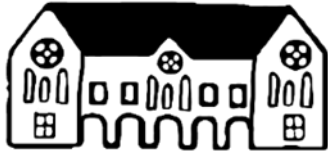# Attachment Aware Behaviour Regulation Policy

Policy agreed:

Date of next review:

Headteacher signature:

Chair of Governors' signature:

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Governors' Behaviour Principles Statement

Rationale

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Positive Behaviour Policy at Stubbings so that it reflects the shared aspirations and beliefs of governors, staff and families for the children in the school, as well as taking full account of law and guidance on behaviour matters.

All our children have:

- *The right to be listened to, be valued and to feel and be safe.*
- *The right to learn without disruption.*
- *Personal responsibility for their behaviour and actions*

Broad Guidelines:

- *We have a positive behaviour policy wherein we acknowledge good behaviour and show mutual respect.*
- *We consistently promote equality and have a zero-tolerance approach to discrimination, harassment, victimisation and bullying.*
- *We apply the principles outlined in our positive behaviour policy consistently across the school whilst recognising and taking into account the needs of individual children such as those with SEN, disabilities, particular vulnerability or other individual circumstances.*
- *We have effective communication systems to ensure all relevant persons are aware of the any action carried out in relation to inappropriate behaviours.*
- *We offer early support for those children who find it more difficult to consistently display acceptable behaviours.*
- *Where there are significant concerns regarding a child's behaviour we seek to create positive relationships and an active partnership with families and share the strategies used with the child when trying to promote good behaviour.*
- *Where necessary we would create a personalised behaviour plans for any children who require additional support with their behaviour.*
- *We will seek advice and support from outside agencies where appropriate. Staff will ensure that all children understand what constitutes acceptable behaviour and showing respect.*
- *All adults in school will display mutual respect and will model appropriate behaviour at all times.*
- *Staff will keep up to date with current issues and will continually seek information regarding good practice and further strategies to further improve behaviour and attitudes.*
- *All staff will follow the behaviour policy and the guidance within it.*
- *Sanctions will be applied where necessary as outlined in the school's behaviour policy.*
- *Staff may use reasonable force in appropriate circumstances, and in accordance with Team Teach training, as outlined in the school's behaviour policy.*
- *Staff have the power to discipline children beyond the school gate where appropriate**
- *Exclusions, especially those which are permanent, will only be used as a final resort when all other avenues have been explored or when there is a risk of danger to another pupil or adult within school.*

- *All actions taken will be proportionate to the risk of harm to the child, other children, staff, others or to the damage of property.*
- **Behaviour policy is in line with DFE Behaviour and Discipline Advice for Headteachers and School Staff January 2016 - Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".*

Conclusion

Stubbings is a school community in which high standards of behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's wellbeing, development and learning.

Policy Rationale

We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.

At Stubbings, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through an attachment aware approach, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

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

Policy Scope

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, children and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

This policy is designed to ensure guidance for staff in order to support children's self-esteem and self-regulation through positive relationships and a whole community ethos as our main means of securing positive, happy behaviour. It focuses on ensuring the right conditions, culture and climate for learning.

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

Policy Aims:

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

> **All children have:**
>
> *The right to be listened to*
>
> *The right to be valued and to feel and be safe*
>
> *The right to learn*
>
> *The right to play*

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy

Roles and Responsibilities

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

Our guiding principles – moving towards an attachment aware, relationship based approach

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

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

- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings

and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

> *"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"*

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

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

- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.

- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).

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

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

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

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

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

- **We are mindful of children's experience** of success

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

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

- **'Positives' are public, 'Problems' are more private**

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

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

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

"The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

P.L.A.C.E. Approach (Dan Hughes)

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

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

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

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

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

Expectations and boundaries

It also helps us to have a shared language when exploring behaviour. It is important that adults in school model the expectations; we understand that our behaviour as adults 'makes the weather' – and that the children should always know what to expect of us.

We must be mindful of the ***children's high expectations of the adults*** as well as our expectations of them.

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

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

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

- Start and end of day
- Transition times
- Moving around e.g. to assembly
- Getting changed for PE
- Getting ready for play
- Break and lunchtimes

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

- Use of SEAL programme and materials
- PSED curriculum
- Assemblies
- PD sessions with staff
- Posters, displays and information in the school building

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

- Public recognition, praise and attention
- Stubbing's Promises (see above)
- Mindful and deliberate use of affirmative and esteeming language (including body language, presence, gesture and voice) – including meaningful praise
- Sticker charts / golden acorns / Tree-mendous Learning cards
- Marbles in the jar / acorns
- Treasure box
- Great News assemblies

- Top table
- Stickers, stamps, stars and other tangible rewards and recognitions
- Golden Time / chosen class event - a shared reward that the whole class earns and is never taken away from individuals as a punishment.

*We are always mindful to ensure that all children in a cohort are **included** in these rewards / positive strategies – teachers for example keep a record of children included in Good News to ensure all children get a turn and to avoid repeats.*

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

Supporting Children with Social, Emotional and Mental Health Needs

It is a core aim that every member of our school community feels values and respected, and that each person is treated fairly and well. We recognise hat children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. This may include children presenting with challenging, disruptive or concerning behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction differences or sensory disorders. Other children may have attention or attachment difficulties. These children will be supported using a variety of strategies, developed with key adults in the child's life – staff / professionals / family – in order to best meet their needs.

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

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

Key principles in supporting the universal needs of all children:

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

So, in practice:

- We do not judge, we do not use the language of punishment

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

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of **all members of the school community**, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014). This guidance promotes the idea that the SEMH needs of all should be at the heart of the school.

How we respond to problematic or concerning behaviours / incidents:

Our key approach here is to take proportionate action to address problematic behaviour, looking for opportunities to have formative conversations in following up and then where necessary providing opportunities for restorative actions in order to '*put it right and move on'*. Our 'go-to' strategy is to have a structured conversation with the child/ren involved.

These conversations should be:

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

These are sometimes called "serious conversations". *A good starting point for these conversations is to refer to the Stubbings Promises.*

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

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

Examples of language in response to problematic behaviours:

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

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

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

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

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

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

We believe that many behaviours are learnt and therefore the role of ***learning*** is key for children to ***learn*** how to put things right. The teacher or other grown up has a key role to play in ***teaching*** children how to 'get it right'. We avoid responding to and following up poor / problematic behaviour publicly, for example with names on the board etc.

Having a restorative approach, which children are more likely to engage positively with, is more likely to have good results. Minor problems are challenged gently and swiftly with reminders or prompts and if necessary, a longer conversation. We always positively acknowledge when pupils engage with this and put the problem right. e.g., '***Thanks for putting that right with no fuss.'***

Class teachers may choose to have an informal word with the child's/children's parents or carers at home time handover (or by phone if necessary) – this needs, wherever possible, to ***include reassurances that the situation has been addressed*** and sorted and that no action is necessary - and that the child has 'put things right and moved on'. We are mindful that this is a public forum and will talk more privately if necessary.

We never ask parents / carers to punish their children and we explain where we need teachers and parents / carers to be giving the same messages. Again, we always positively acknowledge a pupil's success in putting things right.

When an incident occurs, which is judged to be more complex or serious, the adult/s involved will ask all children involved to complete a **'What Happened'** sheet where appropriate; it is an absolute expectation that this is accompanied with *a lot of talk* to establish what the problem was, possible reasons why this happened and what needs to be done next. The adult explicitly models how we discuss and solve problems. Where an issue has arisen at lunchtime, MDSs will need to refer the issue to the child's class teacher. Visiting teachers/supply teachers must seek advice and support from another teacher. The adult is required to encourage children to find ways to put things right and move on; this will depend on the individual circumstances.

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

- o   allow the child involved a chance to come down from their heightened state if necessary
- Pupil voice from 'all sides' is vital when supporting formative / restorative conversations with children

What Happened Sheets / Cause-and-Effect maps:

These are used to help with following up an incident of concerning behaviour.

What Happened Sheets:

- *Give an opportunity for a child to settle down out of a heightened state and to take the 'heat' out of a situation if necessary*
- *Capture pupil voice from different viewpoints if necessary*
- *Help to keep a record of serious concerns with behaviour*
- *Can be shared with parents / carers if necessary / useful*
- *Are designed to support a child in learning what went wrong*
- *Are designed to help a child to put right what went wrong*
- *Are designed to support children in keeping things right*

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

If there has been a problem during playtime, depending on the situation, children may sometimes be asked to stay close to an adult while a situation is diffused.

Teachers may also decide that a child needs an adjustment to their playtime in order to have some time to sort a problem or to manage separation between children if necessary.

How we record and monitor behaviour incidents:

All behaviour incidents / concerns are recorded on CPOMS the pattern of incidents are consistently monitored by the class teacher and DHT / EHT. CPOMS is an online system for monitoring Safeguarding, wellbeing and all pastoral issues. CPOMS works alongside our existing safeguarding processes. In addition to this, teachers keep a 'What Happened' Record where incidents / concerns are more complex or serious. SLT colleagues can support with these conversations and concerns should be referred to the DSL or SENCO as necessary if there is safeguarding concern or if the incident raises a concern about the child's needs.

As part of our behaviour policy, we recognise that parents/carers should be appropriately informed about any concerns regarding their child. Every effort is made to ensure that there is good communication between home and school. Our mutual expectations are made clear in our Home/School agreement. Should a child's behaviour be a cause for concern, parents/carers are contacted, and the situation explored in order to support the child.

Further Reading / Links / Appendices

Appendix 1 - Exclusions

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

In the event of exclusion of a child being considered, we would follow the procedure as set out in the DfE's Guidance: Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017

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

- fighting or encouraging others to fight
- hurting another child or adults deliberately
- abusive, threatening or derogatory, discriminatory and racist language or behaviour towards other children or adults*
- bullying (peer-on-peer abuse) and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice based bullying and cyber-bullying
- damage to property
- persistent defiance and refusal to follow instructions
- theft
- use of offensive sexualised language, sexual abuse or assault
- carrying, threatening to use or using a weapon

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

The behaviour of pupils outside of school can also be considered as grounds for exclusion.

We may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school

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

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In the case of fixed term exclusion, the child and their parent/carer must attend a reintegration meeting before returning to school. Our Federation of schools promotes community cohesion and takes a no tolerance approach to racism / homophobia / any prejudice-based incidents (see our Anti-racism policy). All incidents are recorded, reported and investigated according to the school's Racist Incident Recording, Reporting and Investigating Procedures and is monitored by the SLT and reported to governors as necessary

Appendix 2 – Bullying / Peer-on-peer abuse

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

Further details can be found in our separate anti-bullying information.

Appendix 3 – Physical Intervention 'reasonable force'

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

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

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

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

Appendix 4 – Stubbings Promises

A copy of the promises is displayed in every space in school

An electronic version is available on the T Drive

These are referred to when exploring an issue or when esteeming good / improving behaviour

Appendix 5 – What Happened? Sheets

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

An electronic copy of this can be found on the T Drive

If a What Happened Sheet is shared with parents/carers, a copy must be kept by the teacher
Scans of What Happened Sheets may be scanned and added to a child's CPOMS record if necessary

Further Reading / Links

The book 'Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material' (Gore Langton & Boy, 2017) is an excellent resource for schools.

'What about me?' Louise M Bomber

'When the Adults change everything changes' Paul Dix

'Observing children with attachment difficulties in school' Helen Worrall

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

Dr. Dan Siegel's Hand Model of the Brain
https://www.youtube.com/watch?v=f-m2YcdMdFw&list=RDCMUCcTk7DmiA7NRmpxeX4jeB3w&index=2

Seth Porges

The Polyvagal Theory: The New Science of Safety and Trauma
https://www.youtube.com/watch?v=br8-qebjIgs

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

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

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

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

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

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

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