



WonderStar

INDEPENDENT SCHOOL

Wonder Star School

Relationships, Behaviour and Regulation Policy

Policy Document Title	Relationships, Behaviour and Regulation Policy
Publication Date	September 2025
Review Date	September 2026
REGULATIONS	PART 2: Spiritual, moral, social and cultural development of pupils PART 3: Welfare, Health and Safety.

TO BE READ IN CONJUNCTION WITH: Child Protection and Safeguarding Policy.

Statement of Intent

Wonder Star School is committed to providing a safe, nurturing and inclusive environment in which all pupils feel valued, understood and supported to succeed.

We recognise that behaviour is often a form of communication and that many pupils may experience barriers to learning related to trauma, attachment needs, neurodivergence, communication differences or social, emotional and mental health needs.

Our approach to behaviour is relational and trauma-informed. We aim to support pupils to develop emotional regulation, resilience and positive relationships through consistent boundaries, supportive adults and a culture of respect and understanding.

Staff work to build trusting relationships with pupils and respond to behaviour using calm, consistent and reflective approaches that prioritise safety, dignity and learning.

Through this approach, Wonder Star School aims to support pupils to develop the skills they need to participate positively in education and the wider community.

Our Vision, Ethos and Aims

At Wonder Star School every child is a STAR - unique, valued and encouraged to shine in their own way.

We provide a caring and inclusive environment where learners can grow in confidence, independence and enjoyment of learning.

The values of Wonder Star School are Success, Trust, Aspiration, Respect and Safety (STARS). These values underpin the culture of the school and guide expectations for behaviour, relationships and learning.

Vision

To empower, nurture and inspire curious minds and support them to shine like a star.

Ethos

A place where everyone matters.

Aims

- To ensure pupils feel happy and safe
- To support pupils in developing independence
- To develop communication skills
- To support positive relationships and emotional wellbeing



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Wonder Star Behaviour Model

STARS VALUES

Success • Trust • Aspiration • Respect • Safety



RELATIONAL ADULT APPROACH

PACE

Playfulness • Acceptance • Curiosity • Empathy



EMOTIONAL REGULATION SUPPORT

Zones of Regulation



STAFF RESPONSE MODEL

Notice → Regulate → Relate → Reflect → Repair



POSITIVE OUTCOMES

Self-regulation • Relationships • Learning

This model illustrates the relational and trauma-informed approach used at Wonder Star School to support behaviour, emotional regulation and positive relationships.

Our School Values – STARS

At Wonder Star School our values underpin the culture of the school and guide behaviour, relationships and learning.

Success

We celebrate all achievements, big and small. Every step forward is a success and every child's progress matters.

Trust

We trust each other to try our best and be kind every day.

Aspiration

We help pupils believe in themselves and aim high, nurturing dreams and possibilities for the future.

Respect

We show kindness, care and understanding towards ourselves and others, valuing everyone's voice and differences.

Safety

We ensure the school is a safe and happy place where children feel secure to explore, learn and grow.

These values guide how staff respond to behaviour and how pupils are supported to interact with others.

Trauma-Informed and Relational Practice

Wonder Star School recognises that many pupils may have experienced challenges that affect their emotional wellbeing and behaviour.

Behaviour is often a form of communication which may reflect emotional distress, unmet needs, or difficulties with regulation.

Staff respond to behaviour with curiosity, empathy and consistency while maintaining clear boundaries to ensure the safety of all members of the school community.

Through relational practice we aim to:

- support emotional safety
- develop self-regulation
- strengthen relationships
- reduce anxiety and distress
- enable pupils to re-engage with learning.

Understanding Behaviour as Communication

Wonder Star School recognises that behaviour is often a form of communication.

Many pupils may experience challenges related to trauma, attachment needs, neurodivergence, communication differences or social, emotional and mental health needs. These experiences can affect how pupils understand and regulate their emotions, respond to situations and communicate their needs.

When pupils display behaviours that cause concern, staff aim to understand the underlying need or trigger behind the behaviour rather than focusing only on the behaviour itself.

Staff will:

- remain calm and supportive
- seek to understand what the behaviour may be communicating
- support pupils to regulate their emotions
- help pupils reflect on their choices once they are calm
- support pupils to repair relationships where needed.

Through this approach, Wonder Star School supports pupils to develop emotional awareness, self-regulation and positive strategies for managing challenges.

Adult Response - The PACE Approach

Staff aim to respond to pupils using the principles of PACE:

Playfulness

Using warmth, humour and a relaxed tone to reduce anxiety and support connection.

Acceptance

Acknowledging pupils' feelings while maintaining appropriate behavioural boundaries.

Curiosity

Seeking to understand the reasons behind behaviour rather than making assumptions.

Empathy

Showing understanding and emotional support for pupils' experiences.

The PACE approach supports staff to maintain clear expectations and boundaries while responding to pupils in a calm, respectful and relational way.

Supporting Emotional Regulation

Wonder Star School supports pupils to develop emotional awareness and self-regulation.

We use approaches such as the Zones of Regulation to help pupils recognise emotional states and identify strategies that support regulation.

The zones include:

Blue Zone - sad, tired, unwell

Green Zone - calm, focused, ready to learn

Yellow Zone - worried, excited, frustrated

Red Zone - angry, overwhelmed, distressed

Staff support pupils to return to a regulated state through strategies such as:

- calm spaces
- movement breaks
- sensory supports
- breathing strategies
- support from trusted adults.

Expectations for Pupils

Pupils are supported to:

- treat others with respect and kindness
- engage positively in learning
- follow instructions from staff
- communicate when they need help
- take responsibility for their actions.

Staff work with pupils to help them understand expectations and develop positive behaviour.

Supporting Positive Behaviour

Positive behaviour is encouraged through:

- praise and recognition
- positive feedback to parents/carers
- celebration of achievements
- certificates and rewards
- the Wonder Star points system linked to the school's Wonder Goals.

Responses to Behaviour

When behaviour causes concern, staff respond in a calm and consistent manner.

Responses may include:

- reminders of expectations
- supportive redirection
- reflective conversations
- time in a calm space - used to support regulation and emotional safety
- restorative discussion
- communication with parents/carers.

The aim is always to support learning, repair relationships and prevent recurrence.

Staff Professional Judgement

Staff at Wonder Star School may use their professional judgement when responding to behaviour in order to maintain safety, support learning and protect the wellbeing of all pupils and staff.

Any response will always aim to be reasonable, proportionate and consistent with the school's relational and trauma-informed approach.

Physical Intervention

Wonder Star School prioritises de-escalation, regulation and relational approaches to behaviour.

Physical intervention is used only as a last resort where there is risk of harm to the pupil or others. Staff are trained in CPI methods and follow agreed procedures when intervention is necessary.

All incidents are recorded and reviewed.

Risk Assessments and Behaviour Support Plans

Individual risk assessments and behaviour support plans are developed where required.

These help staff understand triggers, risks and strategies that support the pupil.

Plans are reviewed regularly and shared with relevant staff.

After an Incident

Staff prioritise supporting pupils to regulate emotionally before discussing behaviour or expectations.

Following an incident staff will:

- ensure everyone is safe
- allow time for regulation
- discuss the incident with the pupil when appropriate
- support reflection and learning
- update behaviour strategies if needed.

Staff Training and Support

Staff receive training in:

- safeguarding
- behaviour support
- trauma-informed practice
- CPI physical intervention.

Regular meetings and supervision support staff in reflecting on behaviour and developing effective strategies.

Equality and SEND Considerations

Wonder Star School recognises that pupils may require different levels of support in order to meet behaviour expectations. The school will make reasonable adjustments where necessary in line with pupils' Special Educational Needs and Disabilities (SEND), individual risk assessments, Behaviour Support Plans and Education, Health and Care Plans (EHCPs).

Responses to behaviour will always take into account pupils' individual needs, ensuring that approaches are fair, proportionate and supportive of positive outcomes for all pupils.

Monitoring the Policy

The Head Teacher monitors the implementation of the policy and reviews it annually.