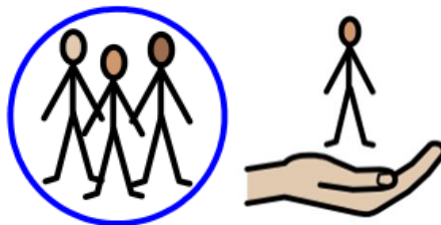


**Kiwi Primary School**



**Relationship and Regulation Support Policy**



**September 2025**

## Guiding Principles and Values



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.



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.

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 assemblies. Examples will be highlighted during lessons and through conversation. 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. This is through our SOAR certificates and VIP Lunch as detailed below.

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.

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)

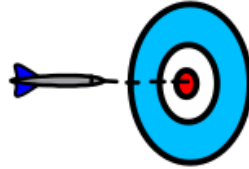
Paul Dix (2017) *When the adults change, everything changes*. ISBN 978-1-7813527-3-1

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.

## Relationships and Regulation Support

Working with



The central approach we use to ensure we are working **with** children in terms of behaviour is known as **PACE** approach

playful \* accepting \* curious \* empathy

The PACE approach 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.

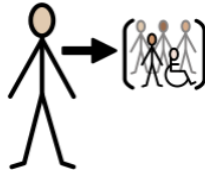
Playfulness may not always be appropriate but judging that is dependent on the relationship you have with the child. You know when it is the right time to joke and when it definitely is not.

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).

## Relationships



### Creating a sense of belonging



Belonging comes from a genuine sense of feeling wanted, heard and valued. All children, and adults, in our school should be met with Unconditional Positive Regard. This means that regardless of behaviour or circumstances there is a tangible attitude of acceptance and respect towards them.

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. 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.

### Making our teaching worth it



**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.

The message we are aiming to give children is that we care enough about you to make our teaching worth your attention, focus and effort. We have planned the learning to meet your needs in a way that is accessible to you. We have high expectations of your learning because we want the best for you. You are worth it.

## Understanding those we work with



As adults working in school, we should have a good understanding of how children develop academically and socially. At Kiwi we also believe that we should have a wider understanding of children that takes into account factors which can affect children's development and behaviour.

We particularly focus on five areas:

- The impact of Adverse Childhood Experiences (ACES)
- Attachment theory
- Goals of misbehaviour
- Neurodiversity
- Neuroscience and brain development

This is particularly important given our school context as a majority military school. In addition to the complexities of childhood the military context adds further potentially challenging situations.

*"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)

As a result, 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.

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.

## The climate we create



As adults in school, we are the ones in the relationships who need to provide a consistent and predictable environment. 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

Each teacher writes a **Classroom Management Plan** at the start of the year which sets out the routines and systems they are establishing for key transitions and events. This includes how the class enters the room, how the lunch register is organised and how the class is expected to stop at the start of lessons. Alongside whole school approaches (such as the reward system highlighted below) these classroom routines can then be explicitly followed and anticipated by all children regardless of which adults is teaching them.

## The importance of effective communication



What we say and how we say it is incredibly important for both relationship building and maintenance as with regulation support. This is equally as important for the tone and not just the words we speak. Three examples of the skilful way we can use language are as follows:

**1. Talking about feelings:** Consider the difference between saying “I am angry” compared to “I am feeling angry”. Saying “I am feeling angry” says exactly that – I feel angry – but gives the message that this can and will pass. “I am angry” indicates that angry is something ‘I am’ – it is part of my character and may not be as changeable. We aim to model “I am feeling...” whenever we discuss emotions so that children can see that our emotions do not control us, they are something we can express and control.

**2. Talking about choice, consequence and expectation:** ‘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.

**3. Active listening:** Listening is not just about hearing what is said. What we say in response can make the difference in terms of how heard child (and other adults) feel. This approach can be very helpful when trying to de-escalate a child or to find out what happened without re-triggering a child.

Using phrases such as ‘I wonder...’, ‘I imagine...’ or ‘I notice...’ focuses 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 WIN questions (or WINE if you prefer to add ‘empathy’) 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. The opposite can be true when you ‘wonder’ aloud the wrong reason and the child corrects you thereby giving the real reason.

## Rewards are earned, treats are given



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. As part of promoting our **striving for success** value we want to reward effort and achievement towards both our values and to upholding our rules.

It is important that children do not just comply with rules and expectations because they are given something. This external reinforcement can lead to a reliance on external treats or rewards. This in turn can lead to bargaining or unreasonable expectation on behalf of the child, or contingent rewards or open bribery by adults. “I’ll give you this if you do it” or “Will you do it if...” Although sometimes this might be necessary in particular situations, as is no harm as a ‘treat’, a longer-term strategy is better at building internal motivation.

Positive rewards building on collaborative achievements and co-motivation can bridge the gap between these external motivators and children becoming self-motivated. We encourage an attitude of “Let’s do it so that we can” or “I have noticed that you have so...” Rewards are given in recognition of effort, service or achievement. While children develop self-motivation, we co-motivate them using the following approaches:

**Gold Coins:** Gold Coins are given in recognition for children who show behaviour which are associated with being ready to learn, respectful and safe. Children can earn these coins throughout each day from any adult in school, at any point in time. Children can then choose which class collective reward they want to ‘save’ towards. Classes vote for rewards through weekly Big Class Meetings which brings an element of democracy, delayed gratification and working towards a reward.

**SOAR Certificates:** Each week one or two children from each class are nominated for a SOAR Certificate. Nominations focus on children who have shown examples of the value of the week in any aspect of school life. These certificates are presented in front of the school community during Celebration Assembly.

**VIP Lunch:** Each week Mrs Eatherington invites one to three children from each class to attend a VIP Lunch with her on a Friday (or Mrs Wright in her absence). Children are nominated by class teachers for upholding the school SOAR values – showing ‘Values In Practice’ (VIP) throughout the week. VIP Lunch takes place in a quiet room with additional treats.

As we are working with young children there is also no shortage of ‘stickers’ given as extra motivators because who doesn’t like a special sticker?!

## Regulation Support



### Creating a shared language of emotion



To help children avoid dysregulation we need to help them to express their emotions with words. Without words to express how we are feeling we rely on actions. If I am feeling hot and uncomfortable and unhappy and like I want to lash out I might assume I am angry. I know that angry feels like that. If I also knew that embarrassment can feel like that, especially when something has gone wrong this emotion becomes a possibility. If I only know angry then I will act angry – I will lash out and probably hurt someone. If I know that perhaps it is embarrassment and that when I am embarrassed, I can look for reassurance then perhaps I do that instead. something I don't know what to call I will default to something we can name.

Our Emotion Lexicon sets out three phases of 'emotion words' which are both negative and positive. Each phase progresses in complexity of emotion and feeling with a shared definition. Our youngest children can learn to understand and use the basic emotions while older children can add nuance and more situation specific emotions. Kind becomes caring becomes protective. Stubborn becomes defensive becomes argumentative. Through discussion in weekly Big Class Meetings, we can explore the meaning and feelings associated with these emotions, when they might happen and what we can do to help manage those emotions.

### Appreciating that dysregulation is not a choice



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)*

## Planned Co-Regulation



Any child who struggles to regulate frequently or needs additional understanding to support them should have a **Co-Regulation 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. This 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.

The Co-Regulation Plan is based on the PACE approach but looks at how an individual child benefits from particular ways of communicating or different ways to approach them when they are cross. It also sets out any trigger words or approaches to definitely avoid!

This plan can be shared with any adults working with these children to give a 'head start' to building relationships and connections. The more a child is understood – especially when they are struggling – the better we can act to meet their needs in the most appropriate and sensitive way.

## Our rules



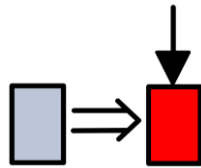
We have three rules.

1. Be ready (to learn)
2. Be respectful
3. Be safe



We only need these three rules because they cover all aspects of our school life. These rules are repeated often so that children become familiar with them. Having only three rules also makes it easier for adults to be consistent in terms of expectations.

## The importance of consequences



A consequence is something that happens following an action. In terms of behaviour management, we often talk about the consequence being something that is put in place following misbehaviour. A natural consequence is something that happens without anyone having to do anything. For example, when you kick a rock, the natural consequence is that your foot hurts. Another natural consequence might be that a window gets broken. A logical consequence is something that someone else has to put in place. This is the type of consequence we use with the most important factor being consistency. Logical consequences are not punishments meant to shame, embarrass or scare. They are actions we put in place to help a child understand the impact of their actions, to help them learn skills they need to make better choices and to help a child who has been hurt to feel valued and listened to.

“There needs to be a consequence otherwise they won’t learn.” Absolutely, this type of consequence will teach children what they need to do in order to follow rules, make positive choices and function positively in society. Punishments teach children what not to do and who to fear. Our job in school is education. We teach. To help with this - and with consistency – we have three logical consequences which all take place during **‘time with’** an adult.

### **“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.

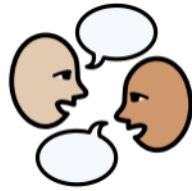
‘Time in’ or ‘time with’ creates an opportunity for children to talk through and process the whole tangle of emotions that they may be feeling. It can increase self-regulation skills, gives help when a child is struggling and strengthens the relationships between the adult and child.

As part of our policy, time, space and emotionally available adults will be made available for children to have ‘time with’ following any incidents.

Our three central consequences are:

- Restorative conversations
- Guided reflections
- Supported learning

## Restorative Conversations



### **Consequence for:**

- Causing harm to someone
- Abusive behaviour

### **Purpose:**

- Encourage owning own actions;
- Identify different ways of responding or reacting;
- Repairing relationships

### **Script:**

“Can you help me to understand what happened...Tell me what they did...”

“Then maybe we can work out how we can do it differently in the future.”

“When we have worked out what went wrong then we can have a break to recover.”

*“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’.

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?

These 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. Prompt sheets are available in each classroom and central areas to assist in the restorative process.

## Guided Reflection



### **Consequence for:**

- Disrupting learning
- Being disrespectful to others

### **Purpose:**

- Analyse situations so we can make better choices.
- Evaluate experiences.

### **Script:**

“Let’s talk about it later.”

“**When** we’ve reflected...**then** you can have a break before we re-start our learning.”

A prompt document is available to adults based on the stages of Gibbs’ Reflective Cycle. Adults can choose the most appropriate prompts and questions to match the situation. This may be one question relating to the specific behaviour or a number of questions if a child has repeatedly been disrespectful or disruptive.

## Supported Learning



### **Consequence for:**

- Disrupting learning
- Internal truancy

### **Purpose:**

- Help children learn who might be struggling with the work or the process of working.

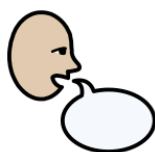
### **Script:**

“You can have some more time to finish your task.”

“**When** you’ve finished your task (this part of your task)...**then** you can have a break before we re-start our learning.”

“Let me help you do your work in a quieter classroom without as many distractions.”

## Reporting



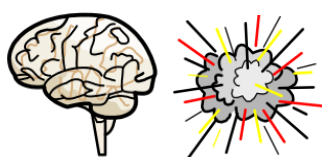
All incidents where a child exhibits behaviour which is unsafe or significantly disrespectful is recorded with the aim of identifying patterns, triggers and to better inform our support responses. Incidents are recorded on **Arbor** directly by the adult witnessing the incident unless there is a barrier to this happening when enough information will be provided to another adult to complete the record.

Where repeated behaviours are seen then the Inclusion Lead may request the completion of some observations or assessments. These will be used to identify triggers or hotspots and to help plan more effective behaviour support.

Any incident where physical intervention has been used is reviewed using the **Restrictive Physical Intervention Reflection Tool** (see below). 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.

## When the 'lid has flipped'.



When a child is in fight, flight or freeze mode the approach we advocate is to help keep the child stay safe and give them options to be able to safely dysregulate then regulate again. This often requires outdoor space and patience. It is a hands-off and de-escalate approach where possible. This is approached by using minimal calm but assertive language, a caring tone of voice, 'upping' safety cues such as body position, body language and facial expressions and maintaining physical distance where possible.

Where physical intervention is necessary, we follow the guidance below and have a regular programme of training to ensure staff are competent. This programme is currently met through Team Teach level 1 training.

## Physical Intervention



Every effort should be made to de-escalate potentially volatile situations using verbal, non-verbal and positional interventions. Where these are not effective or a further escalation of the situation puts the child, other children or adults at significant risk of harm or are being harmed, then **physical intervention** can and should be used. Initially these will be non-restrictive guides and disengagements.

The aim of these physical interventions is to create distance between children or to guide away or re-direct(withdraw) a child to a safer place where they can be monitored and supervised until calm. This is considered **non-restrictive** in that children can move away with reasonable ease.

The following techniques (performed as per Team Teach training) are suitable to be used as **guides**:

*show and go \* hand hold or open arm link \* caring-c guide \* help hug \*two-person, straight arm guide*

As a first principle the aim should be to escort or withdraw a child to an open, outdoor area where they can have space and freedom to be dysregulated, to either self-regulate or access co-regulation. This also helps to reduce visibility to peers and situations where conflict is inevitable due to close confinement.

Should the situation increased in risk or if an initial situation meets the following criteria, then **restrictive physical intervention** can be used: there is a dangerous situation where immediate control needs to be taken by an adult because if action is not taken then there is a real possibility of harm. In this situation de-escalation techniques, disengagements or guides would not be effective in reducing the risk of harm with enough speed.

Within the dynamic risk assessment of the situation the BINRaP principles should be considered. Is this level of intervention:

- in the child's **best interests** while maintaining the child's dignity and the relationship?
- absolutely **necessary** in order to keep people safe?
- **reasonable** in the immediate context and the circumstances that you are trying to prevent?
- **proportionate** to both the risk of harm and as the minimum needed to achieve the desired result?

Where these conditions are met then an **escort** or **hold** where freedom of movement is removed and children cannot do what they want is considered appropriate. This is **restrictive physical intervention** and is to be considered **restraint**.

The following techniques (performed as per Team Teach training) are suitable to be used as restraint where appropriate.

An **escort** is moving a child to a safer place against their will using:

- a single-person, double elbow escort or a two-person, single-elbow escort

A **hold** is restraining a child in a: seated or standing single-or-two person hold

As methods of **restraint** these must be recorded as 'restraint' on Arbor which will elevate the workflow to DHT and CPOMS. Adults involved should also use an RPI Reflection Tool. This can form the basis of the recording required within the 'Red Book' for return to the Local Authority. This is stored in the DHT Office. Parents must also be informed.

## Support beyond the classroom



**Safe Spaces** We have developed a range of mainly outdoor spaces – our Safe Spaces project – where children and adults can spend time ‘being with’ to talk about emotions, self-regulation and feel calm. The Nest is the main access point to lots of our Safe Spaces – including the farm, the Sensory Garden, our wildflower meadow and our raised vegetable beds.

**Safe Start** Where children find settling into school challenging, we can arrange for a space in our Safe Start provision in the Nest. Our ELSA will spend time with a small group of targeted children talking through their worries and helping them get ‘ready to learn’.

**Lunch Club** We have capacity for a small number of children who find either the lunch hall, or our lunchtime OPAL provision too overwhelming to eat in the Nest with a member of staff. This time can also be spent building relationships and developing social skills.

**Alternative Assembly** For children who find large group times a challenge we offer an alternative provision for whole school assemblies. They are held in the Nest to enable these children to access the learning but in a more appropriate way for their needs.

**Enhanced Provision** Where there is need and capacity, we run a range of targeted programmes with regular sessions which target specific learning for small groups of children. These sessions generally include outdoor learning on our farm or in the woods. Children will work on social skills, emotional regulation skills or other relevant group work skills.

**ELSA Sessions** Children needing additional pastoral support can be assigned a series of regular sessions with our Emotional Literacy Support Assistant. These sessions focus on targeted social and emotional skills and run weekly for usually 6-8 weeks.

**Time to Talk Counselling and Play Therapy sessions** 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. These sessions run weekly for between 6-18 weeks.

**Alternative Provision** This is a specialist provision for children with significant SEMH needs which as a school we can access via the local authority. Please see our Alternative Provision Policy for further details.

## Suspension



Where 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.

As a last resort a period of suspension from school may be considered. This gives time and space for all parties to reflect and put plans in place for more effective provision. A 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.

## 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 in 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** – seclusion means 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.