



St Andrew's Behaviour and Relationships

HOW TO CO-REGULATE WITH A CHILD

REDUCE DEMANDS
When a child is overwhelmed, their thinking brain is not fully working. Take away instructions, questions, and pressure until they settle.

USE A CALM, STEADY VOICE
Speak slowly and simply. Your pace helps guide their pace. Short sentences work best.

SHOW SAFETY WITH YOUR BODY LANGUAGE
Soft posture. Relaxed shoulders. Slow movements. Your body shows the child that they are safe.

YOU ARE THE ANCHOR. REGULATE YOURSELF FIRST.
Children borrow the adult's calm. Slow your breathing. Lower your voice. Settle your body before you try to help them.

STAY CLOSE, BUT NOT TOO CLOSE
Some children want you close. Others need space but want you to stay nearby. Follow their cues.

HELP THEIR BREATHING MATCH YOURS
Model slow, steady breaths. Children often copy slow breathing when they see it.

OFFER COMFORT THEY CAN ACCEPT
Comfort can be a blanket, a quiet space, a favourite object, or a hug if they choose it. Comfort helps the child's brain calm down.

NAME THE STATE, NOT THE BEHAVIOUR
Say things like: "You are feeling overwhelmed," or "This feels too much for your body." This helps them feel understood and not judged.

WAIT FOR THEIR BODY TO CALM BEFORE TALKING
Do not teach or correct the child while they are upset. Once settled, talk through what happened in simple steps.

BUILD COPING SKILLS WHEN CALM
When the child is calm, teach simple breathing, taking breaks, moving their body, and asking for help. Co-regulation comes first, and self-regulation grows with time and practice.

THE 5 Rs: A RELATIONAL RESPONSE MODEL

Connection first. Correction second. Always hold the child in mind.

1 REGULATE
Before correcting, calm the moment.

2 RELATE
Connect before you direct.

3 REFRAME
Separate the child from the behaviour.

4 REDIRECT
Give a clear, respectful next step.

5 REPAIR
Return later to learning, accountability and restoration.

HOLD THE CHILD IN MIND
Every response is an opportunity to build trust, teach skills and restore connection.

ADULT TASK
Lower your voice, slow your body, reduce audience, create safety.

ADULT TASK
Show warmth without removing boundaries.

ADULT TASK
Make the expected behaviour simple and achievable.

ADULT TASK
See behaviour as communication, not identity.

KEY QUESTION
What does this child need from me right now to become safe enough to listen?

SCRIPT
"I can see this is hard. I'm here to help. We still need to sort this."

SCRIPT
"Right now, I need you to sit here, take two minutes, and then we'll talk."

UNDERPINNED BY RELATIONAL PRINCIPLES
BE CURIOUS NOT JUDGEMENTAL
SET LIMITS WITH KINDNESS
TEACH SKILLS, NOT SHAME
EVERY MOMENT IS A NEW START

We don't just respond to behaviour. We build better humans.

- Pillars of practice:
- Consistent, calm adult behaviour
 - First attention given for best conduct
 - Relentless routines
 - Scripting difficult interventions
 - Restorative follow up

Adult behaviour	Attentive to the positive	Golden rules
Set the tone	Praise	Respect everyone, everything, and everywhere
Calm, consistent modelling	Class dojos	Try your best, never give up
Quality teaching and authentic learning	Celebration certificate	Be kind and honest
Relentlessly bothered	Values champion	
Relaxed body language	Sharing work	

Nudges (public)



Script

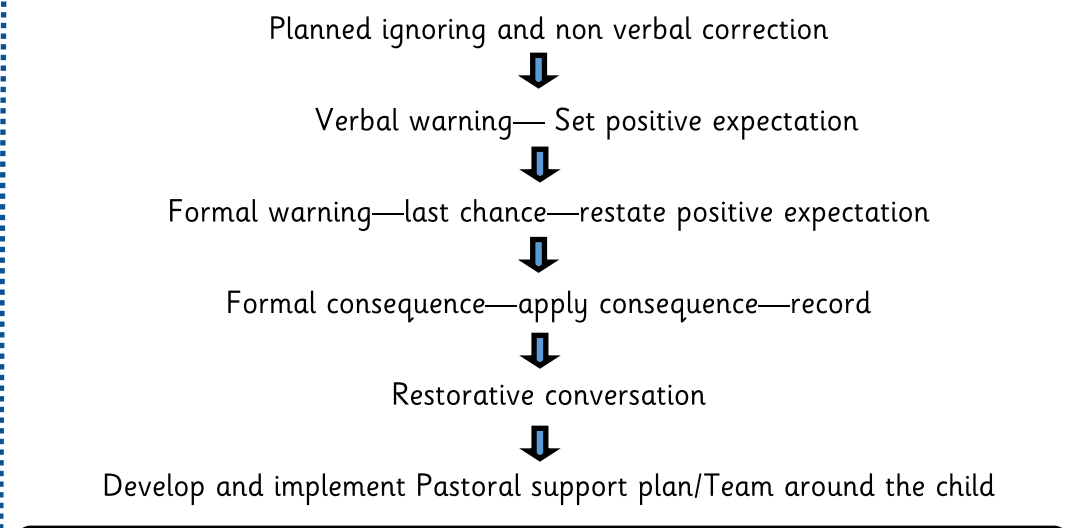
Proximity
Smile
Eye contact
Praise the positive
Move position to gain attention
Notice
Relationships
Movement breaks
Quietly assertive
Empathy

Thank you for... I really like when you... I feel proud when you... I like this choice because... you made a difference today.... It made a difference when you... I've noticed you showing... Your hard work means that ... you have showed our rules by ... You showed listening by ...

Show me respect, perseverance and friendship

Remember our golden rules are...

Formal (private)



Script

Remember the rule ... we have this so ... I expect you to ... Thank you for choosing ... I understand that you are feeling ... I am going to leave you for __ mins and then expect ... You have a choice to ... In our school we ...

Relentless routines—our behaviour curriculum

- Class countdown
- Repair relationships
- Positive praise
- Wonderful welcome
- Calm corridors