



BEHAVIOUR POLICY AND RELATIONAL PRINCIPLES

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RELATIONAL POLICIES AND PRINCIPLES

At Reach South Academy Trust we believe that:

- Relationships are the foundation for us all to thrive in school.
- Mutual respect is the starting point for all agreements about how we all behave.
- Behaviour is a means of communication.
- We should work as a community to develop behaviours and responses to provide and positive and safe environment for everyone.
- All behaviours have natural consequences, and every member of our community is working towards taking accountability for their behaviour and what happens as a result.

All staff support all our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of pupils' individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- Observing, gathering and analysing data on emotional development and behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- Working in partnership with our pupils, their parents and carers, and other professionals working with them.
- Investing time and allowing safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

The quality of our relationships with our pupils

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which must be earned, not a given.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect always by communicating carefully and clearly.
- Listen respectfully to the pupil and make a judgement about how/when to respond.
- Invest in relationships with the pupils and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the pupil – identify these with the pupil and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.

- Name and manage your own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil.
- Resolve difficult feelings about pupils' behaviour – it is unhelpful history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the pupils.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- Be respectful to pupils, we do not talk about them over their heads or in front of other pupils.
- Be non-judgemental about pupils' life experiences.
- Reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint/ seclusion had to be used to keep a pupil safe during their school day this needs to be shared with parents or carers.
- Understand that touch is an essential element of Attachment and Trauma approach. Appropriate touch promotes a child's social and emotional development and is a highly effective and powerful method of non-verbal communication and a key to the development of healthy relationships. Touch must be child centred not staff centred.
- Holding may be used appropriately, by this we mean providing physical direction in a more directive nature (using Team Teach/ MAPA practices).

Our aims, we believe, are achieved when we have:

- Created and maintained a positive, safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect across the school community, for belongings and the school environment.
- Provided a nurturing environment to foster appropriate behaviour.
- Promoted self-awareness, self-control and acceptance of responsibility for actions.
- Used a range of appropriate approaches such as PACE (Dan Hughes) Trauma Informed Restorative approaches and Rights Respecting in their interactions with pupils.
- Made interventions specific to pupils' needs.
- High expectations and always maintained boundaries.
- Provided excellent role models.
- Created a school atmosphere which is consistent safe and caring.
- Understood that all behaviour choices have natural consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

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1. Aims

1.1 This is the Behaviour Policy of **Reach South Academy Trust**.

1.2 The aims of this policy are as follows:

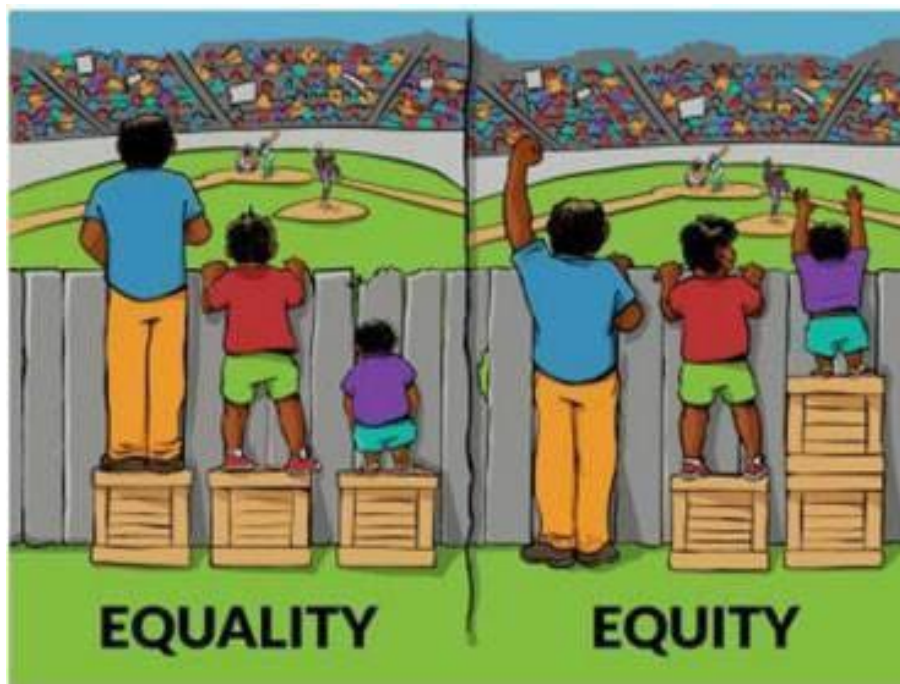
- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- To create, promote and maintain high expectations of positive behaviour amongst pupils through a whole school approach to behaviour
- To actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;
- To ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
- To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- To encourage pupils to accept responsibility for their behaviour;
- To consider how negative behaviours can be prevented or prevented from recurring;
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- To set out the consequences available to the Academy in the event of pupil misbehaviour
- To help promote a whole school culture of safety, equality, inclusion and protection.

1.3 **Values & Beliefs:** *What do we want for our school community?*

- Our ethos is based around inclusive and compassionate principles, which are beneficial to the well-being of all children.
- All children wish to belong, achieve and contribute to their school, family and community. Child centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce a 'sanction' that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that children feel safe and that all needs are met.
- Behaviour is often a form of communication and the expression of underlying needs.

It is not possible to support a child's behaviour without addressing these needs.

- Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.
- Punitive approaches and exclusion may re-traumatise children and further embed the behaviours causing concern. Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive.
- At RSAT we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- 1.4 This policy forms part of the Academy Trust's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

- 1.5 Although this policy is necessarily detailed, it is important to the Academy that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The Academy Trust welcomes feedback on how we can continue to improve our policies.

2. Scope and Application

- 2.1 This policy applies to the whole Academy including the Early Years Foundation Stage (EYFS)].
- 2.2 This policy (together with • Statement of Behaviour Principles and all other Academy policies on behaviour and discipline) applies to all pupils at each RSAT Academy and at all times when a pupil is:
- in or at the Academy (to include any period of remote education);
 - representing the Academy or wearing school uniform;
 - travelling to or from the Academy;
 - on Academy organised trips;
 - associated with the Academy at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:
- affect the health, safety or well-being of a member of the Academy's community or a member of the public;
 - have repercussions for the orderly running of the Academy; or
 - bring the Academy into disrepute.

3. Regulatory Framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
- Education Act 2002, as amended by the Education Act 2011;
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - The Education and Inspections Act 2006;
 - The Education Act 1996;
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - Education (Independent School Standards) Regulations 2014;
 - Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
 - Education and Skills Act 2008;
 - [• Children Act 1989;]
 - [• Childcare Act 2006;]
 - Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - Human Rights Act 1998; and
 - Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- Keeping children safe in education (DfE, September 2024) (**KCSIE**);
- Working together to safeguard children (DfE, July 2018 updated 23rd Feb '24);
- Information sharing advice for safeguarding practitioners (DfE, July 2018)
- Behaviour in schools: advice for Headteachers and school staff 2022 (DfE September 2022);
- Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2022/updated Sept '23) (**Suspension and Permanent Exclusion Guidance**);
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation (DfE, July 2022);
- Alternative provision (DfE, January 2013) (**AP Guidance**);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
- Mental health and behaviour in schools (DfE, November 2018);
- Equality Act 2010: advice for schools (DfE, June 2018);
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
- Guidance for appropriate adults (Home Office, April 2003);
- Relationships education, relationships and sex education and health education (DfE, June 2019); and
- The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

- Anti-bullying policy
- Policy on smoking, alcohol and the misuse of drugs and substances
- School uniform policy
- Statement of behaviour principles
- Sixth form code of conduct
- Acceptable use policy for pupils
- Online safety policy
- Safeguarding and child protection policy and procedures
- Child-on-child abuse policy
- Risk assessment policy for pupil welfare
- Special educational needs and learning difficulties policy
- Staff code of conduct
- Use of reasonable force and physical restraint policy
- Relationships education and / or Relationships and sex education policy
- Positive Relationships Policy 2022

4. Publication and Availability

- 4.1 This policy is published on the Reach South Academy Trust website.
- 4.2 This policy is available in hard copy on request.
- 4.3 Each RSAT Academy Behaviour policy is available in on each school's website and Parents will be reminded of this on an annual basis.
- 4.4 This policy can be made available in large print or other accessible format if required].

5. Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - References to the **Proprietor** are references to Reach South Academy Trust, the **Academy Trust**
 - References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
 - References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6. Responsibility Statement and Allocation of Tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - eliminate discrimination and other conduct that is prohibited by the Act;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 Any consequence imposed on a pupil will be legal and proportionate. The consequence will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.5 School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils' behaviour;
- Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

- play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	RSAT Inclusion Team	As a minimum annually, ideally termly, and as required
Keeping the policy up to date and compliant with the law and best practice	Proprietor	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Headteacher of each Academy School	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action	Headteacher of each Academy School	As a minimum annually, ideally termly, and as required

taken in response and evaluating effectiveness		
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Academy	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Proprietor	As a minimum annually, and as required
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

7. Promoting High Expectations of Good Behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programme[s] and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the Academy teaches the behaviour curriculum are set out in Appendix 1. This will also include induction to school systems and routines on joining the Academy and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.
- 7.2 The Academy understands that rewards can be the most effective means of motivating pupils. The ways in which the Academy may reward good behaviour are set out in Appendix 3.
- 7.3 The Academy recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the Academy to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, has suffered early trauma and/or ACES, or is experiencing significant challenges at home.

8. Responding to Unacceptable Behaviour

- 8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the Academy's Behaviour Policy.
- 8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques

can be used to prevent further behaviour issues arising.

- 8.3 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9. Minor Breaches of Discipline / This Policy

- 9.1 The Academy adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the Academy at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 9.2 The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of consequences are available for those who breach the Academy's policies on behaviour.
- 9.3 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level consequences may be given following such processes (see Appendix 3 for details of possible consequences).
- 9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 9.6 When considering the appropriate consequence, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, consequences applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the Academy's community as a whole.

10. Serious and / or Persistent Breaches of Discipline / This Policy

- 10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Principal/Headteacher.
- 10.2 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:
- supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;
 - actual or attempted theft, blackmail, intimidation, cyber-based bullying or

- prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;
- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
 - physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - abuse in intimate personal relationships between child/young people (Child on Child abuse);
 - sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 - consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
 - behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;
 - supply or possession of pornography;
 - behaviour which may constitute a criminal offence, such as:
 - possession or use of firearms, knives or other weapons;
 - vandalism, defacement and / or destruction of school property
 - persistent breaches of discipline or attitudes or behaviour which are inconsistent with the Academy's ethos;
 - other misconduct which affects the welfare of a member or members of the Academy's community or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises;
 - other misconduct specifically provided for in the Academy's various policies on behaviour.
- 10.4 The Academy aims to operate within the principles of fairness and 'natural justice'. A decision to exclude a pupil permanently will only be taken:
- in response to a serious breach and / or persistent breaches of the Academy's Behaviour Policy and
 - where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.
- 10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 4](#).
- 10.6 Complainants will be taken seriously and the Academy will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the Academy. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in [Appendix 4](#).

10.8 Appendix 3 Appendix 1 sets out a non-exhaustive list of possible consequences which may be imposed for serious and / or persistent breaches of discipline / this policy.

11. Suspected Criminal Behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The Academy will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the Academy (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the Academy will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the Academy may decide to continue its investigation and impose consequences.

11.5 The Academy will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12. Removal from the Classroom

12.1 This section must be read alongside Appendix 2 below.

12.2 The Academy will only remove a pupil from the classroom for serious disciplinary reasons, as a formal consequence under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

12.3 Removal from the classroom will only happen for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

12.4 The Academy will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.

12.5 The Academy will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

12.6 The Principal or Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13. Intervention, Support and Reintegration

13.1 The Academy will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The Suspension and Permanent Exclusions Guidance requires a Headteacher to consider the examples of interventions listed below as set out at paragraph 98 of the Behaviour Guidance, as well as considering a direction for off-site education and a managed move before imposing a suspension or permanent exclusion. The range of intervention strategies that the Academy will put in place may include for example, but are not limited to:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- Pupil Support Units; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

13.4 Where the Academy has a Pupil Support Unit, there are planned interventions for individual pupils in place of mainstream lessons. The Pupil Support Unit is used for planned interventions for behavioural and pastoral reasons and /or a final preventative measure to support pupils at risk of exclusion.

13.5 Following any incident requiring consequence, the Academy will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the Academy. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.6 The Academy will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

14. The Role of Parents

- 14.1 The Academy seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the Academy to support the Academy's policies on behaviour.
- 14.2 The Academy recognises that communication the Academy policy to all members of the school community, including parents, is an important way of building and maintaining the Academy's culture.
- 14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them.
- 14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.
- 14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.
- 14.6 Parents will also be notified of disciplinary consequences:
- imposed for significant minor breaches of discipline (persistent minor breaches such as demerits / detention); and
 - those imposed for serious breaches of discipline and any rights of review as required and / or within school reports.
- 14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the Academy considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.
- 14.8 Whenever the Principal/Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15. The Role of Pupils

- 15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and should contribute to the school culture.
- 15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

16. Additional Needs

- 16.1 Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or interim / emergency review.
- 16.2 The Academy will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
- 16.3 The Principal/Headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 16.4 Whilst an exclusion may still be an appropriate consequence, the Principal/Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 16.5 The Academy will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Principal/Headteacher if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Principal / Headteacher / SENCO/RSAT Inclusion Team and further action in accordance with the Academy's Special educational needs and disability policy will be considered.
- 16.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17. Safeguarding and child-on-child abuse

- 17.1 Some behaviour by one pupil towards another may be of such a nature that safeguarding concerns are raised. The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - sexual violence and / or sexual harassment;
 - causing somebody to engage in sexual activity without consent
 - upskirting and / or attempts to commit upskirting;

- consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

17.2 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in the Academy's Safeguarding and child protection policy and procedures, Child-on-child abuse policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority).

18. Malicious Allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Principal/Headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The Academy will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19. Use of Reasonable Force

19.1 Corporal punishment is not used at the Academy and force must never be used as any form of consequence.

19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable

force will be used as set out in Appendix 5 and the Academy's Use of reasonable force and physical restraint policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20. Searching Pupils

- 20.1 Academy staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree⁶.
- 20.2 The Academy will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arising as a result of any actions connected with a search of a pupil.
- 20.3 If a pupil is not willing to co-operate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Principal or Headteacher or appropriate member of pastoral staff.
- 20.4 If a pupil refuses to co-operate with a search, the Principal/Headteacher, and staff authorised by the Principal / Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.
- 20.5 If a pupil continues to refuse to co-operate, their behaviours may be addressed in line with the Academy's behavior policy where this appropriate, in a consistent, fair and proportionate way.

21. Staff Training

- 21.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- how staff can support pupils in meeting high standards of behaviour
 - how staff can to ensure that this policy and consequences is applied in a way that is consistent, fair, proportionate and predictable way
 - where applicable to reflect the need of particular pupils.
- 21.2 The level and frequency of training depends on the role of the individual member of staff.
- 21.3 The Academy maintains written records of all staff training.

22. Risk Assessment

- 22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 22.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused.
- 22.3 The Headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to a member of the SLT/Pastoral team who have / has been properly trained in, and tasked with, carrying out the particular assessment.

23. Record Keeping

- 23.1 All records created in accordance with this policy are managed in accordance with Academy policies that apply to the retention and destruction of records.
- 23.2 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 23.3 The Academy will keep a separate record for allegations and concerns reported in respect of:
- sexual harassment or sexual violence;
 - bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.
- 23.4 The Academy will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the academy's safeguarding reporting system.
- 23.5 The Academy will keep a separate record of consequences imposed for serious misbehaviour. The record will include:
- the name and year group of the pupil concerned;
 - the nature and date of the offence;
 - the consequence imposed and reason for it; and
 - the name of the person imposing the consequence
 - [identifying whether these are relating to boarding].
- 23.6 This record will be reviewed regularly by the Deputy/Principal / Headteacher so that patterns in behaviour can be identified and managed appropriately. This will also

help if / when responding to any complaints about the way a case has been handled by the Academy.

23.7 This record will be review by the Proprietor / LGB will in order to evaluate all data recorded in order to meet their / its obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

Appendix 1: School Behaviour Expectations and Routines

- 1.1 Behaviour guidance states that behaviour policies should set out the school's systems and social norms (including key habits, routines and consequence systems) schools should include this as an appendix to the Behaviour Policy
- 1.2 This should contain the 'behaviour curriculum' which will define the expected behaviours in school, rather than only list of prohibited behaviours. This will be centred on what successful behaviour looks like and define it clearly for all parties e.g. lining up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive but represent the key habits and routines required in school.
- 1.3 This should contain any systems used and resources allocated.
- 1.4 Appendix 6 any items that are banned by the Academy and/or any restrictions on their use e.g. mobile phones.

Appendix 2: Removal from the Classroom

- 1 Removal of a pupil from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
- 2 Removal from the classroom will only be used for the following reasons:
 - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
 - to allow the pupil to regain calm in a safe space.
- 3 The Academy's arrangements for removal from the classroom are detailed by each individual school whereby the Academy set out the details of its arrangements including the appropriate length of time for removal from the classroom (noting pupils should not be removed from class for prolonged periods of time without the explicit agreement of the Principal/Headteacher); the identification of an appropriate location stocked suitable resources and supervised by suitably trained staff and the reintegration process of the pupil when appropriate and safe to do so.
- 4 It will be the responsibility of the Principal/Headteacher to maintain overall strategic oversight of the school's arrangements for any removals.
- 5 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.
6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Principal/Headteacher and teachers will:
 - consider whether any assessment of underlying factors of disruptive behaviour is needed.
 - inform parents of the removal from the classroom on the same day.
 - facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
 - ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
 - if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Appendix 3: Rewards and Consequences

1. Introduction

- 1.1 Examples of the rewards and consequence the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the Academy's Policies on behaviour.
- 1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.
- 1.3 Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

2. Rewards

- 2.1 Each Academy will include examples of good behaviour / rewards used at the Academy.

3. Consequences

- 3.1 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.
- 3.2 Each Academy will include examples of misbehaviour / details of the consequences used at the Academy, with an explanation.
- 3.3 *Examples of consequences may include:*
 - *a verbal reprimand and reminder of the expectations of behaviour*
 - *the setting of written tasks such as an account of their behaviour*
 - *loss of privileges e.g. the loss of prized responsibility*
 - *detention*
 - *school based community service, such as tidying a classroom*
 - *regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;*
 - *removal from the classroom;*
 - *suspension; and*
 - *in the most serious of circumstances, permanent exclusion.]*
- 3.4 Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 3.5 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 3.6 In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.7 It will also consider any special circumstances relevant to its imposition including:

- the pupil's age.
- any special educational needs or disability they may have.

4. Suspension and Permanent Exclusion from School

4.1 Only the Principal/Headteacher has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Principal/Headteacher is on extended leave, or the post is vacant, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

- Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

4.3 Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

4.4 **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The Principal/Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the LGB at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

Appendix 4: Investigations of Incidents and Alternative Action

1. Investigations

- 1.1 The Principal/Headteacher may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or they may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- 1.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- 1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).
- 1.6 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 1.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See [Appendix 6](#) of this policy for the Academy's policy on searching and confiscation.
- 1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 1.9 Where the Principal/Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Principal / Headteacher to enable an informed decision to be made.

2. Removal from the Classroom / Suspension Pending Further Investigation / Enquiries

- 2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the

classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Principal/Headteacher when determining the final consequence.

- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete further investigation / enquiries.
- 2.3 Before a suspension pending further investigation / enquiries is imposed, the Principal/Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 2.5 Once the investigation / enquiries are complete, the Principal/Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

3. Decision

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The Academy will follow its special educational needs and learning difficulties policy and Equality policy, where these are relevant.
- 3.3 All disciplinary consequences imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.
- 3.4 Disciplinary consequences will be recorded in the pupil's behaviour and discipline record.
- 3.5 The Academy will usually notify the Parents of disciplinary consequences imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4. Off-site Directions

- 4.1 The Academy has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary consequence for misconduct.
- 4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision (**AP**), or another academy / school (or unit therein).
- 4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.
- 4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.
- 4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.
- 4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefiting from it.
- 4.7 During the period of an off-site direction by the Academy to another school / academy, the pupil must be dual registered which means that they will be registered at both the Academy and the school / academy to which the pupil is directed off-site.
- 4.8 The Academy will follow the Alternative Provision Guidance when exercising this power.

5. Managed Moves

- 5.1 A 'managed move' can be used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period (Please refer to your LA guidance on managed Moves, as this may differ between authorities). It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.
- 5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted while this is being explored.
- 5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

- 5.4 A planned managed move will only happen when it is in the pupil's best interests. During the trial period, the pupil will be dual registered at both the Academy and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the Academy.
- 5.5 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the Principal/Headteacher to be the only appropriate consequence, where the Academy would not be prepared to accept the pupil back at the Academy if the managed move broke down during a trial period.
- 5.6 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.

Appendix 5: Use of Reasonable Force

1. Any use of reasonable force will be in accordance with the DfE guidance **Use of reasonable force** (DfE, July 2013)
2. Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - committing a criminal offence
 - injuring themselves or others
 - causing damage to property, including their own
 - engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
3. In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom, where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used in any other way or and never as a form of consequence.
4. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).
5. In these circumstances, "reasonable" means using no more force than is needed.
6. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
7. Where reasonable force is used by a member of staff, the Principal/Headteacher must be informed of the incident, and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force.

Appendix 6: Searching, Screening and Confiscation

1. All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
2. The Academy's policy on searching and confiscation has regard to the DfE guidance **Searching, screening and confiscation: advice for schools** (DfE, July 2022).

3. Prohibited Items

- 3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - Knives or weapons, alcohol, illegal drugs and stolen items;
 - Tobacco and cigarette papers, fireworks and pornographic images;
 - Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence; or
 - to cause personal injury to, or damage to the property of, any person (including the pupil); and
- 3.2 In addition to the above, each Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:
 - mobile phones;
 - laptops
 - tablets
 - hand-held electronic games;
 - other electronic devices
 - vaping devices/e-cigarettes

Where use is restricted rather than universally prohibited, this should be clearly set out (e.g. only used at lunchtimes, switched off and kept out of sight in a bag at all other times).

- 3.3 Pupils must not have these items in their possession or use them in a way which is restricted on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).
- 3.4 Pupils may be searched for any item which is prohibited, or its use restricted by the Academy (as set out above) with their agreement (note that the Academy will never use force to search for these items: see paragraph 4.3 below).

4. Searching Pupils

- 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 4.2 When exercising these powers, the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 4.3 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 3.4 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal / Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings⁷.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - search of outer clothing
 - search of the school property (e.g. pupils' lockers or desks, bed, studies or dormitories)
 - search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 4.12 Where the Principal/Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be provided with a consequence in line with the school's Behaviour Policy to ensure consistency of approach.

5. Strip Searching

- 5.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should always advocate for pupil wellbeing.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 To ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- 5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place

6. After a Search

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7. Recording Searches

- 7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above items banned by the school rules in section 3.2 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting

system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

7.2 Records of the search will include:

- the date, time, and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8. Screening

8.1 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

8.2 Screening will take the form of a walk through or handheld metal detector to scan all pupils for weapons before they enter the Academy premises.

8.3 If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.

8.4 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.]

9. Confiscation

9.1 Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

9.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

10. Searching Electronic Devices

10.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

- 10.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.
- 10.3 Subject to 8.4 below and the requirements set out in KCSIE 2022 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence
- 10.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 10.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.
- 10.6 The school will comply with data protection law in relation to any search of an electronic device.

11. Disposal of Confiscated Items

- 11.1 **Alcohol:** Alcohol which has been confiscated will be destroyed.
- 11.2 **Controlled drugs:** Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal/Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 11.3 **Other substances:** Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 11.4 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal/Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 11.5 **Tobacco or cigarette papers:** Tobacco or cigarette papers will be destroyed.
- 11.6 **Fireworks:** Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal/Headteacher or other authorised member of staff which may include donation to an appropriate charity.
- 11.7 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and

Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 11.9 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the Principal/Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- 11.10 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 11.11 **An item prohibited [or it's use restricted by] the Academy:** Such items may, at the discretion of the Principal/Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal/Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.
- 11.13 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

12. Communication with Parents

- 12.1 There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 12.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member

of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

- 12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 12.5 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy and procedures.
- 12.6 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.

POLICY HISTORY

Date	Summary of change	Contact	Policy Implementation Date	Review Date
December 2024	Policy Review	Director of Inclusion	December 2024	December 2025
May 2026	Policy review date extension to December 2026 approved by the Trust Board.	School Improvement Director	May 2026	December 2026



Pilgrim Primary Academy

Trauma Responsive Relational Policy (Draft)

Date of Policy Review:	Reviewer: Date Shared with Staff:	Date of Next Review:
September 2025	A Goodwin:	Sept 2026

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Section 1:

A. Core Beliefs and Values At Pilgrim Primary Academy.

Policy Mission Statement:

Our vision is to create a culture of exceptional behaviour, where every child in our school understands that the minimum expectation for behaviour is good and that the standard is for pupils to go above and beyond expectations in all aspects of their school life.

We want our approach to give all of our pupils the best chance in life to make positive choices for their futures and to be well equipped to contribute positively to the society they live in.

We recognise that teaching learners to take control of their behaviour, and to be responsible for the consequences of it, is vital for them to be able to treat people fairly, show and gain respect and to promote good relationships for the rest of their lives.

At Pilgrim, we will create an environment that is safe, where everyone feels respected and where children enter every classroom ready to engage in learning. Everyone in the school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We believe in 'Children First Always'. This means adopting a whole school relational approach based on nurturing principles that consider how we interact and communicate with one another. Relational approaches are paramount to support all children's well-being, providing them with a safe space to settle, learn and be fully engaged in school. As a school, we recognise that children must feel safe in order to engage socially, explore, play and learn. We understand that children look to the adults around them to gain a sense of safety. At Pilgrim we ensure that we are predictable, reliable and trustworthy through our actions and not just our words.

"Quality relationships provide the necessary vehicles for adaptation and recovery...every relationship has the power to confirm or challenge everything that has gone before." **Dan Hughes and Louise Bomber – Settling to Learn (2013).**

We know that children need high levels of nurture, empathy, with containment and structure, to support them to feel safe. We ensure the use of clear boundaries, predictable routines, expectations and regulated responses to behaviour. We want children to grow emotionally and cognitively and fulfil their potential. Natural consequences that follow behaviours are made explicit with the removal of enforced sanctions which cause shame and children to be or feel rejected by their peers, school community and family. As a school, we believe in appropriate and consistent discipline (teaching) not punishment. When a behaviour is managed through teaching, the child will learn about consequences and taking responsibility for their own actions. The aim of this is to encourage the child to learn to manage both their feelings and behaviour. The results over the long haul are bound to succeed. At Pilgrim, we believe that as each child in our school is unique, they will require differentiated systems, some needing more support than others. We are aware that being fair means not giving everyone the same thing (equality) but giving everyone what they need (equity) with appropriate support.

B. The Power of Relationships:

At Pilgrim we recognise the power of relationships and how they impact on the well-being and learning of our children and staff. We focus on providing an environment that nurtures safe and trusted relationships allowing children to become attached to the staff, other children and the school. Staff are open, engaged and interested in children and their experiences. Staff need to be present both physically and emotionally for all children, authentic in our responses and actions, with the intention to be relational at all times. At Pilgrim we are always working on building, maintaining or repairing relationships with our children.

"Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being." **Sue Roffey Develop Positive Relationships in Schools. University of Exeter**

C. The Impact of Disruption for children and young people:

At Pilgrim, we recognise that areas of a child's functioning are likely to have been affected by trauma. A traumatic experience could be repeated bullying, bereavement, physical, sexual or emotional abuse, domestic violence or abuse, an accident, a severe illness requiring medical intervention, a parent's physical or mental illness, violence or neglect. The trauma continuum (see

appendices) helps those working with children to use shared language and suitable intervention to support the child. We must also be mindful and acknowledge that trauma can occur while a child is preborn, and this is known as 'In Utero' trauma.

"Trauma experienced in childhood can have the most adverse consequences when cognitive functions and central nervous systems are still developing and maturing."

Psychological trauma. Van der Kolk (2023)

Sleep patterns, coordination, sensory, heart rate and breathing are affected. The child's executive function can be affected which means they could struggle to problem solve, self-regulate and to build positive relationships. Children that have experienced such trauma may struggle to trust others and feel anxious or shame. We understand the centrality of relationships, the impact of threat and fear and acknowledge that children communicate their needs and fears through behaviour. See Trauma Tree in appendices.

"Trauma is defined as an experience where the person is terrified and powerless and then overwhelmed. It is not so much about what has happened to them but how that impacts." **Betsy de Thierry - Teaching The Child On The Trauma Continuum (2015)**

D. The Significance of Differentiation:

At Pilgrim, occasionally our children find it difficult to engage in connecting due to developmental trauma, adverse childhood experiences (ACEs) or neurological differences. This is when differentiation is needed. The emotional and social tasks we expect from our children will be informed by the developmental stage, capabilities and vulnerabilities of the child and their regulatory state. As educators, we have a duty of care to ensure that we explore the cause of the behaviour that is being presented. Whilst not all children have experienced trauma, using our trauma-informed awareness allows systems to be put in place to support all children overcome these behaviours. These approaches will provide early opportunities to address the difficulties that a child is facing. Focus, care and acknowledgement is given to the difficult emotions a child is feeling demonstrating to the child that they are seen and understood, whilst exploring what can support them and enable them to express themselves in a different way.

E. The Need for State Dependent Interventions:

In periods of stress, the body's fight, flight or freeze response activates. A regulated nervous system experiences the stress but returns to normal when the threat has passed. This period during which you can self-regulate is called the window of tolerance, and most people move through several of these cycles daily. Children who have experienced toxic stress (sustained and chronic stress), their brain is easily triggered or remains 'on' and in fight, flight or freeze survival mode. This means that children who experience toxic stress find it very difficult to form secure relationships; regulate their emotions or behaviour; think, learn or reflect. It is only when people feel safe and have access to the thinking part of their 7 brain that they can calm down, relate to others and learn. See Dr Dan Siegel's Hand Model of the Brain explains how we can use our ability to reason, or 'flip our lid' in perceived stressful situations. (see appendices) At Pilgrim, we use 'attunement' which involves being observant and responding. Staff need to identify what state the child might be in and plan for how we will respond using our graduated response (appendices). This could include:

- Team Around the child – only the most familiar adults to the child engage with the relational repair. This decreases the stress and supports the social engagement system. The importance of togetherness, connection and relationships is critical to help with regulation.
- Access to a Re-Regulation Station in every class, where a child can be co-regulated.
- Support from the Inclusion and Engagement Team.
- Increase structure and supervision where needed through a Behaviour Support Plan.
- Planned regulatory interventions before cognitive tasks at regular intervals.
- Identify stressors and calmers
- ELSA (Emotional Literacy Support)
- Emotion coaching

- Mental Health Support Team for schools (CAMHS)
- Attachment Play
- Trauma Informed therapy from a trained practitioner
- Roots and fruits plan (appendices)
- Therapeutic plan (appendices)
- Boxhall Profile assessments and interventions

F. The Four Key Elements for our journey together as a community:

- Know the story:

At Pilgrim, when the child is in distress, we gain knowledge of the child's lived experiences from pregnancy onwards. We use curiosity as a way to explore and find out more to get the best outcomes for children in our care. We take special note of any relational disruption, ACEs or toxic stress. As relational adults it is important to know a child's individual stressors and calmers.

- Increase felt safety:

Adults at Pilgrim work hard to provide felt safety for a child. Adults are open and welcoming on entry, children have opportunities to check in throughout the day. Staff reflect on their tone of voice, ensuring that it is calm and reassuring for all children. Adults use open and warm body language and are always modelling appropriate responses to situations. These approaches ensure we communicate safety to our children.

- Soothe the alarm:

When a child is overwhelmed with a range of feelings they are supported by a regulated adult that can share their calm. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use co-regulatory approaches to settle and soothe a child e.g. sensory breaks.

- See the child:

At Pilgrim, we communicate, remember and accept the lived experiences that children have been through. As adults we ensure that children are supported using kindness and empathy. We are connection focused, giving children quality time in with an adult. Adults are regulated being able to physically and emotionally attune to the children in our care. At Pilgrim, we want children to understand how much we value our time with them as individuals. We always ensure that we have a positive unconditional regard for them.

Section 2:

A. Expectations for staff:

At Pilgrim, we understand that our staff come with a range of different experiences. As adults it is important for us to recognise our own worries and beliefs but be able to put these to one side to focus on the child. We show kindness to children and treat them with respect. We commit to providing a calm safe place for children to learn by increasing felt safety. Our interactions with children are genuine. We are physically and emotionally present and are attentive, attuned and responsive.

SLT:

- Ensure all staff are familiar with the policy and agreed approaches
- Ensure all parents are familiar with the policy and agreed approaches
- Monitor and evaluate the implementation of the policy
- Identify staff training, as required, to ensure practice is current
- Report to the School Governors about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the policy

Staff:

- We demonstrate kindness and treat all children with respect.
- We provide a calm, safe place for children to learn but increasing felt safety.
- We communicate calmly, confidently and clearly, without shouting to keep stress low for the child.

- Our interactions with children are genuine; we are physically and emotionally present and are attentive, playful, attuned and responsive.
- We are curious and we 'chase the why' to consider a child's presentation and think about what they must be feeling.
- We respect a child's biological reactions to stress, which can be displayed physically or verbally.
- We soothe the alarm by engaging in regulatory sensory activity before we engage in conversation to address what has happened.
- We model how to cope in difficult situations, referring to the Zones of Regulation (See appendices).
- We co-regulate; a child must never reflect on their behaviour by themselves.
- We apologise if we make a mistake and help build trust and respect.
- We reflect on what could have been done differently if the situation has occurred again Staff undergo regular training to ensure that their practice is relative and appropriate for the children in our care. Pilgrim Primary values self-care and believe that staff who feel safe, happy and secure can provide the same for our children.

"Without relatedness, no work can occur, [...] Connect before content." **Peter Block, Community: The Structure of Belonging (2008)**

B. Expectations for pupils:

Children at Pilgrim are valued and cared for. We recognise that every child has a different starting point and that this will have an impact on their education. We teach children the difference between equity and equality ensuring that children understand and respect individual needs of their peers. We strive to develop well rounded, emotionally literate children who will become functional adults and members of society.

- Children are expected to be **Ready** to learn,
 - Children are expected to be **Respectful** towards others,
 - Children are expected to be **Safe** both towards themselves and to others.
- Children follow 6 basic conduct rules called **Keystone Routines**: *Marvellous Manners, Terrific Transitions, Constantly Kind, Legendary Lines, Wonderful Walking* and *Lovely Listening*. Each of these relate to being **Ready, Respectful** and **Safe**.

Through differentiation and adaptation, we ensure that the expectations for children are appropriately differentiated where necessary to support their emotional and social needs. Children are encouraged to persevere together as we know the more, we try the stronger we can become. Children are expected to use words and bodies to communicate kindness. Children are encouraged to include everyone. Everyone belongs in our school, and everyone can contribute because everyone matters. Children are encouraged to explore together as they may find something that interests them and makes them smile.

C. How we measure effectiveness:

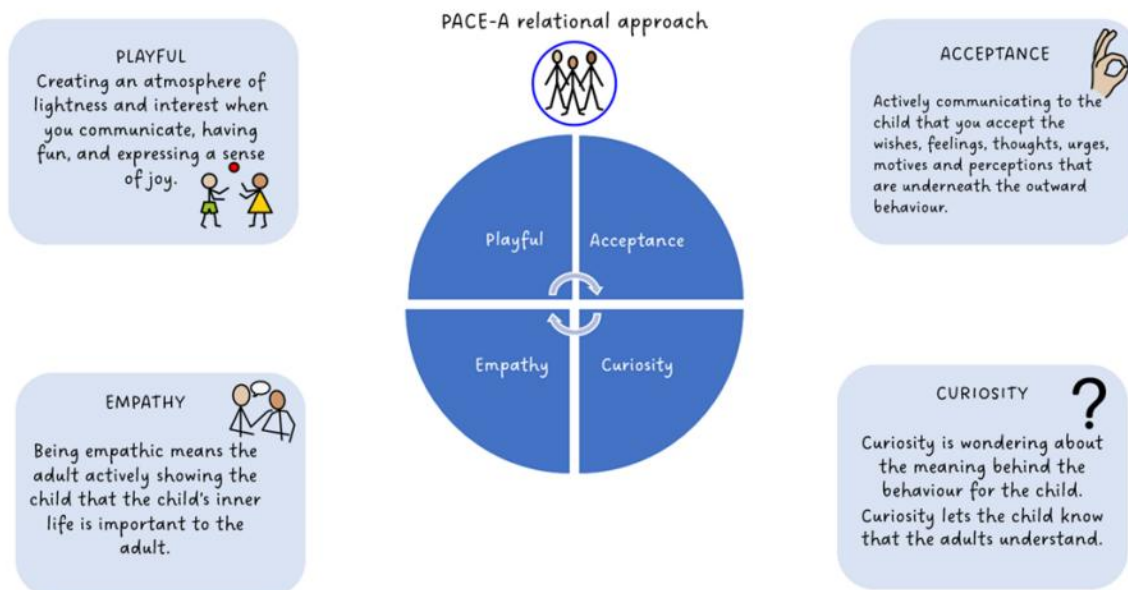
- Pupil voice is important.
- Children vote for a school council member who can represent and share their views.
- Team Around the Child meetings take place to discuss vulnerable children and their needs.
- We conduct termly meetings with the SENCo and staff to discuss SEND and vulnerable children.
- SLT monitor the number of incidents and trends on Arbor.
- Behaviour Support Plans and meetings are used to measure the impact of provisions and set SMART targets.

"..if it is predictable, its preventable" **Mark Finns 2023**

Section 3:

A. Using PACE as an attitude at all times:

At Pilgrim, all staff are trained and aware of the PACE (Playfulness, acceptance, curiosity and empathy) approach and use this attitude and communication style to support all children in our setting. We focus on connecting with children to allow them to feel safe to explore. Staff respect and acknowledge that focusing on the whole child and not just the behaviour is key.



B. Dyadic Developmental Practice (DDP):

Pilgrim Primary respects and supports a DDP (Dyadic Developmental Practice) principles and approaches to support children who are recovering from trauma or who have had disrupted attachments through parents, education and care. Pilgrim staff work alongside families to form a network around the child to ensure appropriate and supportive and therapeutic strategies and interventions are in place. When distressed behaviour is presented and a child is at crisis point, staff remain curious, engage in PACE. We strive to understand why the children has done what they have done to support and teach them another solution to the problem they are trying to solve.

C. The P and the 4Rs sequence of engagement

At Pilgrim, when a child has become dysregulated, we follow a sequence of engagement based on the work of Louise Bomber and TIS UK, Protect, Relate, Regulate, Reflect and Repair. This is an approach to trauma informed practice which incorporates the principles of DDP, TIS UK and PACE attitude.

<u>Protect-keep everyone safe</u>	<u>Strategies</u>
Protect is an action to ensure the safety of all people involved. It might be for the child, their peers, or for a member of staff.	Provide a safe place for the child to go to in order to ensure that everyone is safe. Ideally this will be led by the child choosing this option because the plan is known to all. This might require an intervention by two members of staff trained in Team Teach safe physical interventions. Remove the other children or staff from a potentially unsafe situation.
<u>Regulate – A way of Soothing</u>	<u>Strategies</u>
Regulation is the ability to control and moderate the level of emotional arousal. Regulation needs to be experienced before being taught. We are teaching the child that it is possible to shifts states, sensations and feelings by engaging with something on a sensory level. It is the adult's responsibility to support children when they are	Use co-regulatory approaches to settle and soothe a child e.g. Re-Regulation Station, sensory breaks. snacks, music, sensory bags, or engaging with something on a sensory level like fidget toys.. <ul style="list-style-type: none"> • Provide the child with a safe space which is smaller, cosy and more comfortable than other spaces in the school. • Using the outdoor space to climb, connect with nature

dysregulated. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use coregulatory approaches to settle and soothe a child e.g. sensory breaks.	
<u>Relate – A way of connecting</u>	<u>Strategies</u>
Relating to children is a critical part of teaching. When a child feels understood their state, feelings and behaviour start to relax and change. Through quality interactions together, we are teaching the child that relationships can be safe and positive.	Use playfulness which will reduce the sense of threat. It enables connection and learning. <ul style="list-style-type: none"> • Reframing discipline – less threat will mean fewer challenging incidents and less confrontations. • ‘Name it to tame it’ It is a technique that involves noticing and labelling emotions as they’re happening. Identifying an intense emotion (“naming”) has the effect of reducing the stress and anxiety (“taming”) in the brain and the body that that emotion is causing. “I can see you are angry as your fists are clenched.” • Use curiosity - “I wonder what might have happened”. • Body language – arms open, take a step back with surrender arms, face expressive of emotion that mirrors the child’s experience.
<u>Reflect– The act of reflecting with the child</u>	<u>Strategies</u>
Reason is the opportunity to teach them to pause, reflect and consider. This can only happen once the adult has fully attended to the child’s regulation and relationship. Once the child is ready, we can teach our children that they can impact their world.	Reflection time with an adult from the team around the child. Asking what instead of why. Ask thinking questions before feeling questions. <ul style="list-style-type: none"> • To allow children to communicate in a way that keeps them regulated, use drawing, comic strip conversations, a story book, pictures, objects, animals to support the reflective conversations. • Stay warm, open and engaged
<u>Repair – A way of re-connecting</u>	<u>Strategies</u>
Every time we repair a relationship together with a child, we teach them that it is possible to put things right. We do not believe in the concept of punishment as this would lead to the child feeling shame and angry, rather than reflecting on the impact of the behaviour on others.	<ul style="list-style-type: none"> • A conversation between the child and the adult from the team around the child to determine what can be done to put things right linked to the behaviour. For example: Saying sorry, fixing something that is broken, doing a random act of kindness. • Deciding what changes can be put in place to try to stop the same thing happening again. •Support the child to consider how they could manage the same situation in the future in a more positive way.

D. Use of consequences:

At Pilgrim, we believe in restorative approaches following conflict or when incidents have occurred. This approach is evidence based and proven to be more successful in prompting learning, moving away from punitive sanctions which can cause shame and are likely to make children feel rejected by peers, their school community and family. This supports children in developing greater understanding, empathy, and responsibility. Setting limits on behaviour and reaffirming expectations within the context of a positive relationship is a core part of the approach. We use protective and educational consequences to support the child and those that may have been affected by behaviours. A protective consequence is the removal of a freedom to manage harm. An educational consequence is the learning, rehearsing or teaching so the freedom can be returned. Protective consequences must be followed by an educational consequence.

E. Graduated response:

„Pilgrim Primary Academy adopts a relationship focused approach to supporting behaviour. We want

all children to feel safe, happy to learn and be successful. We recognise that positive feelings lead to positive behaviours and negative feelings lead to negative behaviours. We ensure that children understand that all behaviours have a consequence, and this can be positive or negative. Within the boundaries of school, we expect children to be Ready, Respectful and Safe.

F. Classroom responses to Inappropriate Behaviour.

Level 1:

Low Level Possible behaviours: *Repetitive calling out, negative attitude towards learning, over excited or silly behaviour, walking around, distracting other children, being rude.*

Response: *Supported by staff in the classroom:*

1. A reminder to the whole class around expectations (hands up, no calling out, listening to others etc). Refer to **RRS**.
2. Identify and celebrate those children that are demonstrating expected behaviours.
3. Move over to individual child and check in with them 1:1 (consider open questioning; "Are you ok? Do you know what you need to do? Is there anything you need help with?"). Reset behaviour and learning expectations on a 1:1 level.
4. Move back over to the child, "I notice that this behaviour (NAME BEHAVIOUR) is still happening. This means that the learning for the other children is difficult. I will not accept XXX but I will accept (offer alternative). Consider if the child needs the task adapted, a sensory break at the Re-Regulation Station, quiet time with a book, go and have a drink and come back, be given a job and then back to task.

Level 2:

Moderate Level Possible behaviours: *Repetitive disruption to class learning (see above, repetitive is more than three times with Low Level 1 responses being applied first), health and safety risk, repeated refusal to follow classroom instructions, persistent rudeness, sitting under tables and damaging displays.*

Response: *Supported by staff in the classroom/I and E team:*

1. Steps 1-4 from Low Level response have been tried.
2. Change of face where possible; switching between staff in the room and steps 1-4 from Low Level response attempted. **Co-regulate the child.**
3. Offer child a break, use a visual timer and provide an alternative space (sitting in the book corner/using Regulation Station) attempt to rejoin child after timer.
4. Call for 'on call' member of the I and E team.
5. Reset and restorative conversation with I and E team member in class/just outside with child. Expectations set, child to rejoin class.
6. I and E to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally)
7. I and E to leave and return after an agreed period of time (time agreed between class staff and I and E) for I and E to return and check in again.
8. Adults from home informed at end of day by class teacher.

Level Three:

High Level Possible behaviours: *throwing chairs, hurting other children, hurting staff, swearing throwing things with intent to harm.*

Response: *Supported by staff in classroom and SLT:*

1. Ensure other children are not at risk; move others as needed.
2. Calmly reassure other children about their safety and next steps.
3. Call for support from SLT member.
4. SLT member to support in class where safe and possible.
5. Where this is not possible, SLT to take child out to Re-Regulation Room.
6. SLT to co-regulate with child (consider use of sensory tools, walk outside to support regulation).
7. Once calm and safe, reset and restorative conversation with SLT member in class with child. Expectations set, child to rejoin class.
8. SLT to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally).
9. SLT to leave and return after an agreed period of time (time agreed between class staff and SLT) for SLT to return and check in again.
10. Adults from home informed by class teacher.

G. Reasonable adjustments to the above:

-If a child from years 2-6 physically hurt another child, or member of staff, then they will have Reflection Time in another classroom for half a day, with a Restorative conversation with their class teacher before they rejoin their class.

-If a child acts in an abusive way in terms of Racism, Bullying, Homophobia, Physical harm, or Sexual harm, then they will receive i) education and support around the subject. ii) Reflection Time in another classroom for an age appropriate amount of time. Should this re-occur, then a formal meeting with the family will take place to investigate the cause of this behaviour with the class teacher and a member of SLT.

-If a child in EYFS, or Year 1 physically hurts another child or adult, then they will have a timer and sit on a Reflection Chair with a timer, for no more than ten minutes. This will only be done once the child is calm and regulated enough to be able to do so successfully. They may well need help being co-regulated before this, due to their age.

-If a child has three or more Reflection Times in a term, then the class teacher and SLT will start a Behaviour Support Plan and will involve parents in a fortnightly review cycle.

-Depending on the severity and frequency of the incident(s), in only the worst-case scenario, SLT might have to take the decision to suspend the child to their home, in order to have time to put the appropriate actions in place to prevent this from repeating and prevent further harm. This will follow the **Reach South Behaviour Policy and Relational Principles**. Pilgrim Primary Academy believes that all children have a right to feel safe at school. School must provide a safe environment which allows everyone to learn. The school follows relational practices with a relationship focused approach, which aims to support all children. There is a graduated response to behaviour which ensures that the safety and learning environment for all is protected. However, if approaches towards behaviour have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that pupils are protected from disruption and can learning in safe, calm and supportive environments. **(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement January 2022)**

H. Playtime responses to Inappropriate Behaviour.

Level 1:

Low Level Possible behaviours: *Being unkind verbally to other children, disrupting play for other children, physical disagreement between two children, not following instructions by an adult.*

Response: *Supported by staff on duty.*

1. Walk over to child/children involved. Identify key children involved and move to a space to talk to them
2. Adult to lead conversation "I hear that XXX has happened. Can you tell me what happened?". Support children in all having a chance to share what happened.
3. Adult to facilitate resolution "What needs to happen next? How can we stop this from happening again?"
4. Reset playtime expectations for behaviour.

Level 2:

Moderate Level Possible behaviours: *Persistently unkind verbally to other children, persistently disrupting play for other children, physical disagreement between two children causing injury to one or both, not following instructions by an adult and running off (Persistently is more than three times with Low Level 1 response being applied first).*

Response: *Supported by staff on duty:*

1. Steps 1-4 from Low Level response have been tried
2. Use a 'change of face' approach with a member of staff on the playground/field
3. Follow steps 1-4 from Low Level response with new member of staff
4. If behaviour continues; call for support from SLT. State location but not child's name.
5. Adults from home informed by the class teacher.

Level Three:

High Level Possible behaviours: *fighting with other children, using equipment dangerously and refusing to listen to adult's safety reminders, swearing:*

Response: *SLT are called to support.*

1. Move other children away if needed.
2. Stay with child maintaining safe distance (respect space if child is requesting but ensure supervision).
3. Call for support from SLT – state location but not child's name.

4. Inform SLT member in person but at a distance away from the child.
5. SLT to support.
6. Adults from home informed. If this behaviour persists, then alternate lunchtime provision is put in place for a fixed period of time, based on the individual's needs.

I. Staff Self-Regulation.

Staff at Pilgrim understand the importance of being grounded and connected, so they are ready to support the child. Being aware of their own emotions allows the adult to be able to remain present and empathetic towards a child's strong emotions, such as anger, power struggles, anxiety, and distress, without allowing their own emotions to take over. Staff at Pilgrim Academy will check on their own and other adult's regulation and swap in if necessary, using a 'change of face' approach.

J. Attunement.

Attunement involves aligning with the child's emotional intensity, whether positive or negative, on an energetic level to establish a connection with the child during moments of distress or happiness, mirroring their emotional state. The child will experience this as connection with the other. It will help them to understand how they feel and will show them that you 'get it'. A person who is well-attuned will respond with the most appropriate tone of voice, facial expression, body language and verbal language based on their best sense of what is going on in the other person. Staff at Pilgrim attune to the child by giving their full attention and by being curious. They wonder what the child might be feeling, what might be happening in the child's physical, emotional and mental world and what the child needs.

K. Self-reflection.

Staff at Pilgrim will be open to noticing and understanding their own internal experience which can increase their empathy and compassion for themselves. When emotion and reflection work well together the brain is strengthened, allowing more resilience to stress. Adults will need to have the time and space to reflect on their practice both individually and with others. It is helpful to focus on the identification of strengths, exploring things that are going well and coping strategies as well as problem solving activities.

L. Regaining Balance.

There are times when staff and children will need to regain balance. This will be achieved through incorporating mindfulness exercises, such as deep breathing exercises or sensory breaks. Setting boundaries, prioritising self-care, and seeking support from others can also help in finding a sense of balance. Everyone at Pilgrim is reminded to listen to their body and mind and make small changes that promote overall well-being and balance in all aspects of life.

M. Relational Repair

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences." **Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child (2012).**

Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made. For children with attachment insecurities, the repairing of relationships will be vital. The child will need our empathy, our understanding and our support to stay regulated whilst having challenging conversations. At Pilgrim staff will never leave a child on their own after a difficulty or a relationship rupture. The conversation will support the child in developing an understanding of their feelings and the feelings of others and how feelings impact behaviour as well as how behaviour impacts other

people. The child will feel accepted, and the staff can help to mitigate the cycles of shame, rejection and exclusion. The conversation will acknowledge that all behaviour is a form of communication and adopts a 'no-blame' ethos. Time will be spent investigating incidents to explore thoughts and feelings (of all affected parties) to gain understanding and promote repair and restoration. Staff at Pilgrim will model good cooperation, communication and emotional literacy skills so that children are able to experience and learn these skills themselves. If an interaction with a child becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage. Another familiar adult will swap in to be with the child. Staff will apologise to the child if they mis-attune to them. When something needs to be repaired, the adult will join in too.

Section Four

A. Vulnerability Vs Shame.

Vulnerability and shame are closely linked, as vulnerability involves being open to emotional risks and uncertainties, where as shame is the sense of feeling inadequate. Accepting vulnerability can foster connections and foster empathy and acceptance, while shame typically stems from a fear of criticism and can harm self-esteem and relationships. Recognising and addressing feelings of shame is crucial for developing a genuine and satisfying life rooted in vulnerability and self compassion. Learning from mistakes is part of the school experience. Children who have experienced developmental trauma tend to get stuck in shame. Shame makes the child want to hide, reducing the opportunity for connection and learning. Shame can lead to over-reactive responses to create distance from shame.

B. Remaining open and engaged.

A visual comparison that illustrates the concept of staying open and engaged is a river flowing between two banks, symbolising integration. - Dan Siegel (2010). When we stay in the river, we are integrating our own brain functions and relationships and can facilitate integration for the child. At Pilgrim, we remain open and engaged which puts us into the free-flowing river where we can adapt to what the child needs as we respond flexibly and helpfully. The adult can make sense of what the child is doing and this understanding guides us to provide the child with what is needed. This will help the child to trust the adult and to become comfortable with reciprocal relationships.

Section 5.

A. Celebrating relationships.

At Pilgrim we celebrate our positive relationships and interactions with children through unconditional positive regard. Through our relational approaches we understand that positive and effective feedback is better than rewards. We look to teach and nurture children moving away from external control systems which are unlikely to work for all children in our school.

B. Connection before Content

Every morning the children are greeted on entry. Familiar adults are on the playground and in the classroom. The children arrive in class and are given the opportunity to complete a connection focused task that looks to settle and soothe them into their day. Children can choose from a selection of different tasks. Quiet music is played and where possible, low lighting or no lights are used. During this time, teachers and TAs have the opportunity to quietly check in with children. This is replicated after lunch every day, because we recognise the importance of time for everyone to

settle and unwind after playtime.

'Without relatedness, no work can occur.' **Peter Block (2008).**

C. Class Merits.

Children work together as a whole class to gain merits. Merits are unexpected recognition for something they have done and are not negotiated. Children are awarded a merit for: working collaboratively; supporting one another; excellent conduct as a class in an assembly, visit, or classwork; achieving an agreed whole class target. Examples of whole class merit rewards: having an additional playtime together; going to use the local park; having a dance using Just Dance; class drawing, doodling, colouring art session while listening to music; 'Pair and Play': noughts and crosses, dots and boxes, dice games, chess Battleships, draughts, etc...

D. Birthdays.

At Pilgrim every child is given the opportunity to have their birthday celebrated. Birthdays are displayed in the classrooms. During assemblies on a Friday, children whose birthday falls that week are invited to the front. The adult leading the assembly will light candles for all children to blow out whilst the school sings happy birthday. Children are not expected to do this but are invited to join the celebration.

E. Feedback

At Pilgrim we use praise, recognition and feedback effectively to support children to reflect on their behaviour in a way which will best support learning. We use encouragement, positive feedback and genuine personal praise. There is extensive research which suggests that the most effective feedback is:

- i) Specific: "You stayed really focused today even when it got tricky" rather than "You were great today". This leads to greater understanding of exactly what the child should be doing. We say "It was kind and thoughtful of you to let others go first" rather than "You are kind" as this leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others.
- ii) We identify clear next steps: "You need to wait to take your turn when talking in a group" rather than "You need to be better next time". This supports children to understand expectations and focus on their actions.
- iii) We take a relational approach of using positive and effective feedback rather than rewards: Children who have experienced attachment insecurity or trauma have not yet developed internal control and therefore the external control systems of rewards are unlikely to impact positively on their behaviour.
- iv) We give the children thoughtful feedback about their behaviour: We ensure the feedback is genuine.
- v) We are curious about behaviour: "That went really well, how did you manage to do that?" which will lead to more reflective and beneficial discussions about behaviour.
- vi) We recognise some children will benefit from a more targeted approach to feedback: regular check-ins from key adults which is consistent, reliable and focused positively on them. The check-ins involve effective feedback, curious questions to encourage the child to reflect on their behaviour and agreements as to what the next steps need to be.

F. Celebration assemblies.

At Pilgrim, children are recognised for demonstrating the school values and for their personal successes on a Monday (by their peers-**Pilgrim Pat on the Back**) and on a Friday (academic performance relating to learning -**Star Learners**). During these assemblies, children who have achievement outside of school are invited to bring in their award to share with the school. All out of school activities are celebrated.

G. Positive Behaviour Recognition tools.

At Pilgrim, staff deploy a range of systems to recognise and reinforce positive behaviours and conduct.

In classrooms, staff use: the Race Track, Behaviour Champions, class merits, positive phone call home, 50m in a Fortnight, certificates and Hot Chocolate Party invites.

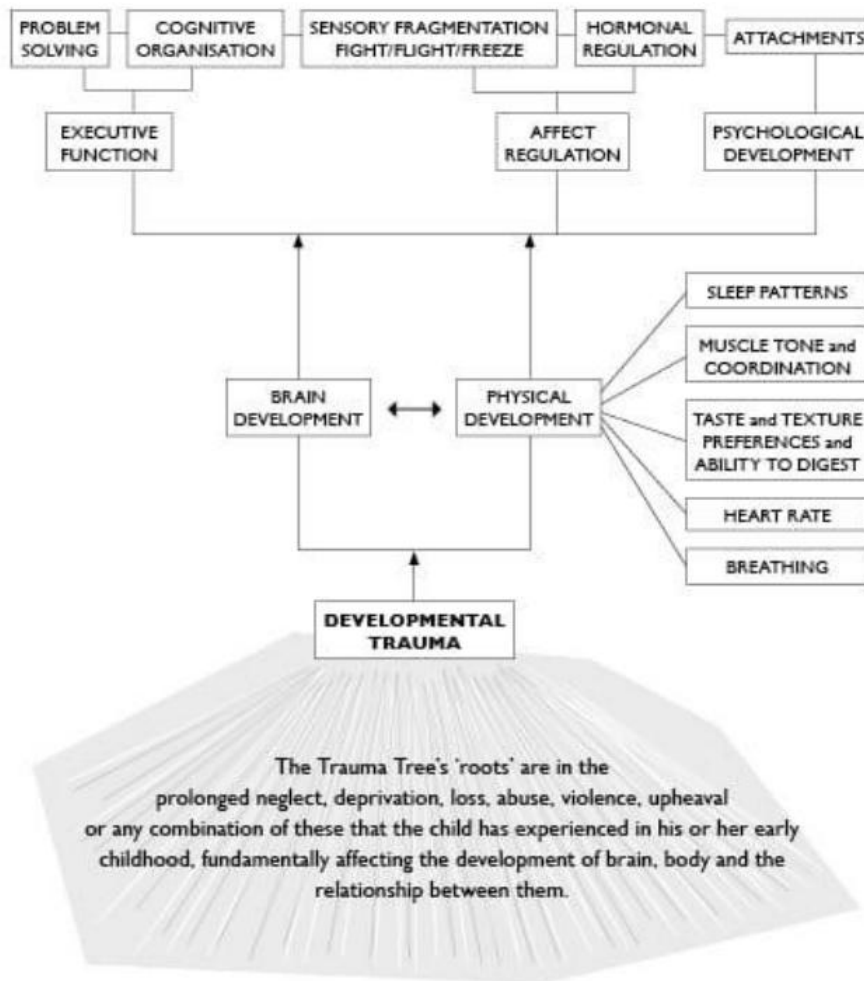
For conduct around the school staff use: the Race Track, house points, and occasionally a class merit.

H. Playtimes and lunchtime.

At Pilgrim we support our children to have positive relationships, which makes everyone feel safe. This extends to playtimes and lunchtimes. It is a well-known scientific fact that the production of serotonin, oxytocin and dopamine (the feel happy, good mood enhancing chemicals) that occur when anyone is having a good time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Staff actively play and support children during these times to develop relationships during unstructured times. If a child is overwhelmed by the large playground, we support children to have a successful playtime by providing them with a smaller outside area to play with a smaller number of children, or access to a lunchtime club.

Appendices:

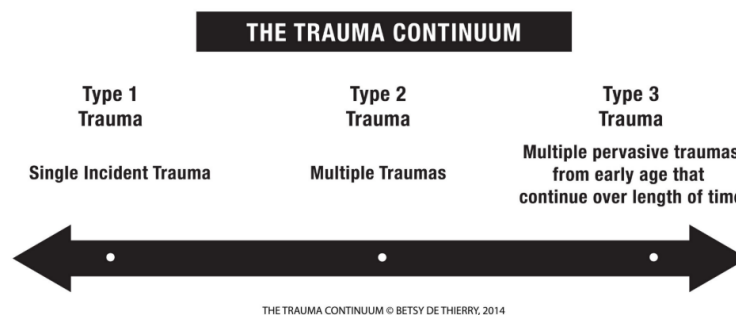
Appendix 1: The Trauma Tree and Continuum.



TRAUMA TREE

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Appendix 2: Zones of Regulation (ZoR):

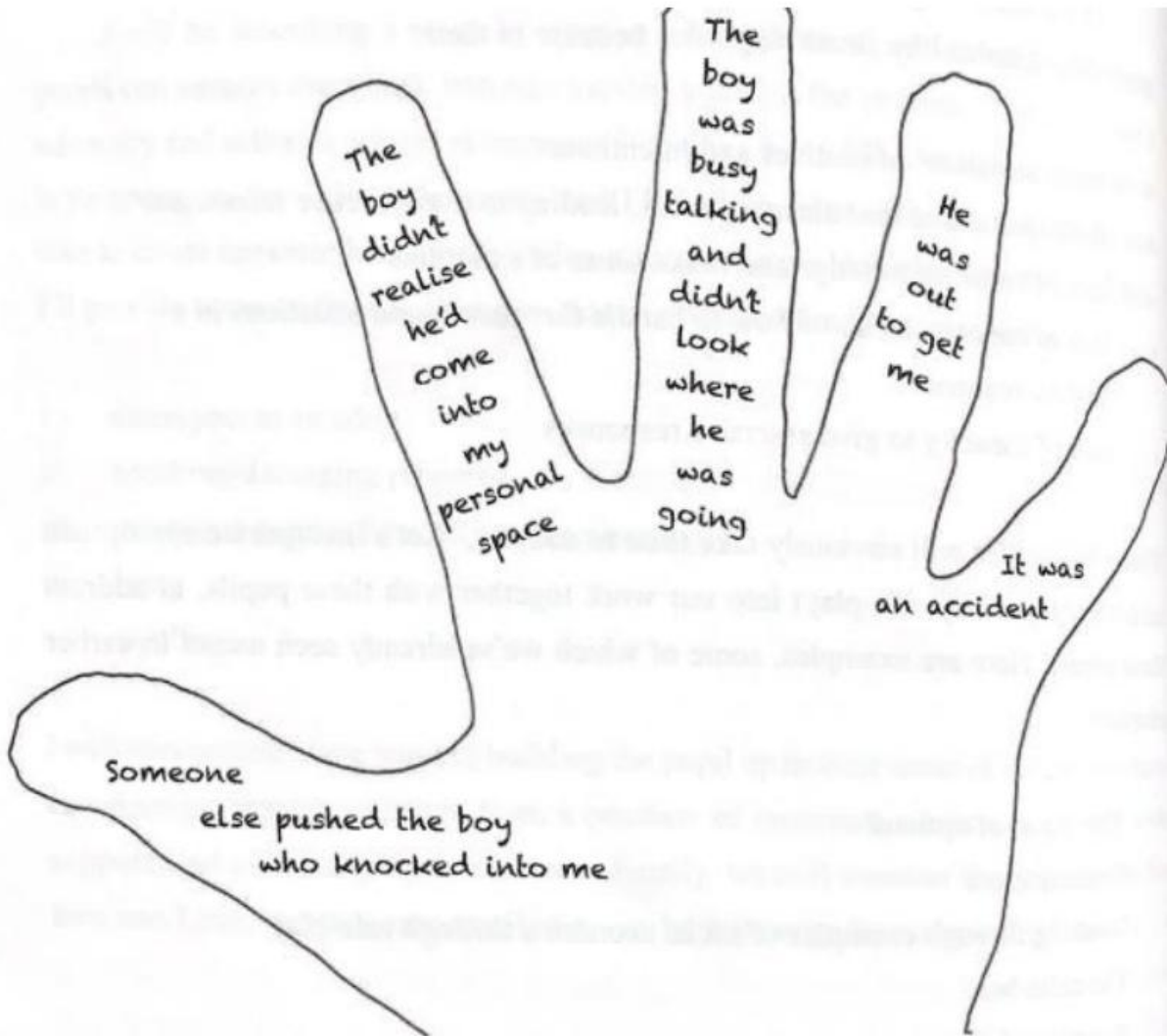
Zones of regulation is a proactive, skills based approach to talking about emotions. It uses simple, common language to understand, talk about and teach regulation. ZoR is a consistent, metacognitive pathway to follow for regulation. A core belief of ZoR is that all zones are okay. We routinely experience several of the zones across a day. We do not convey the message that the Green Zone is the only acceptable zone to be in. We acknowledge, accept and support all feelings.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

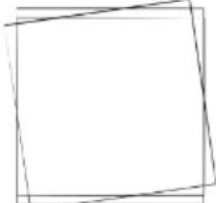
Appendix 3: Hand of options.

Talk through five possible motives and intentions that might have been behind whatever has caused the pupil you are working with stress or shame. The pupil is likely to have assumed immediately that the other pupil or adult was 'out to get them' to harm them in some way. This is a possibility, but usually is not the reality. We can help our key pupil to have more of a realistic view as to what might be going on behind the scenes. Talking it through together expands options.






Appendix 4: Restorative de-brief visuals (KS1 and KS2).

^{KS1} **Reflect and Reset**





? What happened? 

How were you feeling?




sad upset angry

What was the impact?

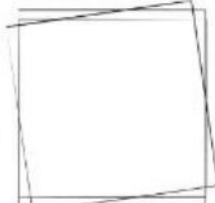
Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...




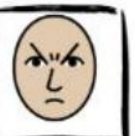
  

Say sorry Write a sorry note Another idea

^{KS2} **Reflect and Reset**





? What happened? 

How were you feeling?

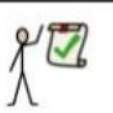


sad upset jealous angry

What was the impact?

Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...

Say sorry Write a sorry note Another idea

Appendix 5: Hand brain model (Dan Siegel)

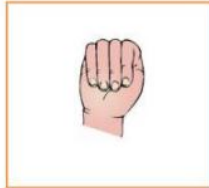
Hand brain model (Dan Siegel)

Understanding brain states can help emotional regulation

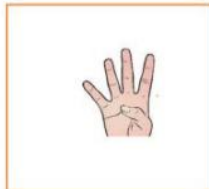


- Notice feelings
- Name feelings
- Learn strategies to help

We can use our hand to show what happens to our brain. Our fingers are our upstairs brain and our thumb and our palm is our downstairs brain.



Our brain works best when the upstairs (thinking) and downstairs (emotion) brain work together by sending messages to each other.



When we experience big emotions, our upstairs thinking brain flips up and our downstairs brain is in charge! This means that it is hard for our upstairs brain to help our downstairs brain to stay calm.



When we flip our lid, we need to get our upstairs and downstairs brain talking to each other again so that our upstairs brain can calm our downstairs brain down. We need our upstairs brain to hug our downstairs brain!

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