



Behaviour Regulation Policy

Marish Academy Trust.

March 2024

This policy holds relationships at its heart and reflects the inclusive ethos, vision and values of our Trust, where we do 'whatever it takes' to meet needs.

Therefore, this policy is therapeutic, trauma- informed and attachment aware in its approach. Its aim is to enable staff and children to manage behaviour across the school, ideally through self-control and self-regulation, but if children require support to regulate their emotions and behaviour, then this policy provides guidance that is always focused on de-escalation and inclusion rather than achieving compliance and using exclusion.

Its procedures, rewards, repercussions and rules are based on the work of Greg Sampson, as expounded in his books, Simply Behave and Better Behave, but more than just a system, this approach prioritises the positive power of relationships to improve education through the use of R time.



1. Aims, purpose & scope of this policy

Marish Academy Trust is committed to the social, emotional and mental well-being of its staff, children, parents and carers. The purpose of this document is to outline our approach to supporting children to regulate their behaviour both in and outside of the classroom. In line with our values, vision and ethos, we foster a culture of inclusion, support, forgiveness and restoration, with the aim of enabling all children to flourish.

We recognise the difficulties that adults face in working with children with complex social, emotional and mental health needs and behaviours that are challenging. We therefore aim to implement a whole school approach built on evidence-based principles shown to work in helping children regulate their behaviour. We want all of our children to be able to manage their emotions and behaviour and to be resilient in the face of new experiences, challenges and conflict by the time they leave us in Year 6.

Our aims are to:

- Put relationships first, always striving to foster and strengthen these between staff, children, parents, carers and members of the wider school community.
- Ensure members of staff feel safe, supported and equipped in helping children to regulate their behaviour.
- Ensure children feel safe, secure and ready to learn.
- Ensure children and staff feel a sense of belonging, identity and achievement and are proud to be part of Marish and Willow.
- Support the development of emotional-regulation and positive mental health of everyone associated with Marish Academy Trust.

This policy is based on Legislation and statutory requirements from the Department for Education (DfE) on:

- Behaviour in Schools DfE Guidance 2022
- Searching, screening and confiscation at school 2022
- The Equality Act 2010
- Use of reasonable force in schools including the DfE guidance on the use of reasonable force 2013
- Supporting children with medical conditions at school 2014, updated 2017
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England 2022
- SEND Code of Practice 2014

This policy also complies with our funding agreement and articles of association.

2. What is 'behaviour'?

Behaviour is an integral part of life and is displayed by all human beings. Behaviour can be positive or negative, but all behaviours are communications in response to a feeling, experience or stimulus. Everything that we do, or don't do as human beings – our words, actions, postures, planning and organisation are all examples of behaviours.



Attachment aware and Trauma-informed Approach

Marish Academy Trust is an attachment aware and trauma-informed setting. Attachment aware and trauma-informed practice is an effective way of supporting children with behavioural challenges by focusing on developing empathetic relationships and modelling effective behaviour regulation skills. We recognise the diversity in childhood experiences and the impact that negative or traumatic experiences have on children's behaviour regulation and readiness to learn.

Traditional behaviourist approaches to behaviour management can work for the majority of children, but are not successful for all. This is especially true for those who have experienced childhood adversity. Instead of teaching children to suppress their behaviour or to punish children who cannot control their own behaviour, we seek to support every child's ability to regulate their emotional and behavioural responses and to support them to develop the essential resilience they will need as a life skill as they grow up and take part in 21st century British society.

Fundamental to our attachment aware and trauma – informed practice is our belief that whenever a child has a positive relationship with an adult, they are able to self-regulate more effectively, especially when in the presence of that adult who makes them feel calm, valued, recognised, respected and comforted. Secure attachment is an obvious prerequisite for a successful start in life for infants and very young children and this begins with their parents. However, if primary aged children have secure attachments to adults in a school setting, this can help them develop self-regulation skills and resilience, even if they have been previously traumatised and have insecure attachments to their parents.

R- Time as a vehicle for maximising positive relationships in school.

R time is a tool or strategy for using partner talk to improve relationships. It was devised by Greg Sampson, a retired headteacher, educationalist and child whisperer. It is explained in Appendix 2 and is central to relationship development **at all levels at Marish Academy Trust.**

Positive relationships create positive experiences

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

3. Key principles

3.1 Always put relationships first

Human beings are designed for inter-dependence; therefore, we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. People, especially children, learn best through relationships with others.

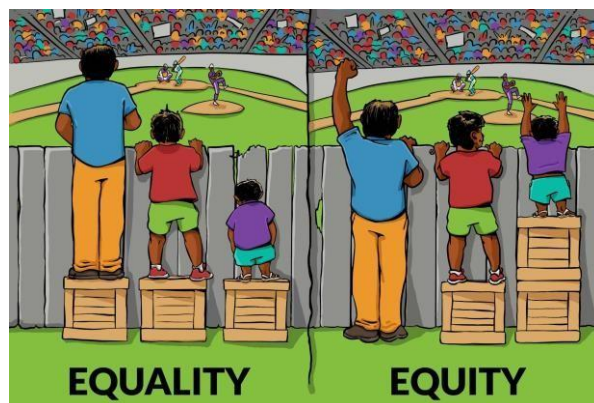
'We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning.' (Bomber & Hughes, 2013)

'Relationships to improve Education' (R TIME, Greg Sampson). The R Time Strategy is a key feature of our ethos and PSHE and Resilience Building Programme.



3.2 Behaviour as a special education need

At Marish Academy Trust we believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this policy. We do not promote a blunt approach whereby all children must receive the same (equality) but rather an approach whereby all children receive what they need (equity).



3.3 Behaviour as a form of communication

Behaviours which challenge must be viewed as communication of an emotional need. Behaviour should be viewed within the context of the system around the child and within the context of important relationships.

Staff should also be mindful of safeguarding concerns, particularly those related to trauma and mental health, when they need to support a child's emotional or behaviour regulation and report any such concern to the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy.

3.4 A playful, accepting, curious, empathetic, non-judgemental approach (PACE)

Staff at Marish Academy Trust take a playful, accepting, curious and empathetic attitude towards behaviour. This can be encapsulated in the mnemonic PACE. We encourage all staff, volunteers and visitors to respond to unusual or non-compliant behaviours in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

This is best explained as the way a parent might respond to a baby or toddler who is very distressed or having a tantrum. You might distract the child by taking them outside, distracting them with a toy or a snack, comforting them with a hug or a cuddle, speaking to them in a gentle calm voice, perhaps singing or rocking with a comforter or favourite rhyme or lullaby.

All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the Trust values of aspiration, resilience, respect, care and inclusion.



3.5 Use of repercussions and restoration

We believe that consequences or repercussions as a result of negative behaviour can be made explicit without the need to enforce sanctions that may serve to shame, punish, re-traumatise or ostracise children from their peer group. Therefore, at Marish Academy Trust we use a restorative and solution focused approach for both adults and children in which they are supported to develop insight into their emotions and behaviours, appreciate the perspective of others and rebuild trust and relationships.

We want our children to be able to regulate their behaviour effectively because they are internally able to do so, not simply to avoid being punished.

Sometimes a child does need to be removed from a classroom or group setting because their level of distress means they are liable to hurt themselves, others or property. In this circumstance, adults have been trained to consider whether it is easier to remove the other children away from the child who is distressed, angry or frightened, rather than causing a further confrontation by trying to move them.

4. How positive behaviour is promoted at Marish Academy Trust

Excellent learning only takes place in an environment wherein behaviour is consistently at least good for the majority of children, the vast majority of the time. Marish Academy Trust has the highest expectations of all children and generally they rise to these because everyone treats everyone else with dignity and respect at all times, following our three Diamond Rules:

Show good manners and respect at all times.

Care for everyone and everything.

Follow instructions, with thought and care, straightaway.

By following these rules, all adults and most children are role models of excellent behaviour and in doing so, encourage a two-way dialogue with children about both excellent and poor behaviour.

Behaviour should not define or be used to label a child; the actions of a child are 'choices' and adults always encourage children to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. Care should be taken to not label children as good or bad but instead to reflect that the behaviour is communication of a child's needs.

Staff are trained in delivering therapeutic responses to behaviour and as such will make every effort to help the child to be successful at school. Positive role-modelling of the Diamond Rules from all adults is key, and we will always aim to recognise when the children have followed the rules, or instructions or made good choices, and reward them accordingly. (See Appendix 1 which explains the system of rewards and repercussions we use at Marish Academy Trust.)

We recognise the tremendous impact trauma or external events can have on children, and so we employ an approach in which everyone involved in supporting each child endeavours to understand their context and background and can, therefore, be consistent in how they manage the challenges the child may face. This allows all our children, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone, along with R time and attachment aware and trauma informed strategies for dealing with behaviour positively.



4.1 Using positive phrasing and limited choice to support children

Staff must model respectful behaviour and show good manners regardless of the situation. They must particularly use clear and unambiguous language when speaking to children who are not conforming to our behaviour expectations, are in distress or crisis. We must never use vocabulary, tone or delivery that would make a child feel isolated, humiliated or worthless.

Staff are trained not to use instructions which either give the child no choice or an open choice. Instead, children should be presented with an appropriate and planned limited choice such as - 'Where shall we talk, in here or in the library?'

4.2 Using positive body language/tone in conflict situations

Staff must not escalate an already difficult situation by invading a distressed child's personal space and getting too close (within arm's length), unless physical contact is wanted and initiated by the child.

We also avoid talking into their face, eye-to-eye, blocking their path, (unless there is immediate danger), using aggressive gestures or standing over them.

A better approach is to sit or stand to one side of children, show relaxed posture and facial expression with hands at your sides and a gentle calm tone, coming down to the child's level when holding a conversation about behaviour.

4.3 Whole School Rewards

Children are rewarded regularly for positive behaviour. This can take a number of forms including:

- Stamps issued and recorded that earn bronze, silver and gold rewards in assembly. (Again, see Appendix 1 for more details)
- Achievement certificates given weekly in celebration assemblies
- Weekly class collection of bouncy balls to receive a class reward (See Appendix 1)
- Showing a member of SLT good work or good progress in their learning
- Praise and affirmation
- Praise card or certificate sent home
- Stickers on their work
- Sending good work home to show parents / carers
- Annual prizegiving Awards Ceremony at the end of each year.
- Personalised rewards such as time going for a walk, to see a particular staff member, etc.

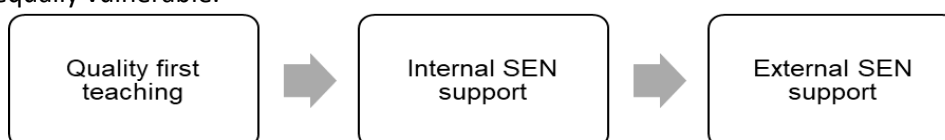
5. Graduated approach

Marish Academy Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.



In order to meet the social, emotional and mental health (SEMH) needs of all children, we also train all staff to consider the following:

- All behaviour is communicating a message. At times we can make judgements about an individual as a result of their behaviour. Instead, adults should respond in an empathetic and caring manner, considering the thoughts and feelings that have led to the child's behaviour.
- Social, Emotional and Mental Health (SEMH) needs can be manifested and communicated in a number of different ways. Staff should recognise that some children may externalise their feelings, demonstrating them through disruptive behaviours such as non-compliance, mood swings, absconding or aggression. Other children will internalise their feelings and communicate behaviour by means such as becoming withdrawn, isolated, reluctant to speak or anxious. It is important to identify children who are externalising and internalising their feelings as equally vulnerable.



Stages of intervention	The school will...	Individuals involved
Quality first teaching practice	• Implement a Therapeutic Behaviour Regulation Policy • Deliver an evidence-based PSRHE curriculum (R Time and Jigsaw) that includes the teaching of social and emotional skills • Adopt practices that aim to raise resilience including Resilience Building Days half termly of all children • Provide staff with the appropriate training to deliver inclusive quality first teaching to all children	Class teacher and support staff
Internal SEN support Delivery of evidence-based intervention and additional support	• Provide staff with the appropriate training to identify children demonstrating SEMH needs through externalising <u>AND</u> internalising behaviours • Identify and monitor SEMH needs • Deliver preventative and early intervention evidence-based support programmes (e.g. Nurture Groups, Kid's Connect, Play Therapy, team around the child) and monitor progress • Involve parents/carers in all progress and review meetings	Class teacher Parents + SENDCo/ SLT
External SEN support Additional support from external agencies	• Seek advice from specialists (e.g. Educational Psychologist, Early Help Team, SEBDOS, Virtual School, Young People's Service, Family Information Service, Children's Services) • Involve parents/carers in all progress and review meetings with external professionals	Class teacher Parents SENDCo/ SLT + external specialists



6. Strategies to support behaviour regulation

Below are examples of possible behaviours that could be demonstrated by a child and what staff should do in response. This is not an exhaustive list, but suggestions of how situations could be dealt with in a therapeutic manner.

Behaviours listed in the tables below are to be considered 'breaches' of the behaviour policy.

Internalised Behaviour	Suggested Response Such behaviours are likely to warrant Step 1 or 2 unless persistent or repeated
Refusing to complete work set (but remains seated and quiet) or Ignoring instructions	1 Talk to the child 1:1 – encourage and support (do you need resources to help?) 2 Would you like support from a partner? 3 Explain that they will have to complete work in their own time (break/lunch/after school. Log as Step 1 after initial warning) 4 If behaviour continues, contact parents and discuss concerns or seek advice from SENDCo. Consider if there is an unmet mental health need.
Choosing to do another activity during learning time	1 Do not draw attention to behaviour; praise others focussed on learning. 2 Talk to the child 1:1 – encourage them to continue with learning and offer support (Do you need resources to help? Would you like support from a partner?) 3. Explain that they will have to complete work in their own time (break/lunch/after school). Log as Step 1 after initial warning 4 Give child a limited choice (Do you want to complete the work now, or at break time?)
Hiding in the classroom/corridors/toilets (Depending on the circumstances this might be logged as Step 1, 2 or 3 or not at all if the child is distressed about events beyond their control)	1. Ensure you know where the child is and is safe, give them a few minutes 2. Approach child and encourage them to join the class/back to their seat. If they need to talk to you about something that may be bothering them, they can see you at break time. 3. If the child refuses, give a limited choice (Would you like to talk in the corridor or in the library?). Encourage the child to talk and provide an adult who will listen. 4. If behaviour continues, contact parents and discuss concerns or seek advice from SENDCo. Consider if there is an unmet mental health need/safeguarding issue.



Externalised behaviour	Suggested Response (Such behaviours are likely to warrant step 1, 2 or 3 especially if repeated. If persistent step 4, or even 5 may be appropriate.)
Calling out or shouting during lessons	1. Set the rest of the class on task, before speaking to child quietly on their level. Ask if they require any support with their learning. 2. At a second attempt, quietly remind them the learning must be completed at some stage- but you know they are capable and will do well. 3. If behaviour is disruptive, send the child to complete work in a different space or classroom for a limited time or explain that they will have to complete work in their own time (break/lunch/after school). Give the child limited choice (Would you like to complete your work here or in the library? If you want to stay in the classroom, I need you to not disturb the learning of others). Log behaviour at appropriate step. 4. Hold a restorative conversation during the next break. Staff to discuss how their behaviour made them feel (e.g. frustrated as staff can't teach / others can't focus etc.) and give the child the opportunity to respond. Set appropriate repercussion. 5. If the behaviour continues, speak to parents and consider an individual behaviour plan.
Verbal disagreement with peers	1. Calmly acknowledge that the child(ren) is/are not happy. Explain that you can talk to them when they are calm or at the next break. Give the child(ren) space to calm down. 2. Speak to the child 1:1. Give them a limited choice – e.g. would you like to talk to me here or in the library/outside? Log behaviour at appropriate step. 3. Use a restorative conversation between the children involved to explore what happened and how it made each individual feel (see section 8). Ask the children to acknowledge the harm they have caused and suggest how they might respond differently next time. Children discuss possible consequences as appropriate (see section 9). Agree any repercussion
Misusing equipment e.g. snapping pencils or sawing at table with a ruler	1. As soon as behaviour is observed, set class going immediately on a task. Talk to the child 1:1 about how they are feeling and the impact of their actions on the feelings of others. Consider any underlying issues that is causing this behaviour that need to be unpicked. Log behaviour at appropriate step. 2. If pupil continues to misuse equipment, arrange a restorative consequence where the impact of this behaviour can be discussed outside of learning time. 3. Set restorative consequence depending on age, aptitude and background of the child (see section 9).
Stealing	1. When first observed/suspected, talk to child 1:1 away from peers. Say that you think, or know, that they have taken something that doesn't belong to them. Explain that, when they are ready to return it, they should give it to you or put it in a box, for example. 2. If behaviour continues, talk to child about real-world implications and inform parents. Keep a log of the behaviour and of the restorative conversations had after each situation. 3. Set restorative consequence depending on age, aptitude and background of the child (see section 9). Log behaviour at appropriate step and also any repercussions.



Refusing to follow instructions	1. Ask the other children to carry out a task to allow you to speak to the child. Talk to the child 1:1 – tell them that you care and are there to listen. 2. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry. 3. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 4. Restorative conversation at an appropriate time after to review the behaviour and the impact it had on the feelings of others. 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 6. Record the incident on the appropriate step.
Running out of the classroom and/or leaving the school building	1. Without speaking to the child, ensure that you know where they are and that they are safe. Ignore the behaviour as long as another adult is in the vicinity. 2. Explain to the child that you will talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 3. If the child refuses or demonstrates dangerous behaviour, ask another staff member for support and 4. use 'change of face'. New staff member repeat step 2. 5. If behaviour continues, or becomes more dangerous, call for SLT to support. 6. Hold restorative conversation with the child and adult involved. 7. Set restorative consequence depending on age, aptitude and background of the child (see section 9). Record the incident at the appropriate step
Sitting under table	1. Without speaking to child, ensure you know they are safe. 2. If behaviour continues, do not draw attention to it and praise those focussed on learning. 3. Set the other children on a task and get down on the level of the child and speak calmly to child. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry. 4. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 5. At the next break opportunity hold restorative conversation with the child. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 6. If behaviour continues speak to SENDCo – consider unmet mental health need. If repeated, or regular, report on the Behaviour System. Log step if appropriate
Swearing at children	1. Acknowledge that the child is upset/angry. Give limited choice of places to calm down. 2. Talk to all children involved once they are fully calm. Hold a restorative conversation between children. 3. Inform relevant staff members and speak/write to parents before the end of day. Log at appropriate step 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9).

Dangerous Behaviour	Response (Such behaviour is likely to warrant step 5, or suspension.)
Absconding from the school	1. Ensure that the child can be seen and knows you are watching to make sure they are safe- do not chase the child. 2. Notify other staff as soon as possible. SLT to respond and support 3. Prevent the child from leaving the premises by monitoring exit points and have a key person to talk to the child. Physical intervention may be required to keep children safe. If this is needed, a Team Teach member of staff to attend. (See section 14). 4. Restorative consequence: once calm - conversation about strategies to calm down for next time and consequence dependant on child 5. Parents to be informed by agreed member of staff and incident reported on Behaviour System. SLT & teacher to consider IBP if incident is likely to be repeated.
Intimidation through making threats to another child or children	1. Acknowledge that the child is upset/angry. Give limited choice of places to leave the situation and calm down. 2. Hold a restorative conversation between children when all are calm. 3. Record incident on Behaviour System. Inform relevant staff members and speak to parents before the end of day. 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9).
Throwing equipment with force Throwing furniture Slamming doors with force	1. Ensure that other children are removed from the situation. Request a Team Teach trained staff member to attend. Consider if a 'change of face' would help the situation. 2. Acknowledge and name the child's feelings. Explain these feelings are ok and that you are there to listen. 3. Use limited choices to distract them or calm them down e.g. would you like to talk or do some colouring? 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 5. If behaviour is repeated, SENDCo and Class Teacher to discuss whether an IBP is appropriate.
Bringing dangerous items into school, or threatening to use a dangerous item	1. Speak calmly to the child and ask them to hand over the item. If appropriate ask for an adult well-known to the child to support 2. SLT to be called and child supported to answer questions about the item 3. Parents to be informed of incident by SLT 4. Headteacher or most senior member of staff to call police if necessary (weapons / knives must be handed over to the police). 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). SENDCo / teacher to implement a plan to stop future incidents.
Hitting, kicking, slapping, scratching, biting, spitting or pushing (including fighting or injury to staff)	1. Ask the other children to move out of the way so they are safe. Request Team Teach trained staff attend immediately. Other staff should stand at a distance to avoid overwhelming the child. (See section 14). 2. Approach the child and acknowledge their feelings and that something has happened. Explain that you are there to help. Say 'Talk and I will listen'. 3. If behaviour continues where another child or staff member are no longer safe, use Team Teach physical intervention (those who are trained). 4. Once calm, hold restorative conversation between those involved (staff or other pupils) to acknowledge harm caused and provide an opportunity for apology and restoring of relationships. 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 6. If behaviour is repeated or is likely to reoccur, SENDCo and Class Teacher to discuss whether an IBP is appropriate and refer to external agencies.



7. Sexist, racist or homophobic comments and behaviour

We want everyone to feel included, respected and safe in our schools. We will not tolerate verbal abuse, which includes name-calling and sexist, racist or homophobic comments.

All staff and pupils are encouraged to call out and report this behaviour. If pupils make these comments, we will:

Ask them to apologise to anyone the comment was directed at

- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate to senior staff if the pupil refuses to apologise or the behaviour is repeated
- Put in place a restorative consequence to help the perpetrator understand the impact of their words and / or actions
- Engage with parents of both parties
- Refer to external support if or when required

8. Restorative Conversations on R-time Model

Restorative conversations and consequences should follow any notable behaviour incident. Restorative conversations can take place between children or between an adult and a child to repair a relationship if required.

For clarity, such incidents that require a restorative conversation, are likely to be those which result in a Step 3 or above in the Simply BEHAVE System described in Appendix 1

These should be undertaken by the class teacher or member of support staff, or SLT who has established a relationship with the child. To avoid unnecessary embarrassment, restorative conversations should take place in a semi private setting. (This means in a space where you are in public view, but cannot be overheard.) If you do need to take a single child into an office to have a restorative conversation, have another adult in the room. This can be another adult the child has a positive relationship with or an adult who is just in the room, but doing something else.

Restorative conversations should be led on an R time model and include:

1. Children involved and adults sit in a circle facing each other
2. Positive body language, eye contact and tone modelled by adult
3. Ask each child to explain their version of events, without interruption. Each child asked how the event made them feel. Adult to ask open questions such as 'Tell me what happened...', 'What were you feeling?', 'What were you thinking at the time?'
4. Ask the wrongdoer to identify the hurt that has been caused. Each child is asked how they are feeling now.
5. Ask the wrongdoer what they think needs to happen to repair the relationship. Ask the victim if they think that this is appropriate.
6. Adult to determine whether the consequence/repercussion is appropriate (see section 9).
7. Discuss strategies to avoid a repetition of the behaviour.
8. If appropriate, ask children to shake hands or recognise that the issue is dealt with

Further information about restorative questioning is included in Annex A.



9. Consequences or Repercussions

The word 'consequence or repercussion' should be used instead of negative language such as 'punishment' or 'sanction'. A step under the simply behave system may be the only repercussion required and these should be recorded in the behaviour log on a daily basis. See Appendix 1 for an explanation of the step repercussions.

However, we understand that set or 'blanket' consequences for all children are not always appropriate. Whilst Appendix 1 and the Simply Behave repercussions will work for the majority of the children, most of the time, sometimes staff must devise a bespoke consequence, just like we make provision for personalised rewards.

In these circumstances, staff must consider the age, aptitude and background of the children when setting consequences for any behaviour breach. Staff must ensure an 'equitable' rather than 'equal' approach is applied. Consequences, where appropriate, should be set at the end of a restorative conversation and involve the children when deemed appropriate.

Possible consequences could include:

Missing part of break, lunch time or any reward time (as soon as possible after the event)

- Writing a letter of apology
- Repairing any damage
- Missing part of class golden time/free time
- Spending time in another classroom
- Completing job in the classroom during break or lunch time (e.g. sharpening pencils / tidying up etc.)
- Working in the office area for a set period of time

If the behaviour breach is serious or persistent, or presents an ongoing safety risk, a suspension may be issued at the discretion of the Headteacher. As a last resort, a permanent exclusion may be issued in line with statutory guidance and the Trust's Exclusion policy (see section 10).

10. Emotion coaching

When supporting children to regulate their behaviour, staff should employ the use of Emotion Coaching to support children to understand and regulate their behaviour. Emotion coaching is an approach which can be embedded into everyday practice when working with children to support the development of behaviour regulation. It is an approach that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.



What Emotion Coaching means in practice (how co-regulation works)

Step 1: Being aware of the child's emotions and your own

Step 2: Recognising the emotion as an opportunity for intimacy and teaching ('Would you like to talk about it?')

Step 3: Empathetic listening and validation ('I understand. That sounds hard.')

Step 4: Labelling the feelings ('This is what is happening. This is what you are feeling.')

Step 5: Setting limits and problem-solving ('We can't always get what we want' or 'We can sort this out.')

11. Roles & Responsibilities

11.1 Teachers will:

- Get to know individuals in their class and take time to build relationships
- Ensure the classroom is welcoming and organised ready for each day
- Provide consistent classroom routines and warn children of any planned changes
- Consistently implement the behaviour regulation policy and use restorative practice and/or emotion coaching to deal with any incidents that arise
- Communicate regularly with parents
- Use the behaviour step system to log incidents and track patterns of behaviour and steps
- Recognise and report any safeguarding concerns that are linked to a change in behaviour
- Use positive reinforcement for all children
- Be respectful, fair and non-judgemental
- Stay calm and act as a good role model
- Report any noticeable or unusual changes in behaviour that may be safeguarding related to the ECM team and on CPOMS (Child Protection Online Management System) for SLT to monitor.

11.2 Support staff (including teaching assistants, lunchtime staff and admin) will:

- Get to know individuals they are working with and take time to build relationships
- Liaise regularly with the class teacher to implement consistent behaviour regulation strategies
- Ensure the children are engaged in activities at break times and lunch times
- Use positive reinforcement for all children
- Be respectful, fair and non-judgemental
- Use restorative practice and /or emotion coaching to deal with any incidents that arise
- Stay calm and act as a good role model

11.3 The Senior Leadership Team will:

- Support staff and children's emotional wellbeing and mental health
- Liaise with external professionals to support with specific cases
- Regularly review the behaviour log and work alongside staff to identify patterns and triggers
- Stay calm and act as a good role model
- Be respectful, fair and non-judgemental

11.4 Parents will:



- Communicate with class teachers, sharing information that could affect their child's behaviour at school
- Work with school staff to develop consistent strategies for behaviour regulation at home and school
- Stay calm and act as a good role model
- Attend any meetings held by the school to support their child's behaviour regulation

12. Support for staff

The Senior Leadership Team (SLT) and Governing Body (Strategic board) recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout.

To this end, staff have been given a number of strategies to aid their own self-care including training on mental health and well-being, an 'open door policy' of the Senior Leadership Team and access to external support and advice.

It is important that staff have the opportunity to 'de-brief' where there has been a serious incident to share experiences, support each other and discuss plans that may help stop any recurrences. Where appropriate, we use internal counsellors/therapists and external services to provide coaching or supervision for staff working with children with complex social and emotional needs. More information can be found in the Trust's Wellbeing Policy.

13. Persistent, ongoing or dangerous behaviour

Marish Academy Trust is comprised of two very inclusive Primary Schools, but we acknowledge that some rare cases it is appropriate to, at the discretion of the headteacher, issue a suspension or permanent exclusion. These decisions are not taken lightly and are made in line with statutory guidance.

A suspension or permanent exclusion may be issued due to a serious breach, or persistent breaches of behaviour outlined in section 6 and 7 above. The headteacher may also consider whether a suspension or permanent exclusion is appropriate in response to other incidents of poor behaviour not outlined above (for example, due to behaviour outside of school).

If a suspension or permanent exclusion is issued, parents will be informed of the decision and reasons without delay. A reintegration meeting will be held with the parents and child on their return to school. Further information can be found in the Trust's Exclusion Policy and in the DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' 2022.

If staff suspect a dangerous item has been brought into school, belongings may be searched in line with guidance set out in 'Behaviour and Discipline in Schools (2016)' and 'Searching, screening and confiscation (2018)'.

If a child disobeys school rules and behaves in a way that damages school property; for example vandalism, throwing stones etc, parents will be liable for the cost of any repairs or replacements.



This includes damage to staff vehicles. Some children may behave dangerously in states of distress and may not have the cognitive understanding to control their behaviour and therefore the Headteacher has the discretion to waive the payment in certain circumstances.

14. Positive Handling (Physical Intervention)

14.1 Physical Touch

The staff at Marish Academy Trust believe that physical touch is an essential part of human relationships. In our schools, adults may well use touch to prompt, to give reassurance or to provide support in PE. Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use equipment
- Demonstrating or supporting exercises or techniques during Physical Education
- To give First Aid

Staff need to be aware of sensitivities associated with any form of physical contact with students.

14.2 Definitions

Control means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

Non-restrictive physical interventions are where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school.)

Restrictive physical interventions are interventions which prevent, impede or restrict movement or mobility.

Reasonable Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of school staff have a legal power to use reasonable force.

14.3 When is restrictive physical intervention permissible?

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of any person (including the student himself); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

14.4 Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of



intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Where it is likely that a student may need to be supported through physical intervention and following any incident which requires physical intervention, a Positive Handling Plan will be created and agreed with parents and the staff working with the student. This will ensure all parties are aware of how any future incidents will be handled. The Positive Handling Plan will be reviewed and amended as needed to ensure it remains appropriate and relevant. See Appendix C.

14.5 How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

The use of the Team Teach approach is one of our management methods for reducing risks presented by challenging behaviour. Staff are trained regularly by Team Teach trainers and Trust commits to training a range of teaching and learning staff every two years, including most senior leaders, because we believe it is a priority to ensure we can address escalating behaviour and manage outbursts of extreme behaviour when they occur.

Following an incident where a student has required a restrictive physical intervention, it is important to consider the need for recovery. This may involve the participation in a calming activity, quiet time away from the initial trigger or the resumption of their usual routine. Students will be given the opportunity to debrief with a familiar member of staff following an incident.

14.6 Recording and Reporting Significant Incidents

This part of the guidance is statutory.

The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil.

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved in the Restraint Book, which is located in the school office. This will be completed as soon as possible after the incident, prior to staff going off duty, and signed by the staff involved and the Executive Headteacher.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Senior Leadership Team to the needs of any pupil(s) whose behaviour may require further support.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.



16. Monitoring and review

Date reviewed by all staff with pupil involvement	Date Ratified by the Strategic Board	Next Review due
March 2024		October 2025

Our attachment aware and trauma informed behaviour regulation policy is reviewed every second year.

This policy should be read in conjunction with:

- Safeguarding Policy
- PSHE Policy
- Exclusions Policy
- Inclusion Policy



Appendix A: Restorative Dialogue: Using Restorative Questions

The basic questions for responding to behaviour are:

1. *What happened, and what were you thinking at the time of the incident?*
2. *What have you thought about since?*
3. *Who has been affected by what happened and how?*
4. *What about this has been the hardest for you?*
5. *What do you think needs to be done to make things as right as possible?*

These questions act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of children's behaviour, determine the impact, repair any harm, and ultimately restore damaged relationships.

Restorative questions:

- are non-blaming and open ended
- allow for storytelling and attentive listening
- separate children's behaviour from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with particular actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasising finding solutions rather than assigning blame
- holds people accountable and requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behaviour.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices view conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Criteria for Restorative Conversations

When using the restorative conversations staff should:

- Ask the wrongdoer to identify who has been harmed.
- Ask the wrongdoer to describe what harm was done.
- Ask the wrongdoer to describe what needs to be done to make things right.
- Require a verbal or written response from the wrongdoer.
- Ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

Staff should use Restorative Questions:

- in a non-judgmental way that communicates a genuine desire for understanding.
- in an appropriate public or private setting.

Application of Restorative Questions:



With slight adaptations, restorative conversations can be used in a wide variety of situations and settings, ranging from brief informal corridor chat, to whole class discussions.

Accountability and Natural Consequences/Repercussions vs. Punishment:

When wrongdoing occurs, it is important that consequences are identified and required. The restorative questions allow for deeper exploration of impact and involve all stakeholders in the process of determining the most appropriate consequences along with the person who caused the harm. With natural consequences, children become active participants by recognising the harm they caused and by taking responsibility to make things as right as possible by following through with the identified consequences.

Natural consequences are defined as a result or effect of an action or condition, while punishment is defined as something that is imposed on someone, generally with the intention of creating pain and discomfort. Punishment allows for the person to remain a passive recipient without having to take responsibility for their actions.

Facilitating Restorative Conversations

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.

1. Engagement (to all involved in the incident) *We*

need to talk about what just happened.

Can you tell me what happened?

2. Reflection (to person responsible for the harm)

What were you thinking about at the time?

What were you hoping would happen?

What made you decide to do that?

What have you thought about since?

3. Understanding the harm/impact

1. First to the person who caused harm

Who has been affected by what happened?

How do you think they have been affected?

2. To the person harmed:

What did you think when that happened?

What was that like for you?

What was the worst bit?

4. Acknowledgement (to person responsible for harm) *What do you think now about what you did?*

5. Agreement (to person harmed first)

What would you like to happen as a result?

Then to person responsible – *Is that fair? / Could you do that?* To

both – *What else needs to happen to fix this?*



Appendix B:

Simply Behave Rewards and Repercussions System

1. Individual rewards:

The main vehicle for rewards within the class room will be the reward charts. Class stamp reward charts are displayed in every classroom. They will be stamped by the class teacher or teaching assistant in acknowledgment of good work and positive behaviour.

- On receipt of 50 stamps a child will receive a bronze certificate in assembly together with a stationary prize.
- On receipt of 100 stamps they will receive a silver certificate and a prize from a class treasure box.
- On receipt of 150 stamps, they will receive a gold certificate and be able to choose a book from our box of specially purchased book prizes.

Each week the class teacher selects a child to receive a praise card. This card is sent in the post to the child's home and explains to the parents how their child may have followed the diamond rules, produced superb work, overcome a challenging situation or been an excellent role model for example.

2. Collective rewards:

Each class will have a plastic jar with 30 bouncy balls. Bouncy balls can be awarded for any examples of good class behaviour.

- If the class manages to get all 30 balls into the jar in a week, they will be given 10 minutes of extra playtime or golden time on the day the jar gets to 30 balls.
- After the class fills the jar once, they can begin to fill the jar again. If and if they manage to complete a second jar within the week, each child in the class will receive a negotiated 15 minutes of extra PE, ICT or golden time.
- Should a class fill the second jar they can begin to fill a third jar and should they achieve this, they will receive a £10 voucher for the class teacher to spend on the class. This money should be spent on games or stationery items for the whole class to enjoy.
- The class who achieve the most jars in any half term will receive a class reward of a class 'cinema treat'.

3. Lunchtime rewards:

Lunchtime staff can reward children with stamps to re-enforce positive behaviour on the playground. Lunchtime staff have been given training in the Simply Behave plan and we aim for them to follow the Behaviour Regulation Policy correctly and consistently during free play.

In addition to this, two children per class are selected each week to receive an invitation to sit on the Golden Table. Children are chosen for outstanding behaviour (helping others, caring for a pupil who is hurt or simply following instructions immediately).

4. Repercussions:

To encourage children to make the right choices, adults will refer to the 'Three Diamond Rules'. Where children choose not to make the correct choices, they will go through the Steps system.

Initially, children are given a warning, if this is ignored they are put onto a step.

Step 1 and 2: These are verbal reminders of the correct behaviour. The child will be reminded of the Diamond rules, with focus being placed on the rule which they have chosen not to follow.



Step 3: Should a child persist in breaking the Three Diamond Rules, or engaging in behaviour that warrants an immediate Step 3 (as outlined in appendix 1), a time out will occur within the classroom.

Step 4: For further infractions, or behaviour that warrants an immediate Step 4 (as outlined in appendix 1), a time out will occur in another class (usually the child is sent to the above year group). During this 'time out' the child should reflect on their behaviour and complete a step 4 Reflection Sheet.

Step 5: Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5 (as outlined in appendix 1), they will be sent to a member of SLT. This will be logged and their parents will be informed by telephone, followed up with a standard letter requesting them to attend a meeting to discuss their child's behaviour. To support better choices being made, it is our policy that this meeting must take place before the child returns to class. At the meeting, strategies will be discussed to support better choices and the parents will be asked to support their child in changing their behaviour.

On the day the Step 5 occurs, the child will remain out of class for rest of day and work on classwork (if they can complete it independently).

Each week, class teachers record information about any child in their class who has received a step 3 or above, stating the step and the reason on a shared spreadsheet. This information is then analysed weekly by the Behaviour Team. They monitor the information and send out weekly emails to SLT, the inclusion team and Learning Mentors highlighting children who may need support put in place. In year groups, behaviour is also discussed during weekly PPA sessions to ensure teams are working collaboratively and ensuring information is shared amongst the team.

5. Direct progression to Step 5 and Exclusions:

For serious or extreme unacceptable behaviour children may progress straight to step 5. Examples of such behaviour are listed below, but are not exhaustive:

Unprovoked physical violence; stealing; lying; bullying; vandalism; repeated defiance; swearing or racism.

Direct progress to a step 5 must be authorised by a senior leader before parents are informed.

In the unlikely event of a child receiving two step 5's in one month or less for the same type of behaviour, further support may be needed. Examples of support may include:

1. Children can be removed from clubs including breakfast club, afterschool club and CU clubs if their behaviour is affecting the safety of themselves, and/or others.
2. Children may be referred to SEBDOS, behaviour panel or any other relevant outside agency that can offer additional support for that child where relevant.
3. These children will be closely monitored by the Inclusion Team and may also be given a Learning Mentor to support them within school.
4. It may be decided to move a child to a different class within their own school either temporarily or permanently depending on the child's needs.
5. Moving the child, with parents' consent to another school within our trust, either temporarily or permanently.

As a last resort, children may be issued with a suspension or even permanent exclusion but suspensions are rare and a permanent exclusion has not happened in the tenure of the current headteacher.

6. Attendance on school trips and overnight school journeys



A repercussion or natural consequence may be that a pupil who has persistently behaved in an unsafe way in school cannot attend school trips including overnight school journeys.

Marish Academy Trust believes in equality of opportunity and will do whatever it takes to ensure that children with special needs, challenging circumstances and who experience any disadvantage have these opportunities alongside their peers.

However, for children who have a history of extreme behaviour and a Positive Handling plan in place, a risk assessment must be carried out by the senior leadership team before they go on any school trip, but especially overnight school journeys.

If the senior leadership team considers that the risk to safety and well-being of any child or adult on the trip is too great, then the Trust reserves the right to refuse to take the child.

7. Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings in the Summer term.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



Appendix C:

Positive Handling Plan

Name:

D.o.b:

Medical Conditions that should be taken into account before physically intervening: <i>Diagnoses, disabilities etc</i>		
Risk to staff:		
<i>At Marish Academy Trust, we believe the welfare of children is paramount, and that by ensuring pupils' basic needs are met, they are better able to regulate their emotions and behaviour.</i>		
Indicate here any factors that are likely to hinder this child's ability to regulate themselves:		
Hunger Thirst Illness Other factors:	Loss/ damage of possessions Clothing Rest Family well-being	Changes to routine Transitions – home to school/ lesson to lesson Sensory needs (especially ASD pupils) eg busy spaces, loud noises
Trigger Situations:		
Topography of Behaviour (What the behaviour looks like) Early – warning signs that pupil is not managing well Escalated Behaviour – Pupil requires immediate intervention Subsequent likely behaviours following an incident		
Praise Points/ Strengths 1. 2. 3.		



Preferred Supportive and Intervention Strategies

Verbal Advice and support	Distraction (Known key words, objects, etc – likes)	Reassurance
Take up time	C.A.L.M. talking /Stance	Time Out (Requires written plan)
Negotiation	Withdrawal (Requires Staff observation)	Choices/Limits
Cool Off: Directed/ Offered (Delete as appropriate)	Humour	Contingent Touch
Consequences	Transfer Adult (Help Protocol)	Planned Ignoring
Success reminder	Others	

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'Get-outs' that can be used when holding, etc)

Debriefing process following incident: (What is the care to be provided?)

Recording and Notification required:

How parents can help:

Authorisations:

	Print name	Signature	Date
Senior Leader			
Class teacher			
Parent/Guardian			

Date plan due to be reviewed: