

# Kiwi Primary School



## Relationships and Regulation Support Policy

(A Policy on how we manage behaviour)

**Kiwi Primary School**  
**Relationship and Regulation Support Policy**

This policy sets out how we at Kiwi Primary School view and manage behaviour in a positive and proactive way. Our approach is built on two key principles: **kindness** and the importance of **relationships**. Our aim is to help all children to learn to regulate their emotions in a way which means they can function in society and behave in ways that are expected by that society in different contexts. Children's wellbeing is at the heart of all we do.

Our school SOAR values drive everything we do in school. This is especially relevant in how we build relationships and support children in developing emotional resilience, regulation and wellbeing.

- We strive for success
- We own our actions
- We are ambitious
- We are respectful, resilient and reflective

By being ambitious and striving for success we set out our high and consistent expectations of the children and ourselves. By owning our actions and being respectful, resilient and reflective we acknowledge the fact that, as humans, how we behave is something we learn, it is complex and is vulnerable to lots of different influences.

We believe that in order to help children to feel safe and to learn, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. Children need consistency. Children also need discretion, equity and acceptance: we consider this to be "flexible consistency" Dave Whitaker suggests that '*using flexible consistency is the first step on a journey away from a behaviourist approach towards relational practice*'. (p. 55)

Our approach:

- places relationships and children's sense of safety at the heart of classroom management
- encourages nurture, warmth and empathy especially when a child is struggling to manage their emotions
- promotes a sense of community and belonging
- takes individual circumstances into account

In this respect we consider ourselves aspiring to be a trauma-informed school.

*"Trauma is not an event itself, but an emotional response to a painful and shocking event where there was no-one there to help you with what was happening at the time."* Margot Sunderland

Trauma is a distressing experience or set of experiences that threatens a person's actual or perceived sense of safety – to such a degree that their capacity to cope in healthy ways is overwhelmed. Being trauma-informed means that we are open to and curious about the reasons behind children's actions. If children do not feel safe, they cannot learn effectively. We aim to be 'there' for children when they need someone to help them process what is happening. In this way we can help children to move towards being able to self-regulate regardless of the provocation, situation or challenge.

We are unapologetic in our commitment to this approach. Kindness is powerful and contagious. Kindness is not weak. Kindness has the power to change people positively. Given what is now known about neuroscience, attachment, trauma responses, motivation, self-regulation and human psychology as well as our own experiences as educators we strongly believe that this approach is what our children need.

Childhood is a time of great potential but is also vulnerable to negative influences. Some of these can be limited or minimised whereas others are not so easy to avoid. All children have the potential to be affected by Adverse Childhood Experiences (ACES). These include exposure to neglect, physical, sexual or emotional abuse; exposure to domestic abuse; family mental health or substance abuse problems; instability of the household due to separation or imprisonment; homelessness or unstable housing; poverty, discrimination or suicide. ACES are considered potentially traumatic and if children, and their families, are not supported during these then the potential negative impact is more likely to be significant.

In addition to these potential adverse experiences the children at Kiwi Primary have – for the vast majority – one additional common challenge. We serve a predominantly military community and understand the pressures that many of our families’ face, especially at times of deployment.

*“Deployment and separation may have a significant impact on a pupil’s behaviour and on their emotional and social well-being. Transitions around deployment can result in complex feelings at all stages of the deployment cycle which can be challenging for pupils and families to navigate.”*

(Service Children in State Schools)

We know that much of children’s behaviour is not a choice and is controlled by both the simplistic nature of brain reactions to perceived threat (‘fight, flight, freeze’) and the complex interactions between hormonal, emotional, psychological and cultural factors.

*“Understanding simple concepts from neuroscience, without baffling or overwhelming ourselves, helps us to look at how we can understand the behaviour of children and start to support them. It does not mean they have an excuse; they just have a reason.”* (Dave Whitaker p.67)

Our inspiration is drawn from a number of organisations, schools and practitioners all of whom are committed to the welfare and wellbeing of children. These include the following in particular:

[www.traumainformedschools.co.uk](http://www.traumainformedschools.co.uk)

[www.fivetothrive.org.uk](http://www.fivetothrive.org.uk)

Paul Dix (2017) *When the adults change, everything changes*. ISBN 978-1-7813527-3-1

Dave Whitaker (2021) *The Kindness Principle*. ISBN 9-781—7813538-5-1

Morgan & Costello (2023) *Square Pegs: inclusivity, compassion and fitting in* ISBN 9-781-7813541-0-0

Rendle & Messenger (2023) *Curious not furious*. ISBN 978-1-7392844-2-8

### **Aims of this policy:**

Different members of our school community may have very different parenting experiences and views on behaviour. The main aim of our policy is to bring us all together to adhere to some basic

key principles and practices that reflect our school ethos based on placing a strong emphasis on **emotional health and well-being of all members of the school community.**

- To encourage a calm, purposeful and happy atmosphere within the school that enables all children to learn and reach their potential.
- To give children opportunities to learn how to become responsible, honest, well-mannered and trustworthy members of society.
- To provide an environment and curriculum that supports the social, emotional and mental health needs of the whole school community.
- To have a school ethos that promotes strong relationships between staff, children, parents and carers.
- To help children develop a sense of worth, identity and achievement.
- To encourage children to work co-operatively, showing kindness and respect to others.
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To communicate with parents effectively where significant positive or negative interventions have taken place.
- To provide support to staff ensuring that there is a consistent approach to behaviour management across the school.
- To ensure that children, staff, governors and parents are fully aware of the expected behaviour of children both in lessons and around the school to ensure the safety of all.

It is unlikely that anyone would disagree with these aims. They are universal aims for education. The remainder of this policy sets out how we as a school actively promote these aims while being accepting of the child, curious about what has happened and treating them with empathy. The aims can be achieved in lots of ways – we believe, and are committed to achieving them with kindness and by building, maintaining and repairing relationships.

### **Our whole-school approach to promoting positive behaviour**

We believe that all members of the school community have an important role to play in setting clear and high expectations of behaviour around the school. These expectations are for all children, and for staff, volunteers and visitors. We expect everyone to follow our simple rules: be ready, be respectful and be safe. Where individuals find this a challenge, we will help them. Where individuals do not meet these expectations, we will challenge them.

Children develop a 'class charter' which illustrates how they can be ready, respectful and safe.

Teachers and support staff sign up to a 'teacher charter' which sets out how they commit to be ready, respectful and safe for the children in their class and around the wider school.

At home, parents set expectations and approaches to manage behaviour. These may be similar to, or different from those have in school. All we ask is that you are respectful of our approach, be mindful of it and do not undermine it. As adults we are not infallible. We want children to be able to challenge adults and not to fear them. Adults are not always right, rules are not always equal, life is not always fair. Adults do apologise, adults do make things right. We model what we want children to be.

In school, our role is to accept children, be curious about what is happening for them and to show empathy. To be kind and to build relationships.

A traditional 'behaviour policy' will set out how we expect children to behave and what sanctions we will put in place if they do not. This policy puts the focus on adults and what they need to do in order to inspire and educate children to meet high behavioural expectations.

As Dave Whitaker writes:

*"Behaviour management in schools begins with our choices as adults and our behaviour as professionals. Yes, we can write our behaviour policy and have the rules, rewards and sanctions clearly displayed on classroom walls, but it is our understanding of, and ability to deal with, relationships that influences behaviour." (p.3)*

*"Adult behaviour must always be the basis of any behaviour policy and its practical implementation in a school. It is the responsibility of all adults to be leaders of values, creating the right ethos and setting the tone of the school every day. Values are lived and should not be just be a statement in a website or a list on the classroom walls. When values are lived a culture is created...The challenge is to recognise how these values are actually lived out in the school every day." (p.13).*

Our guiding principles in responding to behavioural incidents are as follows:

- We understand that a child's behaviour is communicating a need. It is our job to act as translator.
- We respond calmly with children's best interests at heart.
- We keep the children at the forefront of our interactions not their behaviour.
- Where children are not able to self-regulate we have a responsibility to co-regulate with them.

### **Specific approaches we use to promote positive behaviour:**

**Quality First Teaching**, as set out in our Teaching and Learning Policy, is the first step in promoting positive behaviour. When children are engaged in meaningful and progressive learning which is pitched to their needs then they are less likely to be distracted. Where children find learning a challenge, appropriate scaffolds are in place and support is given. Challenge is in place for all and engagement is high in line with the high expectations of the teacher. Children are given clear expectations of behaviour through our three rules of be ready, be respectful and be safe.

**Acknowledgement and Praise:** Genuine praise from a trusted adult is an important motivator. It also models kindness. Acknowledging when children meet expectations is a central part of any behaviour management approach and is good for relationships too.

Children displaying positive learning behaviours have this acknowledged with **“Dojo Points”**. These are linked to pro-learning behaviours such as offering answers, good presentation, thoughtful discussion and completing tasks. Dojo points are collected and children are individually rewarded with bronze and silver certificates, culminating in a final gold certificate and a golden badge which is presented in our Friday celebration assembly.

Children displaying behaviours that demonstrate our school rules – Ready, Respectful and Safe – and our SOAR values have this acknowledged by gaining a **“Yellow Token”**. These are all collected in a jar and as a class they can collectively choose the type of celebration they want to acknowledge their collective efforts.

**The PACE approach** – playful \* accepting \* curious \* empathy – is used by adults to build relationships with children, to reduce perceptions of demand and to de-escalate children who are becoming dysregulated. The most important two are to approach children with acceptance and curiosity. This then creates empathy. Coming to a problem from the perspective of curiosity helps children see that you are not rushing to conclusions, that you are being reasonable and that you want to find out more than just to blame or punish.

Playfulness may not always be appropriate but judging that is dependent on the relationship you have with the child. You know when it is the right time to joke and when it definitely is not. In essence, being PACEful is about having a lightness of touch, a calmness and a being “curious not furious” as well as making sure that you *‘connect before you correct’* (Kim Golding).

**Thoughtful and skilful use of language** helps adults to provide certainty for children – to set high expectations – while maintaining relationships and showing kindness. Three examples are:

- Now and Next
- When Then
- WINE

**‘Now and Next’** helps to provide a predictable sequence of expected events. It is most effectively used to sequence non-preferred tasks before a preferred task. For example, completing a short teacher directed task before getting to choose a short task the child wants to complete.

Once the ‘Now’ has been completed, the ‘Next’ happens as a result or a consequence. It is not a reward or a treat but a predictable outcome. This is usually supported by clear written and symbolic visuals.

**‘When Then’** offers a subtle difference to an ‘If Then’ but it is an important difference. For example, “If you don’t do your work then you will miss breaktime” sets out a common scenario that may motivate a child but equally could lead to problems. There are many reasons that a child may not

complete their work – do they all justify missing break time? In a worst-case scenario, a child may escalate very quickly - 'I can't do this, I'm thick, I will miss break, what's the point, I'll just explode now!' It also assumes that to do the work or not is a choice. Going out to play is contingent on getting the work done. Break time is not a certainty. It also implies a threat and that break time is a treat or reward for doing work.

Re-wording this to a positive does not change the meaning: 'If you do your work then you can go out to play.' All the potential pitfalls remain. Now let's try 'When Then'.

'When you have finished your work then you can go out to play.' This implies an expectation – that the work will be completed. It is a clear expectation using assertive but not threatening language. This still needs to be followed by appropriate support but a subtle shift may make a significant difference.

**WINE** is a useful way of framing questions in an indirect way. This is especially useful when trying to de-escalate a situation or to find out what has happened without re-triggering a child. It stands for 'wonder, imagine, notice; empathy'. Using phrases such as 'I wonder...', 'I imagine...' or 'I notice...' focus on communicating curiosity rather than firing questions in an interrogation.

"Why did you do that!" compared to "I wonder what made you want to do that?"

"Why are you angry?" compared to "I imagine it is very frustrating when you can't join in."

"Why are you sad?" compared to "I notice that you aren't smiling, I wonder if something has upset you?"

Using WINE also means you can think aloud as to what might have happened. Often a child will ignore all of your thoughts but when you 'guess' right they will blurt out their feelings on the matter. Another tool to be curious, to accept and validate feelings (not actions) and to maintain relationships.

## Planned, regular and structured approaches

### **Values education**

Each term we focus on one of our SOAR values. A particular aspect of the value will be explored each week through explicit teaching during whole school and class assemblies. The value will be introduced during the Monday assembly, explored and illustrated during the Wednesday class assembly and examples celebrated during the Friday assembly.

This helps us to embed our values beyond displays and policy documents. It also means that we can create meaningful opportunities for children and adults to share in acknowledging when these values are demonstrated.

### **“Meet and Greet”**

Regardless of how the morning has gone so far it is important that all children feel welcomed into school. A genuine, positive and warm ‘hello’ as they enter sets the tone for the day, gives teachers an opportunity to build relationships and to check in with any children who appear unsettled. Time is given first thing in the morning before lessons start so that teachers having met children at the door can then support any children who may need a further ‘check in’ or some time in the Nest.

As well as building relationships through warm interactions it is important that class environments help children feel a sense of belonging and welcome. This includes the use of children’s work in displays, their names as identifiers around the class, the corridors and the school.

### **“Time With”**

Think for a moment about an approach like the ‘naughty step’, ‘time out’ or having a child sit away from other children in ‘isolation.’ It is justified as a consequence for an action or choice but it is in essence a punishment. Children do not sit reflecting on their actions and making promises to themselves that they are going to make better choices and decisions in the future. They sit and worry, they sit and stew, they sit and internalise, they sit and feel guilt and shame. None of these will lead to improved behaviour.

When things go wrong children need time sitting with an emotionally available and trusted adult who listens, helps and guides and is non-judgemental. Sitting with an adult who is lecturing, blaming, controlling and using their power over them will lead to the child feeling uncomfortable or afraid – and they will either shut down and withdraw or want to run away or argue back.

‘Time in’ or ‘time with’ creates an opportunity for children to talk through and process the whole tangle of emotions that they may be feeling. It can increase self-regulation skills, gives help when a child is struggling and strengthens the relationships between the adult and child.

As part of our policy, time, space and emotionally available adults will be made available for children to have ‘time with’ following any incidents. These are useful for restorative conversations and to repair relationships (see below). At times these restorative conversations will take place during break or lunch time to ensure that lessons can continue without further disruption. This is a natural consequence to the behaviour demonstrated. Within these we encourage children to ‘make it right’ but also to understand the situation and what they could do differently in the future.

‘Time with’ might sound similar to ‘time out’ but with one important difference: an emotionally available adult to work through the problem with them. *“I think we can have some time with Mrs Eatherington to talk through what went wrong and how we can make it right.”*



## Restorative Conversations

*“A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.” Paul Dix*

When an incident happens as adults, we look to accept our responsibility (‘own our actions’) and to make things right. If we have offended someone we might apologise. This is generally a process we can work through on our own. Often for children this is something they need support with. This is especially true when it comes to articulating emotions, identifying possible triggers, understanding others’ perceptions and working out how to ‘make it right’.

A restorative conversation will often occur during ‘time with’. This may be during a lesson or during lunch or break time. Children might see this as a punishment but for the adult it is important to approach this from a supportive perspective. It should happen once all involved have regulated – even if this means it cannot be immediate. It replaces the “why did you do that” type of questioning that can come in the heat of an argument.

Conversations sat alongside or walking side by side – especially in a Safe Space – is less threatening and more likely to lead to behaviour change. The focus of the conversation is to talk through what has happened, the feelings involved and to repair any relationships. Paul Dix suggests questions such as:

- ‘What happened?’ (then listening, not correcting or judging)
- ‘What were you thinking at the time/thought since?’
- How did this make people feel?
- Who has been affected/How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Can form the basis of the type of questions to use. This is not a menu to follow but some of these might prompt useful reflections.

‘Comic strip conversations’ can also be useful within restorative conversations – these are simple drawings noting what happened, who was involved and how they felt. The comic strip nature helps to sequence events and triggers/responses. As the adult draws what the child says either party can correct any aspect. Often a child will clarify something ‘wrong’ with the picture as the adult has understood. As an adult, checking that the child’s words, actions and feelings have been clearly understood is important. This also links well with clarifying Now/Next or When/Then in terms of the consequence of an action or provocation. It also helps children to take ownership of what happened.

## **Check-In Desks**

Most classrooms will have a space either within or just outside where children who are distracted, becoming dysregulated or are causing low-level disruption might go with an adult to talk through the problem. This is where Now/Next or 'When Then' could be used, additional support or explanation could be put in place or a short sensory engagement activity might be completed. Regulation Rooms can also be used to help a child understand how they are feeling.

During this 'time with' the adult will attempt to co-regulate the child and help them to settle back into the lesson. If after five to ten minutes the adult, or child, feels that a longer period might be useful then The Nest should be considered as a more appropriate safe space.

It is important that these spaces are used only when required and not for long periods. The focus must remain on meeting the child's needs, maintaining dignity and de-escalation. It is not to be used as a form or punishment.

## **'Regulation Rooms'**

Regulations Rooms is a model which is an adaptation of 'Zones of Regulation' and 'The Incredible 5 Point Scale'. It provides a visual representation for children and adults alike of their level of emotional and physical regulation and how this might fit with different feelings and emotions.

The key aspects are two-fold: firstly, that there is no good or bad/right or wrong 'room' – it is where we feel we are. Sometimes that can be helpful eg being energetically excited in anticipation of something or calm and quiet before bedtime. Secondly, it talks about 'comfortable' and 'uncomfortable' feelings and emotions. Again, no good or bad emotions but some help us while others make us feel bad.

There is a process that adults can follow to guide children through either on a 1:1 basis, in small groups or as a whole class check-in. A full guide and support for adults is available from the Inclusion Lead, as well as visuals and prompts.

## Working with dysregulated children:

### **Child Help Plan**

Any child who struggles to regulate frequently or needs additional understanding to support them should have a Child Help Plan completed for them. This is completed by the class teacher drawing on their relationship with the child and shared with the Inclusion Lead and, if relevant, the SENCo. The Child Help Plan sets out to explain any influences that may affect the child's actions and emotions. It also explains which approaches work best to support them at different points of dysregulation.

Accompanying the Child Help Plan is an Observable Behaviour Tracker which sets out to both track a child's unsafe or disrespectful behaviours but also to shed light on any patterns, hotspots, triggers or clues as to what might be behind certain behaviours or responses. These are completed each week by the team working with the child and then analysed for any useful information. This information summary and the document are uploaded to CPOMS at the end of the week and given to the Inclusion Lead. The Inclusion Lead will then look at patterns and changes over time to provide additional strategies and plans to support the child and the team working with them.

### **'Team Teach'**

As a school we adopt the Team Teach approach to the de-escalation of behaviour and for any necessary positive handling. Staff are trained on a rolling programme so that at all times the majority of teachers and support staff understand the principles and techniques and are confident in using any necessary techniques. They are also trained and supported in making decisions about when physical techniques are necessary and, most importantly, not necessary.

Team Teach promotes the skilful de-escalation of unsafe situations using a combination of calming but assertive language, 'upping' safety cues such as body language, body position and facial expression and maintaining appropriate distance from dysregulated children. These are all aspects which can be used by all staff.

Practical techniques including guides, escorts and restraints are used only when in the best interests of children, and if it is necessary, reasonable and proportionate and by staff with up to date certificated training. We use minimum force and follow the statutory guidance ('The Use of Reasonable Force' -DfE-00295-2013)

### **"Can I help? How can I help?"**

In line with the Team Teach approaches we aim to support colleagues when they are dealing with a heightened, dysregulated or aggressive child. If a member of staff comes across another member of staff in an intense interaction with a child they should say **"Can I help?"** This is not a judgement on how the first member of staff is dealing with the child but an offer of help, an offer of support and a check in with the adult.

If the second adult feels that the first adult is triggering the child, is a risk to themselves or is not emotionally available they will say **"How can I help?"**. This is a signal to say that the second member of staff is going to take over the situation. Again, this is not a judgement but a professional way to indicate that a 'change of face' is necessary.

## **Fledglings in The Nest**

Our main priority for all children is to spend time with their classes and their teachers. This is their main educational provision. There will, however, be times when some children find being in a large group in one space to be too much, or overwhelming. This is where The Nest comes in. The Nest houses our emotional wellbeing team: the Pastoral Lead, the Emotional Wellbeing Assistant and the Inclusion Lead.

The focus in the Nest is entirely on emotional regulation but with an aim to re-integrate children back into their classes when they are ready. The team work alongside teachers and support staff to investigate challenges children may have and offer solutions that may help.

Adults in classes may recognise that a child is starting to struggle and suggest that they spend some time in the Nest. Similarly, a child may recognise that they need to regulate themselves and will request some time in the Nest. Regardless of the reason for a child spending time in the Nest they will be met with unconditional positive regard and supported to regulate and re-integrate into the classrooms.

### **Safe Spaces**

The Nest is the main access point to lots of our Safe Spaces – including the Farm, the Sensory Garden and the Allotment.

### **Enhanced Provision**

Staff in the Nest also run a range of targeted programmes of regular sessions working on particular self-regulation skills and social skills. These include woods-based sessions and those based around animal management/gardening.

### **Sensory Circuits**

The Nest houses our Sensory Circuits provision with a wide range of equipment and resources to help children regulate themselves. This includes a range of sensory swings, trampolines and other resources which help with proprioception and vestibular grounding.

### **Emotional Wellbeing Support**

The Pastoral Team offer one to one or small group work, restorative discussions, direct input, social skills training and emotional check-ins for any child who is struggling with their mental health and well-being. This provision is extended to parents and carers where appropriate and in line with our safeguarding responsibilities.

### **Play and Talking Therapies**

As a school we have engaged the services of a number of highly skilled and experienced therapists who use talk and play as a means of therapy. Children are identified and enter the therapeutic process in liaison with parents and carers.

### **Equitable Alternatives**

We know that a number of children find large group times a particular challenge or trigger. These are most common at break or lunch time and during whole-school assembly. Alternative

arrangements are held in the Nest to enable these children to access the learning but in a more appropriate way for their needs.

### **Staff development, training and support**

All staff have access to training on trauma-informed approaches, Five to Thrive, Team Teach and other practical strategies. Modelling and co-teaching is available on request and through targeted support to ensure staff feel confident in these approaches. Team Teach training is also prioritised within the school professional development calendar.

All staff can also access mentoring and informal supervision – non-judgmental conversations – to discuss particularly challenging situations or behaviours. These are accessed through the Inclusion Lead. Designated Safeguarding Leads (DSLs) have access to external supervision.

Where a situation is particularly challenging a ‘Team Enquiry’ can draw relevant colleagues in to ask the difficult questions, to be curious about children’s actions and to remain open to potential solutions. This will involve adults working directly with the children, the Inclusion Lead and/or SENCo, pastoral staff, parents and Senior Leaders as required. External professionals may also be included.

### **Further approaches to supporting positive behaviour**

#### **Reduced Educational Provision**

For some children - either at the start of their time in school or later if they are perhaps waiting for a specialist placement - a full school day is just too long to remain regulated and to benefit from learning experiences. If we feel that – given the level of support that has already been put in place – it is in the child’s best interests to shorten their school day we will discuss this with you as part of our support plan. No decisions will be made without parent or carer agreement.

#### **Suspension from school**

Again, this process is aimed to support a child in times of heightened anxiety and distress. If a child has reached a point where they have caused injury to another child or adult, are displaying significant self-harming behaviours or demonstrating so little self-control that they are unable to stay safe then school is not – in that moment – a safe place for them. The period of suspension from school – and most importantly– the reintegration meeting on return is about the school and home working together to create a plan to reduce the likelihood of further incidents. It will also review the incident and any support plans in place. The Headteacher will communicate this school decision to parents and carers if this is necessary.

#### **Mental health days**

Consistent and regular attendance at school is important. Being trauma-informed we must be mindful of the possibility that on some days it is not in a child’s best interests to be in school. Just as with physical health, mental health can be at a level that is not conducive to learning. We aim to work with parents and carers to discuss all absences from school.

**A note on bullying:** Bullying is never acceptable. We define bullying as repeated negative behaviours – being disrespectful or unsafe - towards another child especially where there is a power imbalance or an element of controlling or coercive behaviour. When bullying occurs then we increase our focus on working with children to help them to change their behaviour. More time and adult support will be needed to help the child understand that their actions are not acceptable and to find the cause

for their need to express this type of behaviour. We have a robust anti-bullying policy in place which can be accessed on our website

**Approaches we do not advocate within our school:**

1. We avoid taking children's behaviour personally – we understand that children will often lash out against those adults they have good relationships with to test those relationships. Instead, we process challenging situations actively and ensure children have 'fresh starts'.
2. We avoid using language that might be interpreted as threatening – we understand that this can trigger defensive reactions. Instead, we think carefully about how we word 'demands' using PACE techniques and assertive language.
3. We are careful to avoid shaming or embarrassing children, or making them feel guilty. We therefore avoid publicly 'punishing' children or drawing attention to them by writing their name on the board to highlight negative behaviours. We understand that this will trigger powerful uncomfortable emotions that make it harder for children to self-regulate and damages relationships. Instead, we seek to maintain our relationships with children while we manage challenging situations.
4. We do not talk negatively about children or repeat negative anecdotes or stereotypes. We also do not talk about what children have done in front of the child when handing over to another adult. We understand that this frames discussions about how to help children and colleagues as a problem that needs solving rather than a child (and colleague) who needs support. Instead, we make sure any 'handover' information that can support a colleague is passed over appropriately and confidentially.
5. We do not judge how anyone is dealing with a situation – we understand that undermining a colleague in front of a child can increase frustration and stress responses. Instead, we use our 'Can I help? How can I help?' protocols to support each other.
6. We do not give up on any child. We understand that it is our responsibility as adults to keep supporting a child regardless of their behaviour. Instead, we exhaust all avenues of support for a child. Even if we conclude that our school is not the best place for a child to be, we will support them while a more appropriate placement is secured.
7. We do not advocate the use of the words 'naughty' or 'bad'. Children are not inherently either of these words. We understand the impact these words, even casually used, can have. Instead, we frame our discussions around the behaviours not the child.
8. We do not force meaningless apologies. We understand that this can lead to a power-struggle and is not developmentally appropriate for all children. Instead, we encourage different ways to 'make things right' that help children to understand how they have made other people feel.
9. We purposely avoid physically restraining children, except as a very last resort and when it is needed to ensure their or others' safety. We understand the risks to children and adults of dysregulated and escalated behaviour which can be alarming and lead to adults feeling the need to restrain the child. We strongly discourage this approach and instead, if we do need to temporarily use restrictive physical intervention, we follow the Team Teach principles and techniques and do this for the shortest period possible.
10. We do not use any form of seclusion – a child being in a room behind a closed door with no adult. We understand that this is not a legal or a useful approach and is likely to escalate a situation. Instead, we ensure that an adult is with the child or escort the child to a larger, wider area where safe distance can maintain adult safety.

## **Recording incidents**

All incidents where a child exhibits behaviour which is unsafe or significantly disrespectful is recorded with the aim of identifying patterns, triggers and to better inform our support responses. Incidents are recorded on CPOMS either directly or using the Child Help Plan Observable Behaviour Trackers. These are completed weekly and have greater detail to inform plan reviews.

Any incident where physical intervention has been used is reviewed using the Physical Intervention Incident Review form. This includes escorts and restraints. These forms are then used by the DSL team to identify any incidents where incidents need to be recorded in the Wilshire 'Red Book' (which is bound and numbered) and included in the monthly Local Authority return. Forms are also available on 'Right Choice'. The 'Red Book' is stored in the office of the Deputy Headteacher.

Any incidents that meet the definition of bullying within our child-on-child incident flowchart are 'flagged' as safeguarding on the CPOMS record.

### **This document should be read in conjunction with:**

- The Use of Reasonable Force DfE-00295-2013
- Behaviour and Discipline in Schools DfE-00023-2014
- Preventing and Tackling Bullying DfE-00160-2017
- Keeping Children Safe in Education (2024)
- Guidance for safer working practice for those working with children and young people in education settings (October 2015)

September 2024