**Luston and Shobdon Community Primary Schools Federation**

**including Luston Nursery**

# Behaviour Policy: Promoting Positive Relationships and Supporting Behaviour Regulation

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| **Last reviewed** | **24 September 2026** |
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Luston Primary School **'Growing, learning and achieving together'**

Shobdon Primary School **'We value education, we value each other'**

*The 4 Ss of Attachment**: Seen, Safe, Soothed, Secure***

***(Seigel 2013 'Sense of Belonging and Sense of Being')***

## *Policy Rationale*

We are an Attachment Aware Federation which means that we focus on building positive relationships between children and staff, and children with their peers.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults reflect on behaviour and create an environment that is conducive to learning.

We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong. Underpinning our behaviour policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour. We encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond the world of school and into the "real" world".

# 1. Policy Statement

This policy is based on guidance provided by Herefordshire Local Authority and has included input from members of the Federation community. It is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the Federation and enables pupils, parents and staff to understand our approaches to the management of behaviour in our schools. It is also recognised that for some pupils with specific social, emotional, learning or other needs require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the Inclusion leader or member of the Leadership Team.

# 2. Aims and Objectives

The Federation is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole Federation community.

It is acknowledged that members of the Federation may have very different parenting experiences and views on behaviour. However, the aim of our Promoting Positive Relationships and Supporting Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our ethos.

The Federation treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. The Federation is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

## 2.1 The Federation's aims:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through implementation of this policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

## 2.2 We teach and promote positive managements of behaviour that include:

- **Whole School and Class Assemblies:** These are value based and thematic such as 'Caring for Other', 'Anti -bullying week', How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each week which include specific issues relevant to the two school communities including: racism; homophobia; gender-based language; tolerance and respect; disability awareness.
- **PSHE teaching**: themed lessons are taught by the class team each week using resources from 1Decision. These include strategies to deal with different situations and ways to help regulate emotions.
- **whole school days/weeks**: specific focus weeks are used to raise the profile of certain aspects; these include: Kindness Week; Anti Bullying Week; and Manners Week
- **School Curriculum** including RE and thematic progressions
- The importance of all staff fostering **positive relationships** with all children
- **Clear and consistent routines** throughout the school environment
- **High expectations** on conduct at all times
- **Clear pathways** when behaviour causes a concern and positive reinforcement for good behaviour

# 3. Policy Links

This policy links to the following other Federation policies:

- PSHE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Online Safety Policy
- Positive-handling Policy
- SEND Policy

# 4. Roles and Responsibilities

Maintaining a positive culture, climate and conditions for learning is the responsibility of all staff, governors and parents/carers. We expect our staff and parents/carers to be a good role model for our children as we develop their attitudes for all aspects of life.

Our guiding principles in moving towards the promotion of positive relationships and supporting a behaviour regulation approach are:

- Being ‘fair’ is not about everyone getting the same (**equality**) but about everyone getting what they need (**equity**). This is why our response to behaviour incidents and support for children’s needs is differentiated. (Equality Act 2010)

- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in the school environment to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable. All staff have a duty to explore this vulnerability and provide appropriate support.

*“Thinking of a child as behaving badly disposes you to think of punishment.*

*Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”*

- Putting **relationships first**. Th ethos of the Federation promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the Federation community.

- **Maintaining clear boundaries and expectations around behaviour**. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracize children from their peers, school community and family, leading to potentially more negative or harmful behaviour.

- **Not all behaviours are a matter of ‘choice’** and not all factors linked to the behaviour of children are within their control. Federation staff do not refer to a ‘good choice/bad choice’ when talking to a child about a behaviour.

- Behaviour must always be viewed systemically and within the context of important relationships i.e., a relational communication pattern rather than an internal problem.
- **Adult behaviour shapes children's expectations and behaviours.** All staff must be gentle, respectful and positive in all their dealings with children of any age. Staff must always take a child-centred approach and are expected to be mindful at all times of the way they speak to and respond to children and should always model good manners. We are mindful of our body language and facial expressions; we smile! Teachers' professional learning helps them to understand how a nurturing approach and appreciation of attachment theory can further enable them to foster and develop positive relationships with and between all learners.

- When exploring a problem, we **separate the child from their behaviour** – this emphasizes their developing control over and responsibility for their own choices .

- We look at **conversations about behaviour as formative** and one way of developing a child's resilience and emotional intelligence.

- **We do not over-react**; a low-drama approach helps children to engage positively in a process of 'putting things right', and we seek to **diffuse problematic situations** swiftly and with no fuss.

- We maintain **clarity** around the difference between taking action and punishment.

- We celebrate success however are **mindful** of children's experience of success.

- All behaviour is communication; a child who behaves in a disruptive or unkind way etc. is by definition vulnerable.

- We are not euphemistic when behaviour is not acceptable or appropriate – but we **challenge in an affirmative and positive way** as we support children in 'putting things right'.

- '**Positives' are public**, 'problems' are more private.

- We are not **judgmental** – we act in the best interests of the children. We are '**in their corner'** even when their behaviour choices are poor or challenging.

- We always **acknowledge any improvement in behaviour** – and we acknowledge when a child engages with the process of putting things right and moving on.

- **Encouraging parental engagement** and involvement is crucial when addressing and planning support for children's SEMH needs.

  *"The parent-child connection is the most powerful mental health intervention known to mankind"*

  *(Bessel van der Kolk)*

# 5. Expectations and Boundaries

A shared language when exploring behaviour is critical. It is important that all adults in the Federation model the expectations; we understand that our behaviour as adults 'makes the weather' – and that the children should always know what to expect of us. We must be mindful of the children's high expectations of the adults as well as our expectations of them.

Our 'Promises/Code of Conduct' (a set of reminders / guidelines for all adults and children in school) is a starting point in our approach to establishing a shared understanding of what we can expect of each other:

- We are always gentle with our voices, words and actions
- We are always kind and helpful – we think about how other people feel
- We listen carefully to each other – it's how we learn new ideas (and how we show we value each other)
- We are always honest – being truthful means that we can trust each other (and it helps us to fix problems)
- We always remember that learning is important and special – we try hard not to let anything get in the way of each other's right to learn.
- We look after the environment including our classroom, our school and our planet (and things which belong to other people).

Part of a positive and supportive climate for learning is a set of clearly communicated expectations and routines. Positive routines should be in place for:

• Start and end of day

• Transition times

• Moving around e.g. to assembly

• Getting ready for play

• Break and lunchtimes

How we promote and support children's wellbeing, self-regulation etc.

• PSHE curriculum

• Assemblies

• PD sessions with staff

• Posters, displays and information in the school building

Strategies and systems for supporting children's self-esteem:

• Public recognition, praise and attention

• Our Code of Conduct

• Mindful and deliberate use of affirmative and esteeming language (including body language, presence, gesture and voice) – including meaningful praise

• Sticker charts

• Marbles in the jar

• Treasure box

• Celebration assemblies

• Lunchtime Special Top Table

• Stickers, stamps, stars and other tangible rewards and recognitions

• Golden Time / chosen class event - a shared reward for the whole class that is earnt and is never taken away from individuals as a punishment. We are always mindful to ensure that all children in a cohort are included in these rewards using positive strategies.

A key principle is to actively look for opportunities to praise, celebrate and esteem effort and positive choices in an appropriately public forum such as in front of the class or in an assembly. We endeavour to make rewards etc.'high value'; things which engage and esteem pupils in a meaningful way. All rewards are accompanied by positive talk and individual attention.

## 6. Supporting Children with Social, Emotional and Mental Health Needs

It is a core aim that every member of our school community feels values and respected, and that each person is treated fairly and well. We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. This may include children presenting with challenging, disruptive or concerning behaviour. These behaviours may reflect underlying mental health difficulties, social interaction differences or sensory disorders. Other children may have attention or attachment difficulties. These children will be supported using a variety of strategies, developed with key adults in the child's life – staff / professionals / family – to best meet their needs.

We recognise that children with SEMH needs may present with behaviours which reflect a hyper- or hypo- state and that the behaviour/s come from a place of fear, stress, low self-esteem, dysregulation or as a result of an external or school-based barrier to learning – pitch of task, classroom environment etc.

We also recognise the needs of children with SEND and follow the policies and procedures associated with supporting these children and meeting their needs.

**Key principles in supporting the universal needs of all children:**

- All behaviour reflects a person's emotional state
- Understanding of the impact of stress and fear on behaviour
- Children have different levels of stress
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children sometimes do / say scary things
- Don't take things personally
- 'Negative' behaviour mostly comes from an unconscious place
- In times of stress children's thinking processes are distorted and confused and short-term memory is suppressed
- Children who are stressed are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions

Therefore, in practice:

- We do not judge, we do not use the language of punishment
- We are mindful that our focus has to be on the children and their behaviour and wellbeing, and not on our emotional reaction to it
- We provide a nurturing, structured environment
- We use 'wondering' in order to explore the potential cause of the behaviour
- We give children time, space and support when stressed before attempting to challenge / explore the behaviour
- We engage children at an emotional level
- We regulate and manage our own emotions
- We use staff presence to help reduce stress
- We name needs
- We use empathetic commentary 'I know you are cross', 'I know this is tricky'
- We understand that trauma can impact on behaviour

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W.

(2014). This guidance promotes the idea that the SEMH needs of all should be at the heart of the school.

# 7. How we respond to problematic or concerning behaviours / incidents:

Our key approach here is to take proportionate action to address challenging behaviour, looking for opportunities to have formative conversations in following up and then where necessary providing opportunities for restorative actions in order to 'put it right and move on'.

Our 'go-to' strategy is to have a structured conversation with the child/ren involved. These conversations should be:

- **Formative** – the conversation needs to be focused on supporting the child's learning / understanding of the situation and its implications
- **Restorative** – the conversation needs to unpack what went wrong, why and, most important, how we can put it right and keep it right
- **Clear** – we need to point out what the issue with the behaviour is, e.g., was it unkind, hurtful, harmful, dangerous etc. ***NB We are mindful that we describe the behaviour not the child.*** These are sometimes called "serious conversations". A good starting point for these conversations is to refer to the Federation Code of Conduct.

All staff know the importance of being calm and respectful in these situations and be mindful to take a 'coaching' role when solving problems rather than a combative / judgemental / 'refereeing' role where possible whilst being clear that some behaviour has to be challenged as unacceptable / unhelpful / inappropriate.

We avoid being euphemistic, whilst steering clear of more judgmental language like 'naughty' or 'bad'.

Examples of language in response to problematic behaviours:

*'Kicking hurts – we mustn't hurt each other'*

*'Your words hurt Florence's feelings – they were unkind words; being unkind is not ok'*

*'It is important to listen to instructions to keep everyone safe; how can I make it easier for you to listen carefully?'*

*'Sahil is upset because of what happened – what can we do to put it right?'*

*'I know you are feeling cross – let me help you put this right'*

We diffuse problematic situations, and we time our interventions carefully. We are mindful that 'taking action' is not the same as 'punishing', and we endeavour to challenge poor / harmful behaviour and support and encourage children to engage in a process of 'putting things right'.

We believe that many behaviours are learnt and therefore the role of learning is key for children to learn how to put things right. The teacher or other grown up has a key role to play in teaching children how to 'get it right'. We avoid responding to and following up poor / problematic behaviour publicly, for example with names on the board etc. Having a restorative approach, which children are more likely to engage positively with, is more likely to have good results. Minor problems are challenged gently and swiftly with reminders or prompts and if necessary, a longer conversation. We always positively acknowledge when pupils engage with this and put the problem right. e.g., 'Thanks for putting that right with no fuss.'

Class teachers may choose to have an informal word with the child's/children's parents/carers at home time handover (or by phone if necessary) – this needs, wherever possible, to include reassurances that the situation has been addressed and sorted and that no action is necessary - and that the child has 'put things right and moved on'. We are mindful that this is a public forum and will talk more privately if necessary. We never ask parents / carers to punish their children and we explain where we need teachers and parents / carers to be giving the same messages. Again, we always positively acknowledge a pupil's success in putting things right.

When an incident occurs, which is judged to be more complex or serious, the adult/s involved will ask all children involved to complete a 'What Happened' sheet where appropriate; it is an absolute expectation that this is accompanied with a lot of talk to establish what the problem was, possible reasons why this happened and what needs to be done next. The adult explicitly models how we discuss and solve problems.

Where an issue has arisen at lunchtime, the lunchtime team adults will need to share the issue with the child's class teacher. Visiting teachers/supply teachers must seek advice and support from another teacher. The adult is required to encourage children to find ways to put things right and move on; this will depend on the individual circumstances.

- We remember that all behaviour communicates a need
- We keep separate our feelings about the behaviour from our affection, respect and positive regard for the child
- We bear in mind that our response and actions should be differentiated – depending on which child/ren are involved, what happened, what the context is, what the child's needs are – with few exceptions there is not a standard response
- Our main approach when responding to problematic behaviour / incidents is to: ascertain what has happened (using a cause-and-effect map if necessary); allow the child involved a chance to come down from their heightened state if necessary

- Pupil voice from ‘all sides’ is vital when supporting formative / restorative conversations with children

# 8. Specific Roles:

## 8.1 Teachers

Ensure parents are contacted when:

- a child is having ongoing issues
- there has been a ‘one off issue’ or a ‘significant issue’

Where possible the teacher should do this to have the ongoing dialogue. On some occasions, a member of the Leadership Team or a member of the class team will liaise with parents for significant one-off issues. For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

## 8.2 ELSA and Thrive Trained Practitioners:

- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Provide support in class and at break and lunchtimes
- Provide 1:1 or group work to support emotional health needs and mindfulness
- Run the pastoral room

## 8.3 Leadership Team (the DSL team and Inclusion Lead)

- Lead the ethos of this policy
- Ensures the policy is implemented effectively
- Ensures effective training for staff
- Oversees the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to offer additional services
- Line manager for the learning mentors
- Ensures that all tracking and reporting of incidents and additional needs are up to date

## 8.4 Executive Headteacher

- Lead the ethos of this policy

- Is the only person authorised to exclude a child

## 8.5 Parents/Carers

- Inform the school of any concerns (Class teacher, Leadership Team, EHT)
- Have an open dialogue with the school
- Support the school when needing to get further support

## 8.6 Governors

- Setting down these general guidelines on policy and of reviewing the effectiveness of this
- Duty to consider parents' representations about an exclusion

## 8.7 The role of Herefordshire Council

- The Educational Psychology service to provide training for schools: key adult training; attachment ACEs and trauma; ELS; Emotion Coaching; Growth Mind Sets; Restorative Approaches
- The Educational Psychology service to work with all schools self-evaluating their practise using an Attachment Aware Self-Evaluation form.
- The Virtual School to give advice and guidance on looked after children.

# 9. How the school supports staff well-being and reflection

It is important that the Federation provides emotional support for staff to help manage stress and secondary trauma, thereby reducing the likelihood of staff burnout. (Gore, Langton and Boy, 2017) The Federation staff are the greatest resource who bring the school to life and provide care for vulnerable people. The Federation is committed to providing appropriate training for all staff to have the knowledge, skills and confidence to complete their role. Self-care of the staff includes physical, emotional, intellectual, social, creative and spiritual. Whole school actions are based on these areas. Peer support and supervision sessions are critical in providing coping resources for those working with dysregulated children. Team members to provide supervision sessions enabling staff to reflect and develop professional practice.

# 10. Practice and policy review process

This policy will be reviewed by the Leadership Team and the governing body at least annually involving an ongoing cycle applying Attachment Aware principles into practice and policy development.

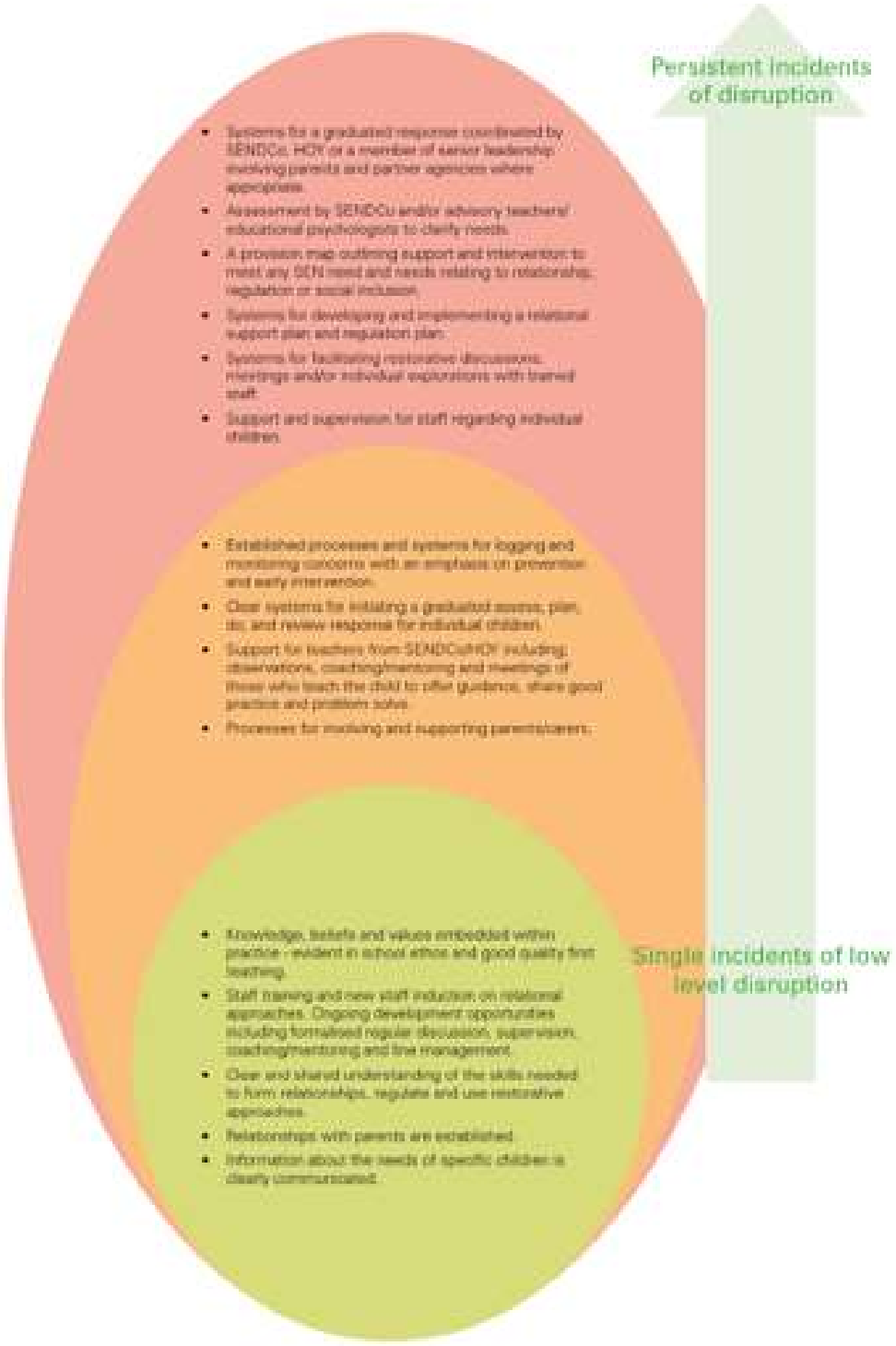
## Appendix 1: A guide to supporting regulation through responsive Co-regulation Plans

| State of Regulation | Potential displayed behaviours | Responsive co-regulation |
|---|---|---|
| **Calm**<br>Safe/socially engaged | Steady heart/breathing rate.<br>Calm state of arousal.<br>Open to social engagement.<br>Expressive facial expression and voice prosody.<br>Able to listen, process language and engage in thinking to learn. | Maximise expressive social engagement.<br>Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses.<br>Engage thinking skills to reflect and make connections.<br>Introduce gentle challenge through play/activity. |
| **Mild Stress**<br>Alert/Agitated/Withdrawn | Slightly raised heart/breathing rate.<br>Signs of agitation, frustration, anxiety.<br>Raised hypervigilance.<br>Lack of focus, easily distracted.<br>Increased mobilisation.<br>Early signs of needing to take control or helplessness. | Connect through eye contact, movement and facial expression.<br>Express calmness through storytelling prosody and open facial expression.<br>Attune to mood, intensity and energy of the child.<br>Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness.<br>Respond empathically and validate feelings.<br>Use calming, soothing and regulatory activities. |
| **Dysregulated**<br>Mobilised | High levels of arousal/ distress.<br>Hyper vigilant.<br>Difficulty listening and focusing.<br>Mobilised – fidgeting, jumping, running, climbing etc.<br>Raised voice with lack of prosody.<br>Decreased expressivity.<br>Threatening behaviour.<br>Oppositional behaviour. | Reduce social demands whilst remaining present.<br>Provide individual attention.<br>Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated.<br>Convey your calm and regulated state by being confident and contained.<br>Use quiet, calm sounds and tones which are expressive and confident.<br>Reduce language, give short clear directions. Avoid questions and choices.<br>Use predictable routine.<br>Reduce sensory input, lights, noise. Use sensory soothing. |
| **Dysregulated**<br>Immobilised | Lowered heart/breathing rate.<br>Reduced energy.<br>Shuts off from surroundings/ dissociates.<br>Depressed state.<br>Immobile/frozen.<br>May feel faint. | Gentle, soft and delicate manner of coming close, making them aware of your presence and support.<br>Use comforting and predictable voice.<br>Use invited touch to soothe.<br>Singing, humming, music.<br>Use sensory soothing.<br>Calm and gentle reassurance. |
| **Crisis** | The child's behaviour means that they or other people are not safe. | An individualised plan of action which outlines action to be taken in the event of unsafe behaviour.<br>This may include advice from outside agencies.<br>The plan should be shared with the child and include their views as to what helps and with all staff working with the child.<br>Roles and responsibilities should be clear.<br>If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training.<br>Adults need to provide high levels of containment through their way of being – having a plan can help. |

## Appendix 2: An Attachment Aware approach to disruptive classroom behaviour



## Appendix 3: Disruptive classroom behaviour: processes and systems



# Appendix 4: P.L.A.C.E. Approach (Dan Hughes)

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating loving relationships - all children need love.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motivates and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life. EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More information can be found at www.ddpnetwork.org/about-ddp/meant-pace

# Appendix 5: Exclusions

The Federation is committed to providing early intervention and support to reduce the risk of suspension. However, if a child continues to struggle with their behaviour in a way which seriously undermines others' right to learn and be safe, then they may need to be suspended from school for their own and/or others' safety. At this point the Federation will conclude that all other avenues of support must have been exhausted at this point. Suspension is extremely rare and is an absolute last resort – as an organisation we are anti-suspension; we feel that school is the best place for children to learn and develop self-discipline and we understand the damaging effect of suspension.

**In the event of suspension of a child being considered, we would follow the procedure as set out in the DfE's Guidance: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England including Pupil Movement. September 2022**

The following constitute some of the behaviours which **may** lead to either a suspension or permanent exclusion. There is an expectation that these issues can be resolved without the need for exclusion. They include:

• fighting or encouraging others to fight

• hurting another child or adults deliberately

• abusive, threatening or derogatory, discriminatory and racist language or behaviour towards other children or adults

• bullying (peer-on-peer abuse) and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice-based bullying and cyberbullying

• damage to property

• persistent defiance and refusal to follow instructions

• theft

• use of offensive sexualised language, sexual abuse or assault

• carrying, threatening to use or using a weapon

***Racist / homophobic / prejudiced / derogatory incidents are always recorded on Arbor and are referred to the LA as necessary.***

The behaviour of pupils outside of the school can also be considered as grounds for exclusion. We may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

• taking part in any school-organised or school related activity

• travelling to and from school

Parents/carers of children who have been involved in these incidents will be informed of the outcome without delay. Parents will be notified of the period of any exclusion, the reasons for it and their legal responsibilities during the first five days of the child's exclusion. The decision to permanently exclude a pupil may be taken:

• In response to serious or persistent breaches of the school's behaviour policy; and

• Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In the case of a suspension, the child and their parent/carer must attend a reintegration meeting before returning to school. The Federation promotes community cohesion and takes a no tolerance approach to racism/homophobia/ any prejudice-based incidents. All incidents are recorded, reported and investigated according to the Federation's Racist Incident Recording, Reporting and Investigating Procedures and is monitored by the Leadership Team and reported to governors as necessary.

# Appendix 6: Bullying / Child on Child Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

• Deliberately hurtful

• Repeated, often over a period of time

• Difficult to defend against

Bullying can include:

| **Type of Bullying** | **Definition** |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory including:<br>• Racial<br>• Faith based<br>• Gendered (sexist)<br>• Homophobic/biphobic/transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

| | |
|---|---|
| Hazing | Hazing or initiation ceremonies refer to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Further details can be found in our separate anti-bullying information. |

## Appendix 7: Physical Intervention ‘reasonable force’

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of ‘reasonable force’ / restraint / manual handling / physical intervention is required. If a situation does occur, staff will use every possible solution to deescalate the situation and to avoid having to resort to any physical contact in terms of managing behaviour.

The law states that it is permissible to use ‘reasonable force’ to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order in the classroom. This is a last resort and will only ever be used *in extremis.*

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed and used, this will be recorded on Arbor.

Many staff are trained in Team Teach positive handling to ensure that any physical intervention is appropriate and safe. Where physical intervention is required, staff trained in Team Teach will where possible take priority in dealing with an incident.

## Appendix 8: Federation Code

1. We are always gentle with our voices, words and actions
2. We are always kind and helpful, we think about how other people feel
3. We listen carefully to each other, it’s how we learn new ideas
4. We are always honest; being truthful means that we can trust each other
5. We always remember that learning is important and special
6. We look after the environment including our classroom, our school and our planet

## Appendix 9: What happened sheets?

All staff should help a child to complete a What Happened Sheet when there has been a serious incident of concerning behaviour. Adults are advised to complete the 'What Happened' section first and then explore the other areas, 'why did it happen?' and 'what happened as a result' sections as appropriate, scaffolding the conversation to ascertain what might have led to the incident, what unmet needs the child/ren involved might have, and what needs to happen to put it right.

Completed documents to be scanned and added to a child's Arbor or MyConcern record as necessary.

## Further Reading / Links


Gore Langton E & Boy K, 2017 *Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material*' London, Jessica Kingsley Publishers

Bomber LM, 2011 *What about Me?: Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day,* Belper, Worth Publishing

Dix, P, *When the Adults Change, Everything Changes, Seismic Shifts in School Behaviour* Camarthen, Independent Thinking Press

Durrant, E, Templeton, S, Golding, KS, Fain, J, Frost, A, Mills, C, Worrall, H & Roberts, N, 2012 *Observing children with attachment difficulties in school* London, Jessica Kingsley Publishing

Dan Siegel - "Flipping Your Lid:" A Scientific Explanation https://www.youtube.com/watch?v=G0T_2NNoC68

Dr. Dan Siegel's Hand Model of the Brain https://www.youtube.com/watch?v=fm2YcdMdFw&list=RDCMUCcTk7DmiA7NRmpxeX4jeB3w&index=2 Seth Porges The Polyvagal Theory: The New Science of Safety and Trauma https://www.youtube.com/watch?v=br8-qebjlgs

The Window of Tolerance Animation by Beacon House
https://www.youtube.com/watch?v=Wcm-1FBrDvU

The Repair of Early Trauma: A Bottom Up Approach
https://www.youtube.com/watch?v=FOCTxcaNHeg

The Attachment Theory: How Childhood Affects Life
https://www.youtube.com/watch?v=WjOowWxOXCg

Dr. Bruce Perry - Born for Love: Why Empathy is Endangered — and Essential
https://www.youtube.com/watch?v=M6kDeBaJi0M

https://beaconhouse.org.uk/resources/

https://beaconhouse.org.uk/wp-content/uploads/2019/09/Supporting-Transitions-2.pdf

https://beaconhouse.org.uk/wp-content/uploads/2022/01/Schools-Resources-List-2022.pdf