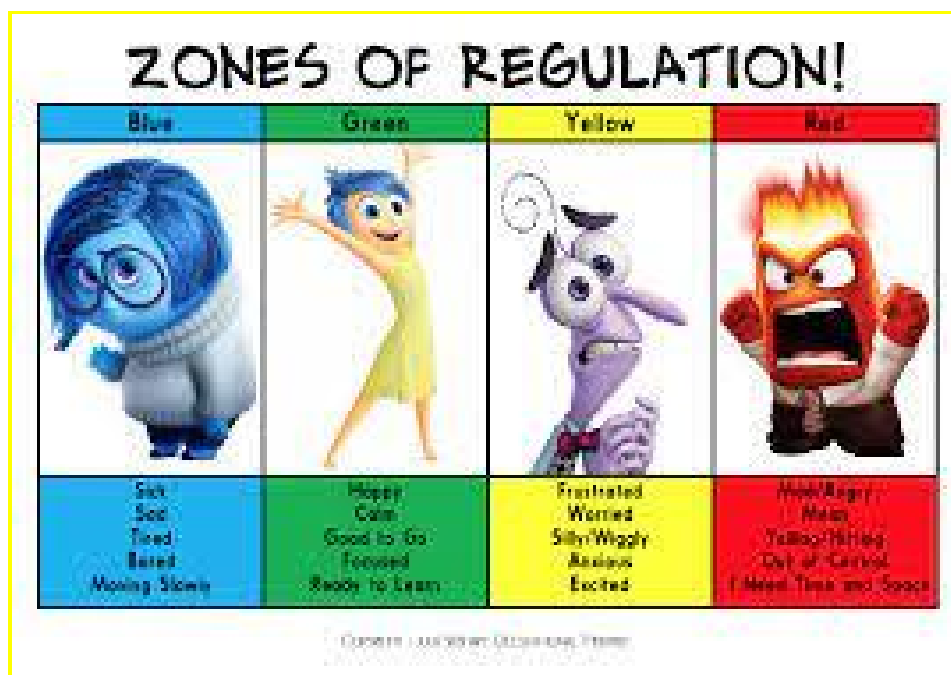
Empathy lets the child feel the adult's compassion for them. Being empathic means actively showing the child that they are important to the adult and they want to support the child through their hard times. With empathy, when the child is sad or in distress the adult is feeling it with them and lets the child know that. The adult is demonstrating that they know how difficult an experience is for the child and they will not have to deal with the distress alone.

The impact of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts and their feelings. For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of children who have experienced trauma. Using PACE enables the adult to see the strengths and positives that lie underneath behaviours that are less safe and more challenging to others.

Appendix 3 - Zones of Regulation and Regulation Stations

A regulation station is a base within the classroom/area of school that children can access when they become overwhelmed and dysregulated, to help them to calm. The station should contain resources and materials to support the pupils to identify and describe their feelings – emotion scales/faces and writing materials, as well as resources for calming e.g. colouring, creative activities, sensory tools. The children can access these areas independently, or with someone else for support. Use of the station should help raise awareness of the need to self-regulate and promote the development of independence in identifying and using coping strategies.



OUR GOLDEN RULES

I Listen Carefully

I am always kind and caring

I have safe hands and feet

I make people welcome

I move around the school
safely and quietly

I do as I am asked

I take care of our building
and its equipment